Central High School

East Campus: 3535 N. Cornelia Avenue, Fresno, CA 93722
West Campus: 2045 N. Dickenson, Fresno, CA 93723

Central Unified School District

March 3-6, 2019

ACS WASC/CDE Focus on Learning
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Central Unified School District

Board of Education
Terry Cox, President
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Phillip Cervantes, Trustee
Naindeep Singh Chann, Trustee
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Jack Kelejian, Assistant Superintendent, Human Resources
Kelly Porterfield, Assistant Superintendent, Chief Business Officer
Andrea Valadez, Administrator, Special Ed/Support Services
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Paul Birrell, Director, 7-12 & Adult Education

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Robert Perez, Principal, Central High School East Campus
Dave Holtermann, Principal, Central High School West Campus
Brad Edmunds, Assistant Principal Central High School
Latisha Richmond, GLD
Erin English, Vice Principal, East Campus
Ezequiel Gutierrez, Vice Principal, East Campus
Renee Lynd, Vice Principal, East Campus
Brent Dettman, Vice Principal, West Campus
Jamie Prieto, Vice Principal, West Campus
Mark Beyer, GIA, East Campus
Harman Dhillon, GIA, East Campus
Michelle Vargas, GIA, East Campus
Melody Burriss, GIA, West Campus
Melissa Hernandez, GIA, West Campus
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Mr. Richard J. Puppione, Chair
Mr. Robert Campbell, Member
Mr. Jayson Chang, Member
Ms. Virginia Garcia, Member
Ms. Kristi McCracken, Member
Mr. Andy Villegas, Member

Central High School WASC Leadership Team

Robert Perez, Central High School, East Campus Principal
Dave Holtermann, Central High School, West Campus, Principal
Brad Edmunds, Assistant Principal Central High School
Latisha Richmond, Guidance Learning Director, CHS
Ezequiel Gutierrez, Vice Principal, East Campus
Brent Dettman, Vice Principal, West Campus
Mark Beyer, Guidance Instructional Advisor, East Campus
  Melissa Ybarra, Math Teacher, East Campus
  Ashley Schoolfield, SPED Teacher, East Campus
  Beth Johnson, Science Teacher, East Campus
  Kim Ruggiero, English Teacher, East Campus
Carrie Teresi, Social Science Teacher, East Campus
  Chris Williams, Ag Teacher, West Campus
  Peter Flores, Math Teacher, West Campus
  John LeFay, Science Teacher, West Campus
Elvia Hernandez, English Teacher, West Campus
Ryan Day, Social Science Teacher, West Campus
Jatinder Purewal, ELD Teacher, West Campus
Focus Group A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

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## Focus Group E: School Culture and Support for Student Personal and Academic Growth

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Preface
Central High School has undergone several changes since the last full Western Association of Schools and Colleges (WASC) visit in Spring 2013 and our Midterm Visit in 2016. These changes are outlined in the current School Wide Action Plan and the School Plan for Student Achievement (SPSA). Central High School has been working on our critical areas since the last WASC visit in Spring 2013. The work to prepare this self-study report began in the 2017-18 school year when our WASC Leadership Committee was formed and Professional Development meetings were held to provide awareness to the faculty and focus on the work to be done.

All stakeholders were involved in this self-study process, including parents, students, classified and certificated staff. This provided everyone an opportunity to reflect on our progress, our current challenges and what was needed to further progress. In the Fall of 2018 a leadership team was selected, interdisciplinary Focus Groups were developed for each of the Self-Study areas and department-based Home Groups were formed, to collaborate on the CHS Self Study process.

The Leadership group reviewed the Critical Areas for Follow-Up from the 2013 and 2016 visits, as well as the action plans from each of these visits. The Leadership team also analyzed data to get a sense of CHS current reality and to determine if progress was made on, the Critical Areas for Follow-Up from our previous WASC visit and the mid-cycle review.

This self-study report was created as a collaborative effort from all stakeholders for the purpose of reflecting on the last six years and to plan for our improved future. Schoolwide Learning Outcomes were revamped by the faculty, in direct collaboration with all. Faculty worked both in home and focus groups to analyze student achievement through our data. This forced the school community to be reflective and consider what we want for our school and how we expect to get there.
Chapter I: Progress Report

At the time of the our last WASC Full Self Study in 2013 and the subsequent follow up mid-term visit in 2016 there has been a shift towards a new accountability system at the state and local levels. With the implementation of the new common core standards, ELD standards, NGSS, and California Dashboard has been the driving force behind instruction and student monitoring at CHS.

The LCAP is guiding document for both the site and district planning. Not only has CHS based the students’ critical learning needs on the goals with the LCAP goals we have also aligned it with the SPSA and the WASC document to the district LCAP goals. CHS leadership has worked with all stakeholders to ensure that the LCFF is aligned to the LCAP, SPSA, and the WASC Self Study.

Timeline of significant developments since the last visit

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<td>- Integration to google classroom</td>
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<td>- Full implementation of co-teaching</td>
<td>- United PE</td>
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<td>- Calibration of English BM essays</td>
<td>- WOW week</td>
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<td>- SBAC pilot</td>
<td>- 9th grade math placement test</td>
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<td>- SBAC Testing</td>
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<td>- Expansion of faceoff to middle school</td>
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<td>- 14/15 Online Step process</td>
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<td>- Student Assistance Program groups</td>
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<td>- Behavior intervention team meetings</td>
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<td>- New weight room</td>
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<td>- Addition of tech aides</td>
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<td>- New home school liaison</td>
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<td>- Principal Robert Perez</td>
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<td>- Director West Campus, Dave Holtermann</td>
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### 2015/16
- Chromebooks
- 2015/16 Increase in social and emotional support
  - CenCal
  - Eminence
  - Addition of functional skill psych
- 2015/16 Full inclusion of ELs
- New weight room east campus
- Standards mapping all departments
- Evaluation process
- Principals roundtable

### 2016/17
- Instituted University system
- Online class registration
- 16/17 Albert iO
- Addition of safety liaisons
- World Languages fair
- Increase in PD opportunities
  - Visible learning
  - EL
  - Math solutions
- Adjusted shuttle times to increase instructional minutes
  - Every 15 mins
- SAT prep class
- STEM career fair
- CTEIG funding

- Cessation of math instructional coach
- New instructional coach
- Full time strength and conditioning coach
### 2017/18

- Structured after school tutoring
- 2017/18 Changes in EL assessment
- EL standards
- Increased course offering in English
- Added Dual enrollment for ROP Sports Medicine, and ROP Engineering and Manufacturing
- Two World Languagess Punjabi and Hmong
- SPED life skill cafe
- Addition of new portables
- New career center west campus
- Improved LCAP meetings for all stakeholders
- 10 & 11th Edgenuity credit retrieval
- Social media safety meetings for parents
- Parent education/workshops
- CCIs and Dashboard
- Girls badminton
- Improved security cameras (East)
- Online benchmarks
- CAST testing
- Added 17/18 ROP construction
- Project 720 reformatting to Seven Hundred and Twenty New Days (STND)
- Traffic safety improvement (east)
- New 3D printers
- Additional classrooms at east and west

### 2018/19

- Lower counselor ratio addition of 2 counselors
- Awarded 5-year grant for after school program
- School day SAT for seniors
- Addition of registrar (east)
- Central Support and interventions
- Grade level guides
- New coding curriculum

- AVID District Director to connect with both high school and middle school
- Decreased roving teacher numbers
- Dedicated NCAA counselor
- Added second Athletic Trainer
- Added another FTE to career centers
- Added principal to both sites
  - Robert Perez - East
  - Dave Holtermann - West
- Assistant principal east and west
- Brad Edmunds
- Cessation of English instructional coach
Schoolwide Action Plan Progress since 2012-13 WASC Visit and 2016 Midterm Visit

2013 Self-Study goals

Goal 1: Students will increase a minimum of on CST performance level per year in math and English until mastery.
- With the changes initiated by the Common Core, and the California Dashboard this goal is no longer relevant.
- CHS has transitioned to the California Dashboard Indicator, which provides a much broader measurement that includes the needs of every student.

Goal 2: English language learners will increase on CELDT a minimum of one language proficiency level per year until reclassified FEP.
- In 2017/2018 all public schools in the State transitioned to the ELPAC accountability system for all EL Students.
- We believe the increased focus is having a positive impact on our EL students. However, the switch from the CELDT to the ELPAC and limited year to year data has made it a little more difficult to assess growth over time for our students in the ELD standards. Overall re-designation is down but that might be the focus of the test and surrounding factors to qualify.

Goal 3: Close the achievement gap as evidenced by STAR and CAHSEE
- Similar to goal 1, the State and CHS has moved to the California Dashboard Indicator, which provides a broader measurement that includes the needs of every student.

Goal 4: Increase High School graduation rate.
- CHS is still focused on improving the graduation rate for all students.
- In 2017/2018 CHS began to better monitor and track students who left the district. These students had a significant impact in prior year’s graduation rates.
- CHS understands we need better monitoring tools to track students with disabilities (60%), foster youth (54.5%), homeless (76.5%), and socially economically disadvantaged (SED) (90.9%) student progress toward graduation because a large percentage of our student population fit these classifications.

Goal 5: Increase student participation in character development programs and activities.
- Each site has a PBIS team that focuses on providing incentives, and interventions for students based on their needs.
- CHS Activities Directors and students have received professional development related to improving school culture and student engagement.
- Increase in the number of student clubs.
- In 2018/19 CHS was awarded an After-School Program. At the program’s inception there are a minimum of 150 students/day signed up to come. The classes/clubs include enrichments, fitness, and academic supports are all lead by CHS credentialed teachers.
- See Something Say Something
- Increased involvement of school resource officers in educating students and parents on active shooter situations, cyberbullying, social media threats, and overall student safety.
- In 2016/17 both campuses instituted a University system, which provides students with closer connections to adults. In addition, the new system allowed for more intentional monitoring of students’ academic, and social emotional needs.
- District office, School Resource Officers, and administration have provided presentations social media etiquette and awareness.
- CHS and the district have partnered with a local non-profit mentoring program to provide intervention to the site most at-risk students.
- In addition to Intervention Specialists and Intervention Counselors CHS has added Academic Counselors to counsel individual students in both academics and social emotional areas.

**Goal 6: Through professional development create a culture of high expectations for academic achievement.**

- All content area departments have aligned their instruction to their standards with the creation of standards maps.
- For the past three years the district has brought in outside coaches to provide the math department with professional development that is focused on improving student learning with the math standards. CHS has created extended learning opportunities for math teachers to build their capacity with the newly adopted integrated math curriculum (Carnegie) Math Solutions training done with all math teachers alongside district and site administrators.
- EL instruction and learning has been an area of focus for CHS and Central Unified as a whole. Starting last year a partnership with the English Learner Group was formed. Administrators had coaches to guide their leadership with an eye for English Learner Growth. This year administration has the coaches and a teacher coach has been added. The goal is to improve the overall program and improve individual teacher efficacy as well.
- CHS and CUSD has provided professional development in the operation of high functioning PLCs.
- AP teachers meet frequently with the Principals in meetings to development a standard for AP expectations and outcome for all classes. This has included dual site study session, collective commitments with AP assessment, and curriculum/standards pacing.
Comment on critical areas for follow up not included in the current plan.

In 2013, the WASC visiting committee shared five Critical Areas for Follow-up with CHS. These were:

<table>
<thead>
<tr>
<th>Critical Area for Follow-up</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Organization</td>
<td></td>
</tr>
</tbody>
</table>
| 1. There is a need to have in place a process and cycle of review for the visionary documents and ESLRs to ensure they are current. | - In Spring of 2018 leadership collaborated with staff to revise student learning outcomes to be outcome based.  
- In Fall of 2019 WASC leadership team did a second revision to student learning outcomes with feedback from focus and home groups. |
| 2. The District consider the feasibility of creating two comprehensive high schools instead of the current one comprehensive high school on two campuses. | - 2017/2018 Special board of trustees meeting to develop a master facility plan  
- 2017/2018 Board of Trustees discussed feasibility of new high school  
- Summer of 2018 Outside consultant hired to survey community on future CUSD facility needs  
- Survey results reported to the board August of 2018  
- 2018/2019 CHS returned to a two principal  
- New High School construction to begin 2019/2020 School year  
- 2020/2021 Opening of new HS |
| B: Standards Based Learning- Curriculum | - Course handbook updated annually with identification of courses by campus  
- Master schedule |
2. Central High School should initiate a personalized student learning plan for each student in the ninth-grade year that is drafted in consultation among the key stakeholders in the student’s life (parents, student, counselor, other education advocates) and is regularly updated as coursework is completed, and plans change.

3. Recognize and/or develop curricular/instructional leaders from among the teaching staff on-site to further enhance professional development.

C. Standards Based Learning – Instruction

1. Increase access to and the use of upgraded technology in the classroom.

2. Central High School teachers should increase consistency of rigorous, challenging learning experiences across the curriculum.

- Registration forms for each grade designate campus that specific classes are offered
- Monitoring sheets are used by counselors/GIAs as they meet with students
- Notes in counseling screen provide updates on student progress in addition to parent contact
- Curriculum Teacher Leader team led break-out sessions during PD regarding technology.
- Teachers are elected by their peers to participate in PCCs

- 2014/2015 Infrastructure upgrade
- 2017/2018 CUSD purchased Chromebooks and carts for all core, SPED, and World Languages classes
- Professional development focused on technology integration in the classroom
- Increased utilization of Google Classroom by teachers
- 2015/2016 - CUSD Drop in and evaluation forms based on Continuum of Practice/CSTPs to provide coaching model
- 2017/2018 - teachers worked to create and implement standards maps
- PLCs meet regularly to collaborate with their colleagues and to give and receive feedback on how to improve learning
3. Central High School should use avenues to increase equity of availability of elective courses for all students.

- Since 2016 the CHS math teachers have received ongoing professional development with a focus in improving student discourse and engagement.
- Introductory elective courses are offered on both campuses so that students can complete prerequisites before moving to advanced electives.
- In 2017/18 CHS added Hmong and Punjabi A - G courses to the World Languages department at east campus.
- 2018/19 second level Hmong and Punjabi courses were added.

### D. Standards Based Learning - Assessment and Accountability

1. Implementation of common grading policies through PLCs

2. The school community, with support and assistance from the district, assess the progress of students meeting the expected schoolwide learning results.

3. Expand use of individual student data in the classroom by teachers to identify individual student needs with an emphasis on student goals and strategies.

- 2013/2014 PLC focus on common grading policies
- 2013 ESLRs were revised to align with districts guiding principles.
- 2016 Mid-term visiting recommended ESLRs be outcome based
- Spring 2018 ESLRs revision began
- Fall 2018 Outcome based ESLRs adopted
- Annual LCAP meeting for all stakeholders take place every spring.
- 2018/2019 CHS implemented an integrated/designated ELD program
| 2018/2019 EL Newcomer students were provided with a exposure to rigorous course of instruction |
| 2016 All depts. in their content area PLCs developed standards maps. |
| 2017 PLCs developed common formative assessments |
| CHS math teachers have received ongoing professional development with a focus in improving student discourse and engagement. |

<table>
<thead>
<tr>
<th>E. School Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Need for increased parent participation that is representative of the student body.</td>
</tr>
<tr>
<td>2. Increased student access to counselors during non-instructional time</td>
</tr>
<tr>
<td>3. Equity between the two campuses, based upon student needs (i.e. communication, support, services, facility, human resources)</td>
</tr>
<tr>
<td>2016/2017 CHS hired a parent family liaison.</td>
</tr>
<tr>
<td>2018/2019 added an additional academic counselor to east and west.</td>
</tr>
<tr>
<td>2017/2018 additional career center teacher hired to enable to full time career centers teachers at both campuses.</td>
</tr>
</tbody>
</table>
CENTRAL HIGH SCHOOL GOALS

The school leadership team (Academic Council, WASC Leadership Team, and Admin Team) revisited the school goals to better reflect student achievement data and the work around professional learning communities, Dashboard, College and Career Indicators, and the Common Core State Standards. In addition, to align with LCAP and SPSA goals, the school goals were formally changed in fall 2018 to the following:

Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, and community

From the last WASC mid-cycle progress report, Central High School teachers and staff concluded there needed to build a better understanding across and among core subject areas. This specifically included creating a monitoring system for all intervention and support classes. CHS was able to monitor these classes and systems by implementing a more effective drop-in and evaluation tools to provide immediate feedback for teachers and provided leadership with data for planning purposes. In addition, CHS teachers continued to work on alignment of curriculum, instruction, pacing, assessments and practices with common core standards. They were provided release time to work on their standards maps, create common assessments, common scoring sessions, and calibration for writing.

Teachers and leadership met to reframe new ESLRs for CHS into statements that define the outcomes students will demonstrate at the completion of their high school education. Our new ESLRs were embedded into all our professional development throughout the year. A major focus continues to be mathematics. Therefore, our teachers were provided supplemental materials and manipulatives to incorporate the 8 Math Practices and professional development to increase student discourse and student engagement.

A. Create monitoring system for all intervention and support classes. Use Teaching Fellows to monitor an academic Tier System. TF will also push in for support and facilitate after school tutoring.
B. CHS admin to utilize new teacher evaluation tool to coach and build teachers’ capacity toward the CSTPs and the integration of literacy across content areas.
C. Central High School teachers will receive professional development and coaching in the co-teaching model.
D. Central High School will provide supplemental materials and manipulatives to teachers and students to incorporate the 8 Math Practices and Common Core methodologies.
E. Collaborative scoring sessions for performance tasks and common assessments.
F. Alignment of curriculum, instruction, pacing, assessments and practices with California Common Core State Standards
G. Effective use of drop-in and evaluation tools to provide teachers with monitoring and feedback of classroom observations
H. Alignment of curriculum, instruction, pacing, assessments and practices with common core standards
I. Reframe school-wide ESLRs into statements that define the outcomes students will demonstrate at the completion of high school
J. Outside content expert to help build capacity in math instruction and math practices.
K. Outside content expert and coaches to build capacity of administration and teachers in ELD instruction and ELD practices and standards.

Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

With the addition of one more counselor at both East and West sites the specificity and number of meetings with students has increased and improved. Also, hiring a full time Career Counselor at both sites has increased the focus on the college, career, and community readiness for the students at CHS. Behavior intervention teams continue to identify and assist the students with behavioral needs. The system of Positive Behavior Intervention and Supports is continuing build steam with the increased focus on restorative practices in the behavior system, professional learning, positive reinforcement, and messaging. Pathways and progressions for CTE and ROP programs continue to be refined and targeted toward increased College and Career readiness. The implementation of the University system at both campuses has increased team building and autonomy at the same time. Student recognition has also increased because of the University system and the more personalized attention given to specific students by specific adults. Leadership teams also continue to be refined with a focus on students and learning.

A. Increase student and parent use of academic planning resources e.g. counseling Staff, classroom teachers, career center, online resources, and information nights held by the counseling staff.

B. Behavior Intervention team to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems.

C. Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors.

D. Integrate seamless progression through Career Technical Education (CTE) courses culminating in a Regional Occupational Program (ROP), or other capstone course.

E. Support the current AVID programs at Central High School.

F. Team building and positive culture enhancement through staff and student recognition.

G. Collaborate with district office personnel and all stakeholders to explore options to create two comprehensive high school.

H. Create and implement University System of monitoring at CHS.

I. Teacher leaders identified to participate in Visible Learning team to identify learning influences to focus on next in coming years.

J. In 2018/2018 the CHS ROP/Career Tech Education/ROP program was awarded over $400,000 from the Career Tech Education Incentive Grant to enhance and expand the CTE/ROP programs at the CHS.

College and career grant ROP Athletic Training and ROP Engineering and Manufacturing received dual enrollment status.

Goal 3: Engage families in system-wide programs ensuring students/families access to support for academic, social/emotional and physical well-being.

CHS has made efforts to improve its connection with parents and parent groups. It has been an ongoing challenge to get a representation of parents to attend workshops and events at the campuses. The recent hiring of two full time career center counselors and academic counselors
will aide in developing relevant college and career workshops. Although evening counseling has provided our students and parents with additional counseling opportunities, we have added ongoing classes for our parents to build their capacity in our school systems. CHS continues to utilize both voice, text, and email messages to communicate to stakeholders. The addition of one home school liaison for both campuses has been helpful in improving the connection for Spanish speaking parents. There has been and continues to be a focus on building student and parent awareness of the students current academic standing in their classes. In addition, teachers have been encouraged to keep their grades updated in parent portal. Teachers also effectively utilize Google Classroom to communicate with students.

Hired primary language tutors for Spanish, Hmong, Punjabi, and limited Arabic. Expanded evening counseling with the addition to a NCAA counselor.

A. Parent Safety Night; Cyberbullying, Social Media Threat awareness, and Active Shooter awareness
B. FAFSA Night, Back to School Night, 8th Grade Parent Night, Scholarship Night, and Awards Ceremonies

Goal 4: Every CHS English Learner will experience 1 year of growth in language acquisition as measured by CELDT, BMs, and student work.

CHS recognizes the continuous need to improve language acquisition for all English Learners. In 2017 - 2018 site leadership and ELD teachers received professional development that focused on the recent changes in ELD organization and assessment of language acquisition. The teaching fellows from CSU, Fresno were utilized to monitor ELD progress. In the Fall of 2017 EL students were scheduled into integrated core classes, this was a transition from pure SDAIE core classes from previous years. In addition, in the Spring of 2018 plans were developed to move newcomers from being only in designated ELD all day to a schedule that would also include integration into core classes and electives. Ongoing professional development for staff to best practices and strategies to provide EL students with opportunities to improve their language acquisition.

A. Professional Development targeted at teaching English Learner students with monitoring and follow up for accountability.
B. Professional Development targeted at teaching Newcomer students with monitoring and follow up for accountability.
C. Continued monitoring system - Teaching Fellows
D. PLCs directed at building the capacity of English Learner teachers and administration who oversee the English Learner department.

All English Learners will be placed in the appropriate level of English Language Development classes and specific SDAIE classes.

Increased support to teachers to learn and use research based academic language strategies.
E. Created district wide partnership with The English Learner Group to evaluate current EL program and services.
Stakeholder Involvement

Comment on the original critical areas for follow-up not in the current plan.

A. CHS underwent a California Department of Education’s Office of Civil Rights review (December 2017), and were deemed to have no findings for correction by the reviewer.
B. Beginning in the 2018/19 School year Central High School transitioned from a one principal model to two principals at each east and west campuses.
C. Recent school shootings in the United States have led to an increased emphasis and focus on student and staff safety.
D. Since the last full visit in 2013 the State of California implemented a new state school funding system the Local Control Accountability Plan has been implemented. This new system created funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes.
E. Since the last full study visit in 2013 California’s accountability system has transitioned from an assessment on the 1997 Standards in four core areas to an assessment of student learning on the California Common Core State Standards in ELA, math and just recently science. Additionally, broader measures were included in the Dashboard that include, Suspensions, Graduation Rate, and College Career Indicators.
Chapter II: Student/Community Profile and Supporting Data and Findings

THE HISTORY AND BACKGROUND OF THE SCHOOL

Central High School, established in 1922, 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 and is located in a rural area covering 88 square miles. 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 4,300 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 low income. Over time, CHS has shifted from a majority of Caucasian students to predominantly Hispanic students. Growth of the English Learner population has been proportional to the overall English Learner growth in the district, averaging about 10%.

As the CUSD population grows, much of the local business and industry remains centered in the city of Fresno. To accommodate the growth, CUSD opened Tilley Elementary in the fall of 2014 and a high school will open as growth demands and funding becomes available. The Central Unified community successfully passed a $87 million bond in November 2016. This bond will fund renovating, constructing and equipping existing classrooms/school facilities, building a new high school and elementary school, and to be eligible for State matching funds. New infrastructure for the addition of new buildings, including a cafeteria with a production kitchen and new classrooms and labs, are slated to be completed as funds become available.

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. 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. In 2014, the West Arts Center (WAC) was opened to accommodate the increasing enrollment in the Performing Arts. There are currently 796 freshmen and approximately 881 tenth through twelfth graders at West Campus bringing the total enrollment for the 2018-2019 school year to approximately 1,677. In the fall of 2018-19 363 freshmen attended East Campus to participate in academies focusing on Applied Technology, Health Careers and Business Entrepreneurship. In addition to the 363 freshmen there are approximately 2143 tenth through twelfth graders at East Campus bringing the total enrollment for the 2018-2019 school year to approximately 2,560. In 2017-2018 there were 392 freshmen attending Academies in Applied Technology, Health Careers and Consumer Family Services. In addition to the 392 freshmen, there is a total of 2,026 tenth through twelfth graders at East Campus bringing the total enrollment for the 2017-2018 school year for a total of 2,418 students. Shuttle buses are provided between campuses before each period. This affords students the opportunity to take classes at any of the three campuses.

Central High School serves a diverse student population composed of (2018-2019) 53.6% Hispanic, 17.1% White, 14.4% Asian, 9.5% African American, 0.3% Pacific Islander, 1.0% Filipino, and 1.3% of two or more races. Of the approximately 4,200 students attending
Central High, 59.6% qualify for the free and reduced lunch program. 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 the summer of 2007, Central Unified began annual Administrative Leadership Institutes to professionally develop administrators at all levels. The focus was to support and implement the IAP, understand strategic initiatives and set enduring goals to increase student learning. In 2008, the focus was on building shared responsibility for student learning and teaching academic vocabulary. In 2009, the CUSD Guiding Principles were introduced with a focus on the qualities of an effective teacher and connecting leadership with learning. In 2010, the focus turned to co-teaching models and teacher collaboration by grade level with in the inquiry-based model. The 2013/2014 school year focused on professional development and preparation of the CHS staff for the integration of tablets as an instructional tool which were utilized in the 14/15 school year. Furthering our desire to innovate in technology Chromebooks have now taken the place of the tablets as the tool for our instructional technology and Google Classroom is utilized pervasively in all of Central Unified.

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

In the spring of 2012 a transition was decided upon to change the two-principal concept in favor of one principal to serve both campuses. An assistant principal/school director was added at each campus. The goal was to provide each site an instructional leader focusing on classroom instruction and student learning. The role of the principal was to serve as an instructional leader, to provide coordination between the two sites, the assistant principal/directors, student and staff expectations, professional development, teacher evaluation systems, and all aspects of providing equitable opportunity for every student. For the 2018-19 school year, Central High School has gone back to the two principal concept to create better connections with the principal and each staff and move toward the integration of a new high school campus.

Progress indicators include ELPAC, EAP, AP passing rates, performance task data and grades that have been evaluated by teachers, administrators, counselors, and parents (SSC). In 2016 until now 11th-grade students are being assessed by the Smarter Balanced Assessment Consortium in both English and Math. Science was added in the 2017-18 school year. The results of these assessment are used as a summative assessment from year to year in these areas. Minimally these indicators are evaluated annually and as are the often used and connected ongoing performance tasks and released test questions found in the CAASPP data base.
DESCRIPTION OF SCHOOL PROGRAMS

Central High School students attend on an alternating block schedule with a total of eight classes per semester. Regardless of which programs the students are in, they are required to complete four years of English, three years of math, four years of history, two years of science, four years of P.E. and the necessary electives to meet the 280-unit graduation requirement. All academic content classes are Common Core aligned. See Appendix for class listings, master schedule, and graduation requirements. There are a number of classes for the students to choose from in order to meet those requirements. Both AP classes and/or Dual Enrollment classes have differentiated weighted grades upon successful completion. Over 21 AP classes are available to any student wishing to take them, offering students the opportunity to challenge themselves with college-level coursework, as well as the possibility of earning college credit and/or advanced standing in college. CHS offers five pathway programs within CTE: Entrepreneurship, Advance Robotics and Electronics, Criminal Investigation & Justice, Health Careers, Athletic Training, Ag Science, Veterinary Science, Ag Mechanics Engineering and Product Development Fashion Design, Graphic Design, Ornamental Horticulture, and Manufacturing and Product Design, and Auto Systems Technology. In addition, 2 CTE classes are dual enrolled with Fresno City College.

Our EL population continues to be a district and site focus. The EL program at Central High school has made some significant changes since our midterm visit. One of the changes has been moving into an integrated model for our newcomers. This change here has brought modifications to our master schedule to reflect greater inclusion of EL students in all classes. This has required ongoing full staff professional development on the new ELD standards and SDAIE training. Our EL teachers have also adopted the EDGE curriculum which has required training on assessments, student engagement, and monitoring. Our district has partnered with the English Learners Group to work with site leadership to help lead teachers with classroom instruction. In addition, there has been changes made to the master schedule to reflect more inclusion in core classes.

In an effort to improve the focus on learning and collaboration, CHS continues to follow the PLC model. During PLCs, teachers focus on the belief that “Every Student Can Learn” and develop 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. In 2017/18 several east and west teachers attended a PLC professional development workshop.

Progress indicators include SBAC, ELPAC, CAST, AP passing rates, performance task data, benchmarks, and grades that have been evaluated by teachers, administrators, counselors, and parents (School Site Advisory). These indicators are evaluated annually and are ongoing, connected to performance tasks and released test questions.

Central High School and Central Unified School District continue to use the resources and data in line with our Guiding Principles to ensure effective learning environments for all students. Staff Description
CHS’s administration is composed of two principals, one at the west campus and one at the east campus. One Assistant Principal, five Vice Principals two at the west campus and three at the east campus, and five Guidance Instructional Advisors with the same split between the two campuses. Five Counselors, the Guidance Learning Director, provide academic supports for the students in their alphas. Three school psychologists (2 east & 1 west), two intervention counselors, and two intervention specialists provide student mental health supports, conflict resolution, and violence prevention, services to CHS students. A site Speech, Language, and Hearing Specialists and the three full-time School Psychologists assigned to CHS work individually with students in need of services and assist in the development of Individual Education Plans (IEP) and contribute to Student Study Team meetings. CHS has approximately 190 teachers and 131 classified staff members. Two College, Career, teachers run the both school’s Career Center. CHS also has two Site Technology Technician who oversees all network and technology equipment. In addition, each campus has a Finance Clerks (1 per campus), student registrars (2 east & 1 west), Attendance Clerks (2 east & 1 west), School Nurse (1 per campus), and 7 Campus security liaisons (4 east and 3 west). The district contracts with local law enforcement agencies to provide a full-time resource officer at both campuses.

LCAP Identified Needs & Goals
Each spring CHS receives input from students, staff, and parents in regard to the needs of the site. Students are asked for feedback through Principal Round Table meetings. Parents were addressed at specially scheduled LCAP input meetings and School Site Council meetings. Staff provides input at site-based meetings. Our SPSA and WASC Self-study goals at Central High School are aligned with the District LCAP goals. Our district and site goals are as follows:

<table>
<thead>
<tr>
<th>Central High School: District LCAP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Every student meets or exceeds grade level core standards and is prepared for college, career, and community</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Engage families in system-wide programs ensuring students/families access to support for academic, social/emotional and physical well-being.</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Assure 1 year of growth in language acquisition for every EL student.</td>
</tr>
</tbody>
</table>
CALIFORNIA SCHOOL DASHBOARD PERFORMANCE INDICATORS AND OTHER LOCAL MEASURES.

LCAP Goal 1 Every student meets or exceeds grade level core standards and is prepared for college, career, and community

CAASPP Data

Central High School 11th grade students are performing at or the near the county and state averages on the English SBAC. However, CHS 11th grade students are below county and state averages for math.
The three-year average for CHS students meeting or exceeding standards on the English SBAC is 52% compared to a county average of 55% and a State average of 58%.

The three-year average of CHS students meeting or exceeding standards on the math SBAC is 13.6% compared to the Fresno County with an average of 32% and State average of 24%.
The English SBAC Claims scores for CHS 11th grade students for the past three years indicate some consistency across all four claims. The claim with the most students scoring above is research that has an average of 30.6% above. Reading and writing claims show the lowest performance average of the four claims both at a 25% average of students scoring above.
English Language Arts

All Students
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

Student Group Details
All Student Groups by Performance Level

7 Total Student Groups

Red
English Learners
Students with Disabilities

Orange
African American
Socioeconomically Disadvantaged

Yellow
Asian

Green
Hispanic
White

Blue
No Students

No Performance Color
American Indian
Filipino
Foster Youth
Two or More Races
Pacific Islander
### Explore Groups By Performance Level

<table>
<thead>
<tr>
<th>Student Group</th>
<th>State</th>
<th>Performance Level</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners</strong></td>
<td></td>
<td>Red</td>
<td>88.2 points below standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintained -0.1 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of Students: 71</td>
</tr>
</tbody>
</table>

| **Students with Disabilities** |       | Red               | 98.3 points below standard |
|                                 |       |                   | Maintained 1.6 Points |
|                                 |       |                   | Number of Students: 40 |
The math SBAC claims for the past three years show that in all three claim areas less than 10% of CHS 11 grade students are above the standards. Over the three-year time 66% of CHS 11 grade students are below standard in the concepts and procedures claim, compared to problem solving 49% below and communicating reasoning at 37% below standard.
Explore Groups By Performance Level

African American
- Student Group: Red
- State: Red
- 141.3 points below standard
- Declined -11.8 Points
- Number of Students: 88

Socioeconomically Disadvantaged
- Student Group: Red
- State: Red
- 115.9 points below standard
- Maintained 0.4 Points
- Number of Students: 524

Students with Disabilities
- Student Group: Red
- State: Red
- 189.6 points below standard
- Maintained -2 Points
- Number of Students: 41
# AP Pass Rate

<table>
<thead>
<tr>
<th>Subject</th>
<th>15-16</th>
<th></th>
<th>16-17</th>
<th></th>
<th>17-18</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Tests</td>
<td># Passed</td>
<td>% Passed</td>
<td># Tests</td>
<td># Passed</td>
<td>% Passed</td>
</tr>
<tr>
<td>Biology</td>
<td>44</td>
<td>14</td>
<td>32%</td>
<td>60</td>
<td>32</td>
<td>53%</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>39</td>
<td>10</td>
<td>26%</td>
<td>59</td>
<td>12</td>
<td>20%</td>
</tr>
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<td>Calculus BC</td>
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<td>0.1</td>
<td>50%</td>
<td>9</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>3</td>
<td>25%</td>
<td>21</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>18</td>
<td>3</td>
<td>17%</td>
<td>18</td>
<td>8</td>
<td>44%</td>
</tr>
<tr>
<td>Economics Macro</td>
<td>71</td>
<td>42</td>
<td>59%</td>
<td>47</td>
<td>25</td>
<td>53%</td>
</tr>
<tr>
<td>Economics Micro</td>
<td>12</td>
<td>6</td>
<td>50%</td>
<td>20</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>English Language</td>
<td>78</td>
<td>30</td>
<td>38%</td>
<td>93</td>
<td>49</td>
<td>53%</td>
</tr>
<tr>
<td>English Literature</td>
<td>46</td>
<td>23</td>
<td>50%</td>
<td>40</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>European History</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Government Comp</td>
<td>16</td>
<td>7</td>
<td>44%</td>
<td>6</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>Government US</td>
<td>67</td>
<td>39</td>
<td>58%</td>
<td>40</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>Human Geo</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
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<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>7</td>
<td>2</td>
<td>29%</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Psychology</td>
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<td>41</td>
<td>73%</td>
<td>6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>18</td>
<td>17</td>
<td>94%</td>
<td>29</td>
<td>21</td>
<td>72%</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>20</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Statistics</td>
<td>60</td>
<td>17</td>
<td>28%</td>
<td>46</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Studio Art</td>
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<td>3</td>
<td>75%</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>US History</td>
<td>51</td>
<td>32</td>
<td>63%</td>
<td>69</td>
<td>35</td>
<td>51%</td>
</tr>
<tr>
<td>World History</td>
<td>89</td>
<td>40</td>
<td>46%</td>
<td>67</td>
<td>35</td>
<td>36%</td>
</tr>
<tr>
<td>Totals</td>
<td>691</td>
<td>331</td>
<td>48%</td>
<td>651</td>
<td>318</td>
<td>49%</td>
</tr>
</tbody>
</table>
A-G Completion 4 year Trend Data

![A-G Completion 4 Year Trend Data Chart](image-url)

- **# of Grads**: Data for each year from 14/15 to 17/18.
- **Grads w/UC/CSU**: Data for each year from 14/15 to 17/18.
- **%**: Data for each year from 14/15 to 17/18.
CCI Indicator Measures 2016 Cohort

Number of Students in Cohort Graduation Rate by Student Group

Number and Percent of Students in Cohort Prepared
**Measure C** - Completion of two semesters/three quarters of Dual Enrollment with a grade of C minus or better (Academic and/or CTE subjects).

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>AA</th>
<th>Al</th>
<th>Asi</th>
<th>Filip</th>
<th>Hisp</th>
<th>PI</th>
<th>Wh</th>
<th>2+</th>
<th>EL</th>
<th>SED</th>
<th>SPED</th>
<th>Foster</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
</tr>
</tbody>
</table>
2017 Cohort CCI

Percent Prepared by Student Groups

![Bar graph showing percent prepared by student groups](image)

Student Groups:
- All Students
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic
- Two or More Races
- Native Hawaiian or Other Pacific Islander
- White
- English Learners
- Soc. Econ. Disadv.
- Students with Disabilities
- Foster Youth
- Homeless

2017 Prepared CTE

- Homeless Students
- Foster Students
- Students with Disabilities
- Socio-economic Disadvantaged
- English Learners
- Two or More Races
- White
- Pacific Islander
- Hispanic
- Filipino
- Asian
- American Indian
- African American
- All Students
2018 Cohort CCI

Percent Prepared by Student Groups
2016-2018 Cohorts Students Prepared
All Students
Explore information on the percentage of high school graduates who are placed in the “Prepared” level on the College/Career Indicator.

Student Group Details
All Student Groups by Performance Level
7 Total Student Groups

- Red
  English Learners

- Orange
  Students with Disabilities

- Yellow
  African American
  Hispanic
  Socioeconomically Disadvantaged

- Green
  Asian
  White

- Blue
  No Students

- No Performance Color
  American Indian
  Filipino
  Foster Youth
  Homeless
  Two or More Races
  Pacific Islander
Explore Groups By Performance Level

English Learners

Student Group: State

Color: Red

5.5% prepared
Maintained: -0.9%
Number of Students: 55

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

- Class of 2016:
  - Not Prepared: 38.2%
  - Approaching Prepared: 29.4%
  - Prepared: 32.4%

- Class of 2017:
  - Not Prepared: 44.3%
  - Approaching Prepared: 26.9%
  - Prepared: 28.8%

- Class of 2016:
  - Not Prepared: 40%
  - Approaching Prepared: 24.5%
  - Prepared: 35.5%
LCAP Goal 2 Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Graduation Rate

Over the last three years the number of graduates and the graduation rate has increased, however the percentage of students who are A-G qualified has showed a slight increase in 2015/16 but dropped below the 14/15 mark in 2016/17. In addition, of the 49% in 2016 who were A-G qualified 24% failed to meet additional requirements on the CCI to meet the prepared status.
Explore Groups By Performance Level

Students with Disabilities

- Student Group: Red
- State: 65% graduated
- Increased: 5%
- Number of Students: 60

Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

- 2017: 92.1%
- 2018: 93.9%
Grade Data

A three-year trend of students failing two or more classes indicates that the 10th grade class is consistently higher than the other three classes.
Over the past five years, 45% of CSU-bound Central East students were college-ready at admission in English and math.

Over the past five years, an average of 149 Central East students enrolled at a CSU campus.
Over the past five years, 50% of Central East students graduated from a CSU campus within six years.

Top 10 Declared Majors
District Comparison

[Bar chart showing percent of individual students who met at least 1 indicator of readiness for college or a career.

Districts compared: Clovis Unified, Fowler Unified, Sanger Unified, Selma Unified, Statewide, Fresno Unified, Kerman Unified, Central Unified.

Colors indicate different levels of readiness: Green, Yellow, Orange.]

SOURCE: California Department of Education - 2018 FALL Dashboard EMBARGOED Pre-Release
Prepared by Central USD REA Rev. 11/26/2018 EpW
2018 Cohort Suspension Data
**All Students**

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

- **Number of Students Placed on a 5150 2016-2017**
- **Number of Students Placed on a 5150 2017-2018**

**All Students**

- **All Students**
- **State**

**Orange**

- 6.8% suspended at least once
- Maintained 0%
- Number of Students: 4,450

59
Student Group Details
All Student Groups by Performance Level

10 Total Student Groups

- Red
  - African American
  - English Learners
  - Foster Youth
  - Students with Disabilities

- Orange
  - Hispanic
  - Two or More Races
  - Socioeconomically Disadvantaged

- Yellow
  - Asian

- Green
  - White

- Blue
  - Filipino

- No Performance Color
  - American Indian
  - Homeless
  - Pacific Islander
LCAP Goal 3 Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Cal-SCHLS Survey Data Results: Parents
The first administration of the California School Parent Survey (CSPS) had a sample size of 2 for 2016-2017 school year, so was not appropriate for analysis. For the 2017-2018 school year 145 parents participated in the CSPS. A majority of parents reported that the high school had positive indicators for connecting students back to school:

**Cal-SCHLS Survey Data Results: Staff**

- **Safe place for staff**
  - High: 78% for 2016/17 and 78% for 2017/18.

- **Learning is Supportive & Inviting**
  - High: 86% for 2016/17 and 96% for 2017/18.
Staff that participated in both years indicated mostly positive ratings for perceptions related to safety for staff and students and had a positive increase for learning being supportive and inviting.

**Cal-SCHLS Survey Data Results: Students**
Results from students are within the graphs above for student responses that were “mostly” or “always” positive ratings; increases were noted across all positive climate indicators for 9th grade students. Slight decreases were noted for 11th grade populations sampled. Perceived Safety and Meaningful Participation were lower compared to other indicators. Meaningful Participation continues to be an area of opportunity in comparison to other indicator.
Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>Pacific Islander</th>
<th>White</th>
<th>2 or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>4,168</td>
<td>9.6%</td>
<td>0.6%</td>
<td>14.7%</td>
<td>1.2%</td>
<td>56.2%</td>
<td>0.4%</td>
<td>15.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>2016-17</td>
<td>4,201</td>
<td>9.5%</td>
<td>0.7%</td>
<td>14.4%</td>
<td>1%</td>
<td>55.6%</td>
<td>0.3%</td>
<td>17.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4,142</td>
<td>9.9%</td>
<td>0.7%</td>
<td>14.6%</td>
<td>1.2%</td>
<td>54.3%</td>
<td>0.3%</td>
<td>17.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2014-15</td>
<td>4,160</td>
<td>9.7%</td>
<td>0.6%</td>
<td>14.1%</td>
<td>1.3%</td>
<td>53.4%</td>
<td>0.2%</td>
<td>19%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Enrollment by Grade Level

![Student Enrollment by Grade Level](image)
LCAP Goal 4 Every CHS English Learner will experience 1 year of growth in language acquisition as measured by CELDT, BMs, and student work.

EL Learner Enrollment
English Language Arts Data Comparisons: English Learners
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

<table>
<thead>
<tr>
<th>Current English Learners</th>
<th>Reclassified English Learners</th>
<th>English Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declined -8.6 Points 0</td>
<td>Increased 20.3 Points 0</td>
<td>Increased 6.9 Points 0</td>
</tr>
<tr>
<td>Number of Students: 39</td>
<td>Number of Students: 32</td>
<td>Number of Students: 532</td>
</tr>
</tbody>
</table>

Mathematics Data Comparisons: English Learners
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

<table>
<thead>
<tr>
<th>Current English Learners</th>
<th>Reclassified English Learners</th>
<th>English Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased 13.8 Points 0</td>
<td>Increased 10.5 Points 0</td>
<td>Maintained 0.2 Points 0</td>
</tr>
<tr>
<td>Number of Students: 39</td>
<td>Number of Students: 32</td>
<td>Number of Students: 530</td>
</tr>
</tbody>
</table>
Initial ELPAC Results
Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| To a great extent the CUSD Guiding Principles and CHS Student Learning Outcomes have been impacted by data and feedback from all stakeholders. These principles are comprised of mission and vision statements as well as the district goals and our core values. Since their inception in 2008-09 they have continued to be the foundation for all of CUSD schools. To that end all initiatives that have come about in CUSD are always measured against the Guiding Principles, which have stood the test of time. | • SARC  
• LCAP Plan  
• LCAP Meeting agendas |

On the recommendation of the visiting WASC team in 2016 CHS leadership worked with staff, students, and community to ensure the student learner outcomes are focused on CHS graduates being college and career ready.

Central High School believes all students have the ability to become successful citizens in our modern world. Central Unified adopted the District Guiding Principles in 2010 Central High School’s vision explicitly states that “every student will be prepared for college and career,” In addition our mission

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2016 Midterm Report</td>
<td></td>
</tr>
<tr>
<td>• Guiding Principles</td>
<td></td>
</tr>
</tbody>
</table>
statement is, every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning. The goals in the LCAP are aligned to eight state priorities as outlined in the LCFF resources and the goals in the school’s SPSA match those in the LCAP.

Every content area has developed standards maps that are aligned with UC and CSU A-G requirements. With the development of the new ELD Frameworks, CHS has integrated all EL students into mainstream classes in accordance to research-based best practices. Since the 2016 midterm visit, CHS has added two CTE Dual Enrollment classes and is in the process of adding two additional CTE classes and 3 academic classes.

Based upon the state’s recommendation of counselor to student ratio 400/1, Central Unified School District has approved addition of six academic counselors which will provide better monitoring of every student.

One of the recommendations from the 2016 Mid-Term visit was to develop new school wide student learner outcomes, because the previous Expected Schoolwide Learning results were not outcome based. The WASC Leadership team developed new Schoolwide Learner outcomes that are the expectation for CHS graduates. The CHS Schoolwide Learner Outcomes 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

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS effectively engages representatives from the entire school, the district school board, business and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes. The Guiding Principles containing the vision and mission statements were developed and implemented district wide with input from all stakeholders. The schoolwide learner outcomes were developed by WASC Leadership team, with input from all staff, students and community members involved in SSC and ELAC.</td>
<td>• Parent Involvement Policy</td>
</tr>
<tr>
<td>In 2008-09, Central Unified School District a community and school Guiding Principles. There were numerous leadership groups that provided input and feedback towards the creation and refinement of the mission and vision. The Guiding Principles continue to guide our district and they are infused in all messaging. Moreover, the Guiding Principles have endured through the transition of two CUSD superintendents and a change to the board of trustees.</td>
<td>• Home/School Compact</td>
</tr>
<tr>
<td>Based on the recommendations of the mid-cycle visit in 2015, CHS leadership, staff, students, and community members have restructured our Schoolwide Learner Outcomes to reflect student outcomes and attainable goals.</td>
<td>• LCAP Meeting Agendas</td>
</tr>
<tr>
<td></td>
<td>• SSC Agendas</td>
</tr>
<tr>
<td></td>
<td>• ELAC Agendas</td>
</tr>
<tr>
<td></td>
<td>• Academic Council Agendas</td>
</tr>
<tr>
<td></td>
<td>• Board Agendas</td>
</tr>
<tr>
<td></td>
<td>• Student Roundtable Agendas</td>
</tr>
<tr>
<td></td>
<td>• Management Meetings agendas</td>
</tr>
<tr>
<td></td>
<td>• C &amp; I Agendas</td>
</tr>
</tbody>
</table>
The WASC process of collecting and examining school wide data as created an opportunity for CHS to create new school wide learner outcomes with collaboration from academic council, student roundtable and parent community meetings.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| CHS is effective in ensuring that students, parents and other members of the school community understand and are committed to the school’s vision, mission and schoolwide learner outcomes. | • Class ESLR Posters  
• CUSD Handbook  
• Parent Meeting Agendas  
• Back to School flyer  
• LCAP Meeting Agendas  
• SSC Agendas  
• ELAC Agendas |
| The Central High School vision, mission, and schoolwide learner outcomes are consistent across all of Central Unified School District. Not only does every classroom have them posted but at almost every meeting held with parents the vision and mission are reinforced. This takes place at Back to School Night, 8th Grade Parent Information Night, Open House, LCAP Input/Discussion Night, School Site Council meetings, English Learner Advisory Committee meetings, and the Title I meeting to name a few. The CUSD District Handbook, which sets those Guiding Principles forth, is given yearly to every family. In addition, the teachers teach the Guiding Principles in their classroom and they are also observed on our schoolwide CTV/CWTV shows. |
A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| District level administration and site work hard to ensure a strong relationship and understanding of specific duties and roles. The Central Unified School District (CUSD) has clear board policies and administrative regulations with regard to these duties and roles. The roles are outlined in District policy, BP 2000. | • CUSD Board Agenda and minutes  
• Administrative regulations  
• CUSD Handbook  
• District Website  
• CHS Handbook |
| CHS vision and mission, values and guiding principles are aligned to the district vision, mission, values, and guiding principles. The superintendent has created goals that are aligned with the LCAP. | |
| CHS’s newly developed Student Learner Outcomes were presented to the school board and the superintendent’s cabinet for information and discussion. | |
| Students’ progress on the CAASPP and Dashboard indicators are presented to board by district administration in the fall. | • CUSD Board Agenda  
• Superintendent’s goals |
| CHS engages parents in the governance of site through the SSC and ELAC. A parent representative from each of these groups represents CHS on district level parent committees. BP policy 0460C states that has a part of the parent engagement process, the district shall solicit effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English | • Board Agenda |
Learners and Native English speakers, to have access to the core academic content and become proficient in English.

The required resource called Parents Rights and Responsibilities (PR&R) is included in the district parent handbook.

Handbooks are available via the school website and hardcopies are available at each of the sites. Below are examples of district office and site leadership working together to align vision and mission:

- Administrative Leadership Team (ALT)
- Curriculum Instruction Administrative Council (CIAC)
- Principal’s In-Depth
- VP/GIA Academy

Site leadership meets regularly with district office staff through regularly scheduled meetings including Administrative Leadership team, Curriculum Instruction Administrative Council, Principal’s In-Depth, and VP/GIA Academy.

A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.
**Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>CHS is effective in engaging parents, staff and students in the school’s governance. Parents, staff, and students are informed through posting of the agenda and review of minutes during each SSC. To ensure the effectiveness of involving all stakeholders in the administration of policies and procedures at CHS specific stakeholder groups select their members for the SSC, and ELAC.</td>
<td>• Blackboard Connect reports</td>
</tr>
<tr>
<td>The SSC is comprised of the two principals, four teachers that include two representatives from both east and west campus who are nominated and elected by their colleagues, four students who are elected from their peers in the student leadership classes and four parents. Parents, students, and staff participate in the School Site Advisory Council and are responsible for reviewing school-wide and student performance data as a part of the writing of the School Plan for Student Achievement (SPSA).</td>
<td>• SSC Agendas</td>
</tr>
<tr>
<td>In the Spring of each year CUSD holds LCAP meetings for all parents, students, and staff to gain feedback from each of these stakeholder groups.</td>
<td>• ELAC Agendas</td>
</tr>
<tr>
<td>CHS has a dedicated Family Outreach Community Liaison who is bilingual and communicates with our Spanish speaking families. Based on community feedback this resource has proven to increase the connection between the school and our Spanish speaking population.</td>
<td>• DELAC</td>
</tr>
</tbody>
</table>
| The following are examples of advisory teams that provide opportunities for site to connect with our community:  
  - English Learner Advisory Committee (ELAC)  
  - SSC  
  - CHS Parent Boosters  
  - CTE/ROP Industry Advisor Groups | • Booster List |
| | • Advisory Groups |
CHS Parent Booster and Advisory groups which include various Athletics teams, the Agriculture department at the West Campus, and CTE/ROP advisory groups.

A diverse group of random of students meet monthly with the Principals’ of both campuses to provide insights on the school and their education.

Both campuses have CTV and CWTV news program that is shown daily during homeroom, and a quarterly online newspaper.

Parents are involved in different and numerous meetings or committees which include, but are not limited to, LCAP meetings, District Advisory meetings, District English Learner Advisory Committee, Superintendent Advisory Committee, and Facilities planning committee.

- Booster Agendas
- Football
- ASB Student Minutes
- Principal’s Roundtable
- School Bulletin
- CTV/CWTV
- LCAP Minutes
- DAC Minutes
- DELAC Minutes
- SAC Minutes
- Facilities Planning Committee Minutes
Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| CHS effectively ensures understanding and use of the district's Uniform Complaint Procedures. CUSD provides each school site with board approved uniform complaint procedures and ensures that each site has both an electronic copy and a hard copy of the procedures available for all stakeholders. | • District Handbook  
• UCP Forms  
• Williams Act Documentation  
• CUSD Website portion |

The CUSD complies with Federal and State Uniform Complaint Procedures as well as Williams complaints for all board/school complaints. These procedures are outlined in [Board Policy 1312.3](#). UCP violations are reviewed as they are received and findings our reported in accordance with timelines. Williams Act Complaints are reviewed and reported to the board of trustees on a quarterly basis. These procedures are accessible on the CUSD website.

CUSD has an effective complaint and conflict resolution procedures, which are outlined in the following board policies [1321.1](#), [1312.2](#), and [1312.3](#).
A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| CHS continuous school improvement planning process is effective in ensuring a broad based, collaborative process that fosters the commitment of the stakeholders. Through the process of the annual LCAP input meetings all stakeholders (staff, students, and parents) are provided the opportunity to provide input. This is evidenced from the 2017/18 LCAP input which it was determined that there was a need for additional academic counseling for CHS students. This input resulted in an increase to the counseling staff at CHS. | • Academic Council Agenda  
• BIT agenda and minutes  
• AP teacher meeting agendas  
• C & I Agendas  |
| Central High School’s administration has developed a culture of shared leadership by working closely with the Academic Council, Behavior intervention team, the AP teacher group, WASC Leadership, School Site Council and the curriculum and instruction team to maintain open and ongoing forums for feedback. | • Staff meeting agendas  
• PLC Agendas  |
| The planning process includes diverse groups who meet in a variety of settings wherein voices of all stakeholders are welcome and respected. These include professional development opportunities throughout the academic year, monthly staff meetings, PLCs or Professional Learning Communities made up of content level instructors from the school site and, the WASC Leadership Team, the CHS Leadership Teams, ELAC, and School Site Council (SSC) concerns and opinions. | • WASC Leadership Agenda  
• ELAC Agenda  
• SSC Agenda  |
Staff receive site goals at the beginning of each year during academic council and various staff meeting and professional development opportunities.

When creating the SPSA and site goals, leadership works with staff, students, and community to ensure that critical student learning needs are being met.

The self-study process provides CHS stakeholders time for reflection and refinement of the recommendations and obtainment of student learning goals.

Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| In the process of developing the SPSA CHS administration in collaboration with the SSC and ELAC reviewed data from CAASPP, the California Dashboard, the College and Career Indicator to determine the critical student learning needs. Subsequently these learning needs were developed into the LCAP goals in the SPSA. These SPSA goals are aligned to this WASC Self-Study process. | CUSD LCAP  
CHS SPSA  
Student performance data  
AC Agendas and notes |
Throughout the course of the year CHS will monitor progress on these goals with the SSC, site leadership and the Academic Council. This will provide CHS with a clear understanding of the progress to improve student learning. In addition, site leadership presents the progress on the SPSA goals twice a year to district administration.

The structure and process of the SPSA document requires analysis of progress towards specific goals and how it specifically impacts students learning. CHS must describe the overall implementation of the strategies to achieve the articulated goal.

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<tbody>
<tr>
<td></td>
<td>CHS Management &amp; Curriculum &amp; Instruction agendas and notes</td>
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<tr>
<td></td>
<td>PLC Agenda &amp; Notes</td>
</tr>
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<td></td>
<td>Principal roundtable data</td>
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</table>
Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>CHS is effective in the process and procedures for involving staff in</td>
<td>• Administrative Council Agenda</td>
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<tr>
<td>shared decision-making, responsibility and reflection on actions</td>
<td>• PLC mins</td>
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<tr>
<td>and accountability to support student learning throughout all programs.</td>
<td>• C and I Agenda</td>
</tr>
<tr>
<td>CHS involves various stakeholders in decision making and self-reflection</td>
<td>• Management meeting agenda</td>
</tr>
<tr>
<td>through different groups.</td>
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</tr>
<tr>
<td>• The academic council which meets once a month to review day to day</td>
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<tr>
<td>operations, and student learning is somewhat effective in these</td>
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</tr>
<tr>
<td>processes, because the messaging from the department to team is not</td>
<td></td>
</tr>
<tr>
<td>always efficient.</td>
<td></td>
</tr>
<tr>
<td>• Content area departments have subject level PLCs that meet twice a</td>
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<tr>
<td>month to review standards, develop assessment and review student</td>
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<tr>
<td>learning data, provide interventions, and enrichment to students. This</td>
<td></td>
</tr>
<tr>
<td>strategy is somewhat effective in that there is no evidence that all</td>
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</tr>
<tr>
<td>PLCs are functioning at high level.</td>
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<tr>
<td>• The site leadership Curriculum and Instruction team at both sites</td>
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<tr>
<td>meet once a week to review instructional practices as aligned to the</td>
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</tr>
<tr>
<td>CSTPs, and curriculum being taught in the specific subject areas. This</td>
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<tr>
<td>strategy is somewhat because of the inconsistency of meetings and</td>
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<tr>
<td>lack of clarity of expectations.</td>
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</tr>
<tr>
<td>• Site leadership which includes site administration, athletic director,</td>
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<tr>
<td>activities, college and career teacher, School Resource officer, lead</td>
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</tr>
<tr>
<td>custodian, and lead safety liaison, and counselors (west campus only)</td>
<td></td>
</tr>
<tr>
<td>meet weekly to review calendar and provide information on upcoming</td>
<td></td>
</tr>
<tr>
<td>activities and events. At east this process has improved and is and</td>
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</tr>
<tr>
<td>effective meeting. At west the process is somewhat effective, but is</td>
<td></td>
</tr>
<tr>
<td>improving.</td>
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</tr>
<tr>
<td>• Site Administration attends district level professional development</td>
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<tr>
<td>which includes Principal’s Round Table where site principals collaborate</td>
<td></td>
</tr>
<tr>
<td>with district level</td>
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</table>
administration to ensure that SPSA aligns with district goals and LCAP. In addition site administration attends Principal’s In-depth to align with middle schools, The Administrative Leadership Team to build leadership capacity and Curriculum Instruction Advisory Council which builds the capacity of site leaders with curriculum and instruction.

- Professional Consultation Committee was created in 2014-15 in an effort to include additional stakeholders in the selection of new technology and textbooks. This process continues with adoptions of new textbooks and other major initiatives.

- Roundtable Agenda

- PCC Agendas
Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS has effective structures for internal communication, planning and resolving differences among the staff or administration.</td>
<td>• Management meeting agenda</td>
</tr>
<tr>
<td>CHS has a total of five Universities between both sites, three at east and two at west. The purpose is to provide a strong connection to students, to develop the leadership skills of site administration, and to create a more personalized system for resolving conflict. This system is highly effective at both campuses, because it has reduced the adult to student ratios which fosters an environment that builds strong positive relationships between student/adult. This system provides a school within a school model and allows students greater access to supports.</td>
<td>• C&amp;I meetings</td>
</tr>
<tr>
<td>The management team provides structure for communication of site needs amongst the leadership team. In this capacity this process is effective because it creates systems of accountability for site stakeholders and a system for delegation of tasks. Documentation is maintained through Google Doc and Calendar to monitor progress of completion of tasks. The management team at both sites consists of the principal, assistant principal, VP and GIA from each university, the athletic director, the activities director, the SRO, the career center teacher, the lead custodian, and the lead safety liaison. This meeting provides an opportunity for communication on various day to day operations of the school site.</td>
<td>• University org chart</td>
</tr>
<tr>
<td>Union Representatives are available for all classified and certificated non-management staff to use as a resource in case of a bargaining agreement question or concern. This process is effective because most questions or concerns are resolved prior to escalating to the next level.</td>
<td>• Director’s meeting agenda</td>
</tr>
<tr>
<td>Assistant Principal was created to maintain consistency between both campuses as we move back to a two principal model. The process is effective for facilitating communication between the campuses, and resolving potential and real differences.</td>
<td>• Academic Council</td>
</tr>
<tr>
<td></td>
<td>• Superintendent Teacher Advisory Team questions</td>
</tr>
<tr>
<td></td>
<td>• Director’s meeting agenda</td>
</tr>
<tr>
<td></td>
<td>• Assistant Principal job description</td>
</tr>
<tr>
<td></td>
<td>• CSEA and CTA contract</td>
</tr>
</tbody>
</table>
The Uniform Complaint Procedure is the formalized process for filing a complaint against a staff member. This process is rarely used but is highly effective based upon the number of resolution that have resulted from these complaints.
A4. **Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator**: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt**: Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>CUSD has effective procedures to ensure all staff members in all programs are qualified for their responsibilities and that the process to assign staff members and provide an appropriated orientation process and focused programs maximize the expertise of staff members in relation to impact on quality student learning.</td>
<td>• HR Resources for hiring</td>
</tr>
<tr>
<td>All teachers are assigned where they are qualified to teach. The Human Resources department has a strict vetting process before we at the site are even allowed to select candidates for an interview. The site interview process also allows for a double check on the system; not only with credentialing and preparation but also with capacity and fit. Once the site selects a candidate, the HR department then does another interview and after that the Superintendent interviews all permanent positions as well. If that original process does not help us find the right candidate then intern and emergency credentials are considered secondarily.</td>
<td>• New hire PD Agenda • New teacher orientation agenda</td>
</tr>
<tr>
<td>Once a person is hired with CUSD they are sent to an additional New Hire Training. At our site there are also additional trainings provided to ensure the new staff member is prepared to work at Central High School. Each department also has a chair person that is also guided to work with the new person in their</td>
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</table>
department. New teachers participate in new teacher induction where they are assigned a mentor teacher who provides support and monitors individualized goals.

- Induction policies and documentation
Defining and Understanding Practices/Relationships

**A4.2. Indicator**: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt**: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| CUSD and CHS have a clear and effective systems for communication of policies, procedures and expectations of staff. Through the use of school wide staff meetings, Academic Council, department meetings, and Google Classroom, regular communication is conducted to explain and clarify board policy. Administrative regulations and education code. These meetings, and communications allow an opportunity to outline stakeholder decision making processes. This communication process is executed on a monthly basis. | • CUSD Handbook  
• Board Policy  
• Bargaining Agreements  
• PL Calendar  
• Academic Council Agendas  
• BIT Agendas  
• PBIS Agendas  
• Standards Maps & Pacing Guides |
| The CUSD Handbook generally defines the processes and policies, both Board Policy and Education Code that governs what and how we do business in Central Unified. There are also a classified and certificated Bargaining Agreements that dictate other employment and operational processes. These methods are effective for what they are attempting to clarify and set forth. Delays in the process of updating the handbook each year leads to somewhat of a lack of clarity and understanding in the communication of systems and procedures in the handbook. | |
| With regard to Professional Learning there is a calendar that is given to the staff at the beginning of the year. The actual days are agreed upon by the teachers’ bargaining unit. Most critical decisions are taken through Academic Council to improve clarity and allow for management staff collaboration. Once a week the principals email staff the calendar for the next two weeks. There is a clarity and understanding of the professional learning calendar by faculty and staff. | • District PD calendar  
• Site PD calendar  
• Academic Council Agendas  
• Principal PD Emails |
| There are also a few subgroups that have been sanctioned to assist with the some of the instructional and counseling processes. There is a group that meets to work with our Positive Behavior Intervention efforts that affect the classrooms and the school culture as a whole. A Behavior Intervention Team that meets to discuss specific students and their specific needs. Each department | • PBIS minutes and agenda  
• BIT minutes and agenda  
• PLC minutes and agenda |
has also met and agreed to standards maps and pacing guides to assist with cohesion and coverage of the standards. Due to confidentiality concerns it is difficult to communicate fully to staff the minutes of these meeting, however it is somewhat clear to staff the functions of this team.
Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>CUSD and CHS are somewhat effective in providing professional development, support, time and resources to meet the needs. Based on student learning data there has been growth in certain California Dashboard Indicator areas. However, there are significant gaps for certain student populations that would indicate areas for growth.</td>
<td>• Math Solutions PD and lesson studies</td>
</tr>
<tr>
<td>There has been minimal impact on student learning of math content relative to the amount of professional development, learning activities, coaching and mentoring that have occurred. It is too early determine the impact of professional development, learning activities, coaching and mentoring for ELD.</td>
<td>• The English Learner Group training and feedback</td>
</tr>
<tr>
<td>In the last few years we have put a greater amount of professional development support into our math. Beginning in 2018/19 there has been a schoolwide focus on professional development, learning activities, coaching and mentoring for ELD.</td>
<td>• CAASPP data</td>
</tr>
<tr>
<td>CHS CAASPP student learning has shown minimal growth in three years. CUSD has invested in two different outside consultants to provide coaching for the math teachers. The math teachers have completed four lesson study cycles for math 1 - 3. While there has been minimal gains on the CAASPP there has been some progress in making the shift from a teacher centered classroom to a student centered classroom.</td>
<td>• EL Learner Group agenda and minutes</td>
</tr>
<tr>
<td>In the past couple years there has been sporadic professional development for teachers with EL students. In 2017/18 the district hired an outside consultant to work with administration in identifying classroom instructional best practices. In 2018/19 this same group was hired to provide professional development for the teaching staff. In addition in 2017/18 the structure of the ELD classes changed from pure SDAIE classes to integrated ELD and designated ELD for support. The EL students show an achievement gap on both ELA and math CAASPP results as well as on CCI measures. In 2017 EL students did show progress on the 5 x 5 grid</td>
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as measured by the last administration of the CELDT. CHS EL PD has been ineffective in improving student learning for the EL population at CHS.

CHS has also put professional development efforts into training our AP teachers in their particular content, and our World Languages and English departments have had their share of PD as well. The results in each of these areas have shown growth in different ways and on different exams.

<table>
<thead>
<tr>
<th>A4.3. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal led AP meeting agendas</td>
</tr>
</tbody>
</table>
### Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** How effective are the school’s supervision and evaluation procedures?

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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| The instructional supervision process is effective in supporting teachers to do the work they need to help students learn. The evaluation document that is more tightly aligned with the California Standards for the Teaching Profession was introduced in the 2015-16 school year. In addition in 2014-15 bargaining unit members and site and district administration collaborated on the development of a revised evaluation process. This new process afforded more collaboration and reflection between administration and teachers on evaluations. | • CUSD evaluation procedures  
• CUSD evaluation documents  
• CSTPs |
| Along with the evaluation process there is a Classroom Observation Protocol observation document that standardizes the drop-ins and feedback that teachers receive to be aligned with the evaluation document. There are strict timelines to give the feedback for drop-ins and strict numbers of drop-ins and observations before an evaluation may be conducted. | |
| A calibration process for instructional supervision is held among the administrative staff at our curriculum and instruction meetings. Due to the consistency of meetings This process in somewhat effective. | |

**A4.4. Additional Online Instruction Prompt:** How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?
A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, and the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The process to allocate resources to meet student learning needs is</td>
<td>• SSC meeting agendas</td>
</tr>
<tr>
<td>somewhat effective. Due to the transition to the new state accountability</td>
<td>• ELAC meeting agendas</td>
</tr>
<tr>
<td>model which includes a broader measurement of student achievement,</td>
<td>• Staff meeting agendas</td>
</tr>
<tr>
<td>decision making has been impacted. For example the process for the</td>
<td>• Student Roundtable agendas</td>
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<tr>
<td>allocation of resources requires more review of different data to ensure</td>
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<tr>
<td>that we are meeting the needs of every student.</td>
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<tr>
<td>Meaningful engagement of parents, students, and other stakeholders</td>
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<td>including those representing all students is critical to the process of</td>
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<tr>
<td>writing a Single Plan for Student Achievement (SPSA). CUSD and CHS</td>
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<tr>
<td>continue to focus on increasing parent involvement in the input process.</td>
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<tr>
<td>Central High School reaches out to stakeholders by providing families</td>
<td></td>
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<tr>
<td>with different opportunities to receive information and give their</td>
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<tr>
<td>input. Meeting evaluation forms and parent, student, and staff input</td>
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<tr>
<td>forms are made available and completed during School Site Council</td>
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<tr>
<td>(SSC) meetings, Student Roundtables, Principal-Student Advisory Board,</td>
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<tr>
<td>English Learner Advisory Committee (ELAC) meetings.</td>
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<tr>
<td>Stakeholders were informed of the input process for SPSA by having a</td>
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<tr>
<td>variety of opportunities for input. Draft copies of the plan were made</td>
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<tr>
<td>available to parents, staff, and students and</td>
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</table>
feedback was collected. These were compiled to create CHS goals on the SPSA.

Stakeholder input sessions were:
- October 05, 2018 - CHS Student Roundtable
- October 09, 2018 - CHS SSC meeting
- October 11, 2018 - Glacier Point ELAC meeting
- October 19, 2018 - Principal-Student Advisory Board
- October 19, 2018 - CHS Student Roundtable
- October 23, 2018 - CHS Staff Academic Council

There are a variety of opportunities for CHS teachers and site leadership to work together. Department chairs make up the Academic Council which meets monthly with site administration. This provides a direct line of communication with the site teacher leaders. In addition to the Academic Council, teachers serve with administration on a variety of district committees, such as the various PCCS, and also participate in professional development together.

CUSD and CHS School’s Vision Mission statements are integral to everything that we do in CUSD. These enduring documents have guided our direction since 2008/09.

The Student Learner Outcomes were revised in 2018 and 2019 by the WASC Leadership team and were presented to staff in the fall of 2018.

The WASC Leadership team reviewed analytical and perception data in the fall of 2018 to identify our Critical Student Learning Needs.

<table>
<thead>
<tr>
<th>SSC meeting agendas</th>
<th>ELAC meeting agendas</th>
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<tbody>
<tr>
<td>Staff meeting agendas</td>
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<tr>
<td>Student Roundtable agendas</td>
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<td>Academic Council agenda and minutes</td>
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<td>PCC rosters</td>
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<td>PD minutes</td>
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<td>Guiding Principles</td>
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<tr>
<td>Student Learner Outcomes</td>
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<tr>
<td>CHS Critical Student Learning Needs</td>
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</tbody>
</table>
Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>CHS has effective processes in relationships to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. Each of the school sites has personnel dedicated to ensuring that budgets are properly balanced. There is detailed process for all purchase approvals that require multiple approval points at the site as well as at the district. Site administration meets regularly with business office staff from the district to ensure that budgets are balanced and categorical spending is aligned to the SPSA. In the first quarter of each school year, CHS principals are involved in a Principal District Roundtable to review SPSA. This meeting includes all tactics, activities, expenditure, and actuals from previous years. The entire plan is discussed in detail to ensure accountability. The SPSA is shared with all stakeholders before board approval. This includes School Site Council, Student Roundtable, ELAC, Academic Council, and Management meeting.</td>
<td>• SPSA Roundtable notes</td>
</tr>
</tbody>
</table>
## Facilities

**A5.3. Indicator:** The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| To a moderate extent CHS is able to maintain a learning environment that meets the educational health and safety needs of the students and staff. CHS is always aiming to provide the best and safest learning environment for all students, but there are instances where the facility maintenance requires additional staffing. The addition of a third VP at the east campus, additional campus safety staff, and a full time SRO at both campuses as help increase the safety of all staff and students. | - Safe School Plan  
- PD Agenda and presentations  
- Work Order Overview |
| CHS is spread between two campuses that are 6.5 miles apart. The overall safety needs of each campus are detailed within the Safe School Plan document that is approved annually by the SSC and the Board of Trustees. Within the plan are protocols for various emergency procedures and assigned duties and rolls for every staff member. Safety drills are conducted on a regular basis to ensure that students and staff are prepared in the event of an emergency. Safety plan topics are reviewed with staff periodically throughout the course of the year. | - #See something say something agenda |
| Beginning in 2017/2018 CHS dedicated a safety awareness week titled #See Something Say Something. Each day outside groups and school staff brought awareness to various concerns that may impact the community and the school. This included Law Enforcement/SROs providing Run, Hide, Fight training students and staff, Human trafficking awareness, gang awareness, and other various groups. | - Every 15 minute Agenda |
| In 2016 CHS in partnership with the California Highway Patrol provided students with the Every 15 minutes program which is a two-day program focusing on providing high school juniors and seniors, which challenges them to think about drinking, driving, personal safety, the responsibility of making mature decisions and the impact their decisions have on family, friends, their community, and many others. This program will return in the Spring of 2018. |
CUSD contracts with local law enforcement organizations to provide both campuses with a full-time school resource officer (SRO). The SROs support each site by overseeing supervision and assisting with a variety of discipline issues.

Each campus has a lead custodian who oversees the day to day facility needs.

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The policies and procedures utilized by CUSD and CHS to acquire instructional materials and technology are effective. All new purchases of instructional materials and equipment are required by contract to be vetted by a Professional Consultation Committee, this ensures that the decision is collaborative and includes the impacted stakeholders.</td>
<td>PCC Agendas</td>
</tr>
<tr>
<td>The district process for new textbook adoption and technology involves a Professional Consultation Committee (PCC). The PCC consists of bargaining unit members who are elected by their peers, site administration and district administration. The PCC reviews, pilots, and recommends new text books and technology. This process is used for the selection of new textbooks as well as major system wide purchases of technology. Site based purchases are approved by principals and various district level administration. Purchases made with categorical funds must be aligned to a SPSA goal and tactic which are approved by the SSC.</td>
<td>Technology Aide job description</td>
</tr>
<tr>
<td>CHS employs to site technology aides which provide support for site technology. The technology aides work closely with district level technology support staff. The Library Media teachers and both campuses provide support for textbooks, printed materials, media resources, and various manipulatives.</td>
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</table>
Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

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<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>Human Resource provides professional development for CHS staff to ensure effective process of hiring both classified and certificated staff. In addition, after a recommendation is identified, HR and Superintendent meet every candidate before final hiring is completed.</td>
<td>• Hiring forms</td>
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<td></td>
<td>• Induction</td>
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<td></td>
<td>• PD Schedule</td>
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<td></td>
<td>• New Teacher Documents</td>
</tr>
<tr>
<td>In 2014, Central Unified restructured the Evaluation process to move towards a more coaching process and focus on CSTPs. All admin were trained and all new admin must go through a 10 hour training before he/she could evaluate a teacher.</td>
<td>• HR Presentation</td>
</tr>
<tr>
<td>Central Unified moved from the BTSA program to a new teacher induction program. This is a somewhat effective program that is designed to coach new teachers. It consists of a master teacher, meetings to monitor progress.</td>
<td>• Induction documents</td>
</tr>
<tr>
<td>Teachers continue to have lesson studies and learning walks work with all teachers on internships.</td>
<td></td>
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</tbody>
</table>
### Long-Range Planning

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

<table>
<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>The CUSD and CHS processes for to ensuring for regular and effective alignment of the Local Control Accountability Plan (LCAP) with site resource decisions ensuring the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes is effective. This process ensures that all stakeholders have a voice in evaluating the effectiveness of school programs to increase student learning.</td>
<td>• LCAP staff, student, and community meeting agendas</td>
</tr>
<tr>
<td>Annually in the Spring semester the district and site conduct LCAP input meetings with all stakeholders. This provides each stakeholder with the opportunity to provide input on district and site needs.</td>
<td>• Student Learner Outcomes</td>
</tr>
<tr>
<td>In the fall of each year CHS as well at other sites develop tactics to support all of the LCAP goals which are aligned with the SPSA. The SPSA is approved by the SSC and the Board of Trustees in October of each year.</td>
<td>• LCAP Input Meeting Agendas</td>
</tr>
</tbody>
</table>
ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

The Organization: Vision and Purpose, governance, leadership, staff and resources section subparts range from “somewhat effective” to “effective.”

- 1 - Vision and Purpose
  - 1.1 - CHS has an effective and clear Vision, Mission, and purpose directed at every student being college, career, and community ready. This Guiding Principles have been woven throughout all we do. Our Single Plan and School Accountability Report Card show our overall focus on that vision.
  - 1.2 - CHS effectively engages all stakeholders on the process for updating the vision, mission, and schoolwide learner outcomes. Our School Site Council and resulting Single Plan are the genesis for our Parent (community) Involvement Policy and the Home School Compact along with other site engagement processes.
  - 1.3 - CHS is effective in ensuring all stakeholders are committed to the vision, mission, and schoolwide learner outcomes. Each of the Expected Student Learning Outcomes were built and agreed upon by stakeholder leadership in light of our Vision and Mission. You are also able to see this commitment in our Handbook, Parent Meetings (Back to School, LCAP, SSC, ELAC, Principal’s Roundtable, etc.)

- A2 - Governance
  - 2.1 - The Governing Board and the District Administration have clear and effective policies that ensure a strong relationship of the duties and roles of each above and CHS.
  - 2.2 - Communication with parents, staff and students informs and engages them effectively through the use of School Site Council, English Learner Advisory Committee, Academic Council, Local Control Accountability Plan meetings, booster clubs, and the Principal’s Roundtable with students.
  - 2.3 - School and District leadership is clear and effective in how the Uniform Complaint Procedure is utilized through the District Handbook, UCP Forms, Williams Act Documentation, along with the District website.

- A3 - Leadership: Empowerment and Continuous Planning and Monitoring
  - 3.1 - The CHS continuous school improvement process is effective in that it ensures a broad based, collaborative process that engages the commitment of the
stakeholders. Evidence of this can be seen in our parent, staff, and student engagement process agendas.

- 3.2 - The process for analyzing the data necessary for continuous improvement in students outcomes with the engaged stakeholders is effective in that the SSC, ELAC, Academic Council along with administration discuss and plan based on actual student outcomes in relation to desired student outcomes.

- 3.3 - The processes to ensure staff are involved in shared decision making is effective. The process opportunities include our Management, Curriculum and Instruction, Academic Council, Overall Staff, PLC and Professional Consultation Committee meetings.

- 3.4 - The internal processes for internal communication are effective and mostly through those described in 3.3. There are also process including the Directors meeting between both Principals and Director along with the Superintendent Teacher Advisory meetings that build upon the processes already described.

- A4 - Qualifications and Preparation of Staff
  - 4.1 - Through Ed Services and Human Resources there are effective processes in place to make sure that all staff members are qualified for their responsibilities and continue to grow professionally. CHS partners with those two departments along the way to maximize this impact over time.
  - 4.2 - CUSD and CHS have clear and effective systems for communication of policies, procedures and expectations of staff. The CUSD Handbook, Board Policy, along with Bargaining Agreements set the foundation for these expectations.
  - 4.3 - CUSD and CHS are somewhat effective in providing professional development, support, time and resources necessary to meet the professional learning needs of staff. There are processes in place as evidenced by our Ed Services Professional Development Calendar.
  - 4.4 - CHS is effective in instructional supervision and supervision of our classified employees. The revised certificated evaluation was a step in the direction of continual alignment with professional growth in the CSTPs toward increased student outcomes.

- A5 - Allocation Decisions and Their Impact
  - 5.1 - The process to allocate resources to meet the student learning needs is somewhat effective. The School Site Council along with other input mechanisms are adapting because of the newer broader measure of student achievement.
  - 5.2 - The process for accountability between CUSD and CHS is effective. There are multiple audit processes to ensure we are conducting quality business practices in handling our institutional funds.
  - 5.3 - To a moderate extent CHS is able to maintain a learning environment that meets the educational health and safety needs of the students and staff. In addition to facility infrastructure there is a Safety Plan that ensures the overall effectiveness of the process.
  - 5.4 - The policies utilized by CUS and CHS to acquire instructional material and technology are effective. Educational Services along with the Professional Consultation Committee and resulting CUSD Board adoption ensure the effectiveness of this process.
o 5.5 - CHS in conjunction with the Human Resources department ensure the effective hiring of well-qualified staff for all programs. The internal process and procedures ensure the continued professional learning as well.

o 5.6 - The School Site Council along with other forms of input such as the LCAP input process ensure the effectiveness of our long term planning and continued focus on proper allocation of our institutional funds.

Prioritize the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- A clear Vision, Mission, and purpose directed at every student being college, career, and community ready.
- Strong communication process between CHS the District level administration.
- The CHS continuous school improvement process is effective in that it ensures a broad based, collaborative process that engages the commitment of the stakeholders.
- Increased collaboration and reflection between administration and teachers in the instructional supervision process.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Communication and availability of Math and English Learner professional learning support must continue and provide a focus on even greater student learning outcomes and monitoring.
- CHS and CUSD must continue to speed work order completion for facility repair and remodel for safety and general welfare.
Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Academically Prepared by

- thinking critically to solve complex problems
- producing work that reflects creativity to express ideas across disciplines
- applying content knowledge to process, synthesize, and evaluate information
- becoming innovative life-long learners with a growth mindset

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Central High School is effective in using current educational research to guide curricular decisions and instructional practices. For example, current educational research suggests that math instructional be balanced between conceptual and procedural practices, and ELD research indicates that students increase language capacity through integration in grade level classes. The math PCC is following these recommendations in the process of selecting a new text book; The ELD structure for instruction at CHS has moved to an integration model.</td>
<td>• Math PCC agendas • ELA PCC agendas • ELD Plan</td>
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Teachers at CHS take initiative to find additional research to implement into their curriculum, this includes, but is not limited to; outside professional development beyond the district level, college coursework, content specific planning days during breaks, ongoing Professional Learning Communities (PLCs), and Professional Curriculum Committees (PCCs). They are given

| | • Professional Development registrations • PCC agendas |
opportunities to attend seminars and trainings to learn about updates in curriculum. Regular textbook adoptions allow for updates in curriculum that is established in current educational research and standards.

Central High School has shifted their emphasis towards college and career readiness standards. This has naturally led our teachers and administrators to focus their thinking towards meeting the College and Career Indicators (CCIs). It has also made the district current awareness of teacher implementation, available resources, and new research. Individual departments have worked toward looking into their own content specific best methods based on current research.

**English**

The English department is effective in the use of current educational research related to ELA areas in order to maintain a viable, meaningful instructional program for students. 2016-17 English teachers participated in a PCC which presented current trends and research in ELA instruction to guide in the adoption of a new textbook to adopt a new textbook. They piloted two publishers choose the best one. All teachers attended two days of PD for the chosen text. Teachers have met outside class time to meet and find best practices. Teachers have attended conferences outside the district including one from Kelly Gallagher on implementing real world writing to become more career and community ready. Training on integrating ELD into grade level curriculum.

**Agriculture**

The Agriculture department is highly effective in the use of current educational research related to the Agriculture curricular areas in order to maintain a viable, meaningful instructional program for students. The Agriculture Department annually attends the California Ag Teachers Association summer conference along with regional CATA meetings and the Regional Road Show where there are presenters either from industry or other teachers who show ideas for implementation not only in the classroom but also Career Development Events and Supervised Agricultural Experience projects. They also attend a variety of

- Staff presentations
- Staff meeting agendas

- ELA PCCs Agendas
- Standards maps
- PD minutes

- Professional Development meetings (Agenda)
- ROP Conference agenda/itinerary
- Ag Career Expo (annual) program/agenda/itinerary
industry sector conferences and meetings such as the Nut Conference and the Manufacturers Conference in Fresno. Ag staff members who teach ROP courses also attend the ROP conference. The agriculture program also has an advisory committee which meets a minimum of twice a year. These professional development opportunities are effective in allowing the staff to stay current with research based best practices in education as well as changes in technology, policies and laws impacting the Ag industry.

**Special Ed**

The Special Education department is somewhat effective in the use of current educational research related to support the curricular areas in order to maintain a viable, meaningful instructional program for students. Special Ed teachers have attended a PD at FCOE about IEP legalities. SDC have started using Wonders in addition to using the adopted Language Live curriculum. There is a continuous professional development for co-teaching. As they continue expanding the co-teaching classes there will be ongoing PD. The department recognizes the need for continued professional development with teachers in their specific content areas.

**AP**

AP teachers at CHS are highly effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful instructional program for students. AP teachers are regularly going to summer PDs to learn about new best practices for implementing instruction. There have been changes to several subjects and teachers have received updated textbooks and supports. Regular AP PLCs across campuses including sharing of best practices, common assessments, and joint study sessions.

**CTE/ROP**

CTE/ROP teachers at CHS are highly effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful instructional program for students. Central High School has started Dual Enrollment courses. CTE/ROP programs have an advisory that keeps them updated and relevant to their curriculum and connected to the industry. For example, the advisor for Sports Medicine is an Athletic Trainer at Fresno State. CTE/ROP Teachers attend conferences regularly. CTE/ROP Nursing
graduates can now take the state exam to become a certified CNA. All CTE/ROP programs have industry advisor who keep them current on industry standards.

**ELD**
The ELD teachers at CHS are effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful instructional program for students. ELD teachers participated in extended professional development that is guided by current educational research.

During the 2017-18 school year ELD teachers participated in a series of PDs that focused on alignment of ELD standards with best practices. ELD teachers were part of the PD group for the Social Studies and ELA textbook adoptions. ELD PLCs are working with teachers across all disciplines to align curriculum to better support all English Learners. In order to scaffold EL learners into grade level classes Central High school has transitioned integrated and designated ELD support classes. Currently the ELD support teachers are utilizing the ELD Companion from the recent English Language arts adoption. Central Unified School district is currently developing a scope and sequence for the ELD curriculum. This will be followed by developing common formative assessments and benchmarks. The efficiency of this process is being monitored as courses have been reconstructed during the 2018-2019 school year.

**Counseling**
The counselors at CHS are somewhat effective with the use of current educational research to support their efforts in maintaining a viable, meaningful instructional program for students. The GLD and career counselors have attended UC/CSU professional development to increase their capacity in providing college readiness for students; information from such professional development is shared with counseling and GIA staff.

CHS Counseling department, offers various college prep courses to meet academic standards as well as the expectation of college and career readiness. In each of the A-G subject areas, CHS offers multiple courses that fulfill the requirement and gives students options on how to meet the college entrance requirements. The majority of the core course offerings at CHS meet the A-G subject requirements. Having an alternating block schedule with eight classes, allows students to take more A-G

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<tr>
<th>Language Live curriculum materials</th>
<th>Conference/workshop agendas</th>
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<tr>
<td>Professional Development (agenda/minutes)</td>
<td>Master schedules</td>
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<td>AP Conference information (agenda/itinerary)</td>
<td>AP textbooks/curriculum materials</td>
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<tr>
<td>Albert I.O. online resource</td>
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Because Central High School additionally offers third year science and math courses that are not A-G approved, Central is somewhat effective in increasing the percentage of graduating seniors completing the A-G requirements.

CHS also offers a variety of Advanced Placement courses and exams to students so they can challenge themselves in the world of academia and further prepare themselves for post-secondary coursework. CHS continues to be effective by increasing their AP offerings and have added several new courses over the last couple of years.

**Applied Technology**

The Applied Technology at CHS is effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful instructional program for students. Teachers in the applied technology department have industry advisors to assist with efforts to keep instruction relevant.

The Applied Technology Department utilizes the CTE Standards which are not only used by each industry sector but by all educational systems at every level. As of last year, our entire department has and aligned and mapped our entire curriculum to the CTE standards. To work towards becoming highly effective, our dual enrollment follows the exact curriculum and standards.

**Business**

The business department at CHS is somewhat effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful program for students. Current educational research and instructional future employment trends indicate a need for students to learn coding. Currently the business department devotes one week a year to coding instruction.

The Business Department utilizes the CTE Standards which are not only used by each industry sector but by all educational systems at every level. As of last year, our entire department has and aligned and mapped our entire curriculum to the CTE standards. Both CCSS and CTE standards are effective by being paralleled for post student education and career preparedness.
Teachers have also started training in Coding. This will be monitored for effectiveness.

**Consumer Family Services**

The CFS department at CHS is effective with the use of current educational research related to support their curricular areas in an effort to maintain a viable, meaningful instructional program for students. Teachers in the CFS department have attended professional development to build capacity of curriculum and instructional practices.

The CFS department is highly effective in planning curriculum using many standards including the CCSS standards. Introductory and Concentrator courses utilize Family and Consumer Science content standards provided by the California Department of Education and occupational courses utilize the CTE standards. The department recently mapped standards for all of the department courses and many of the courses are A-G approved.

**Social Science**

The social science department is effective in their use of current educational research to guide curricular decisions. In 2018-2019 teachers from the department have participated in a PCC using current educational research in their decision making for new textbook adoption. This included a cohort of subject specific teachers who piloted several texts and came to a consensus for adoption. All department members have attended PD sessions to learn the updated textbook content and resources. Select teacher took part in REACHABLE, a local PD connected to Yosemite National Park. Select teachers took part in the Fresno Court PD that is offered each summer. PLCs meet during breaks to plan for upcoming curriculum. A teacher went to a Bill of Rights Institute PD in Washington DC.

Google certification training on google apps for education that included Edtech training to integrate websites into curriculum for example Google earth, icivics, reading like a historian, etc. Teachers have completed Masters Degrees in Education and brought in new learning to the classroom such as “Identifying Fake News” in Government.

The Social Science department aligns with California Common Core Social Science standards and California Content Standards. These are the basis that guide our instruction. Our newly adopted textbooks are aligned to these standards. Common Core writing
standards are incorporated into all lessons. This meets the A-G requirements of major colleges and universities.

Science
The Science department at CHS are somewhat effective at utilizing current educational research to guide curricular decisions. The department is currently participating in a PCC and in transition to the NGSS. This transition is requiring the department to change the curriculum path. For example, most freshmen will begin with The Living Earth, which replaces Biology. The department is currently working with the District to outline the additional NGSS science course pathways.

Teachers have attended NGSS (Next Generation Science Standards) conferences with FCSS and TCOE Science PLCs (Professional Learning Communities). Each year they have attended state organized training to implement additional roll out of new standards to address changes with NGSS. Teachers are doing district level meetings for curriculum development of a three course pathway. Teachers regularly meet in subject specific PLCs to share common practices and address new research. Spring Semester will bring new textbook adoption via PCCs.

Math
The math is effective in the use of current educational research related to the math curricular areas in order to maintain a viable, meaningful instructional program for students. For the past three years math teachers have received professional development which focused on improving student discourse and engagement with an emphasis on a deeper conceptual understanding of the math content. This approach is in line with suggestions of current math instruction research.

Teachers are attending Multi-year professional development from Math Solutions. Teachers and administration are involved in lesson studies with ongoing Professional Learning Communities. Students at CHS apply math technical skills and academic content knowledge to acquire real-life knowledge. Proficiency in these areas allow students to make connections to real-world application. Through talk moves, students learn to be effective communicators who are able to interact with others, repeat and rephrase peer reasoning, and engage with the reasoning of others. Student use a variety of technology

- Common assessments
- EL strategies
- Lab reports
- Research projects
- Hands-on investigative learning
- Standards maps
- PCC minutes
- PD workshop agendas
- PD agendas
- PCC Agendas
throughout all levels of math to accomplish tasks. Students become career-ready through persevering through difficult problems and applying knowledge to future assignments. PCC created to choose new curriculum for Math 1, 2, and 3.

**World Languages**

The World Languages departments at CHS are effective at utilizing current educational research to guide curricular decisions, because they endorse standards from the ACTFL’s (American Council on the Teaching of Foreign Language.)

The ACTFL’s (American Council on the Teaching of Foreign Language) I-Can-Do statements for proficiency in the areas of writing, listening, speaking, and presentation. ACTFL mission statement helps students to acquire vision, leadership, and support for quality learning in languages. In the summer of 2016 the World Languages Department got together to revise curriculum mapping to include ACTFL learning objectives and proficiency levels based on the new textbook adoption *Que Chevere* by EMC for Spanish and French. The World Languages department is effective in the use of current educational research related to the World Languages curricular areas in order to maintain a viable, meaningful instructional program for students. This department has added two new languages to the curriculum. Punjabi and Hmong teachers have attended the CCWLP conference on teaching strategies for World Languages teachers. They have been contacting and collaborating with teachers in nearby school districts who teach the same language to find best practices.

**Visual and Performing Arts**

The Visual and Performing Arts departments are somewhat effective in using current educational research to guide curricular decisions. Teachers have attended conferences through National Arts Educators Association and California Arts Educators Association. They have also learned from professional artists in California such as Pat Hunter and Julie Dunn.

**Physical Education**

The physical education department is somewhat effective in using current educational research to guide curricular decisions. The department initiated United PE which is mainstream PE with General Education students helping Sped students through modified athletic events such as soccer and basketball. Teachers
attends Inclusion training through CAHPERD, an annual conferences to stay current with best practices.

**Library Media**
The library media department is effective in using current educational research to guide curricular decisions. The library media teachers frequently attend professional development to remain up to date with current educational trends in library science.

Teacher Librarians attended ISTE (International Society for Technology in Education) and CSLA (California School Library Association) conferences.

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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

**Findings**
To a moderate extent CHS defines academic standards and college-and-career readiness for each subject area, course, and/or program which meets state standards and where applicable, expectations within courses that meet the A-G requirements. In 2016-17 all content areas worked in PLC to complete standards maps to guide curricular decisions. Further work needs to be completed in incorporating college and career readiness standards across all content areas.

**Counseling**
All students at CHS are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. CHS provides for career exploration through

**Supporting Evidence**
- Standards maps
- Career Cruising reports
Career Cruising and select website, preparation for postsecondary education, and pre-technical training for all students.

Central High School students have access to all courses. The CHS Counseling department works closely with CHS teachers and department chairs to ensure that all students have access to information about all courses offered at CHS.

The CHS Counseling department follows an annual master scheduling calendar that includes the orientation of all incoming 9th graders on the availability of courses for their grade level. Starting in August 2019, we will offer a 10th grade orientation for students that are attending East campus for the 1st time (new students and students transferring from the West Campus to East Campus). Students can access information about the courses they would like to take to meet CUSD graduation requirements including the course handbook, the online course handbook, along with the option to talk to teachers and counselors at Open House and Back to School Night. CHS counselors post grade-level parent information to ensure families have accurate course information. In addition to class information on the CHS website, many teachers have separate web sites and are available by email, phone or personal meetings to discuss their recommendations for Student Course Placement. Connect Ed messages, emails and texts are sent home via telephone to remind/alert families about upcoming course selection opportunities.

During the scheduling process, CHS students meet with School Counselors to discuss their course choices; this allows students to ask questions about their particular needs and provides guidance for students who may need assistance in making decisions between classes. CHS students make their course selections online through their student portal, so parents are able to view their students’ course selections and contact the counselor if they would like a change. CHS Counselors review transcripts and reach out to students about course remediation/recovery and summer school options.

Nearly all of the courses offered at CHS fulfill the UC/CSU a-g requirements, enabling all students to have access to courses that will help them meet college entrance requirements. Students who complete their courses with grades of D or F have the option to remediate their coursework with summer school or our online

- Master Schedules
- Graduation Requirements
- Orientation agendas
- Course handbook
- Grade level guides
- CHS website
- Back to School agendas
- Open House agendas
- Counselors’ appointment calendar
- A-G course list
- Summer School master schedule
- Edgenuity courses
- Dual Enrollment classes
credit retrieval class. CHS students are also able to partner with the State Center Community College District to advance in courses that help them prepare for post-secondary education.

The CHS Counseling department is working on partnering with an online college and career exploration tool to assist CHS students in their college and career goals. As part of the Counseling department, CHS has a College/Career Center Advisor, who coordinates college representative visits so that students can learn about particular colleges and universities. CHS also coordinates with CSU, UC and FCC to offer a school-wide college application fair so that students can connect with admission representatives.

The CHS Career Coordinator helps introduce students to possible career options and collaborates with CTE teachers to develop opportunities for career exploration by bringing in guest speakers, setting up job shadows and informing students about internship and employment opportunities.

Central High School maintains subject specific standards maps based on standards set by the California Department of Education Content Standards and work in regular Professional Learning Communities to ensure students are receiving standards based instruction and meet graduation requirements.

Central High School is in the process of providing additional opportunities for meeting College and Career Readiness indicators including Dual Enrollment and additional Career Technical Education pathways.

English, Math and Social Science Standards are based on California Common Core Standards.

Science Standards are based on Next Generation Science Standards. Science is in compliance for “wet labs”.

Specific department’s teachers are involved in Amplified Language in Integrated ELD where teacher learned to apply the learning/teaching cycle to draft lessons for future lesson studies and lesson walks throughout the department.

- Enrichment paperwork
- College Connect information
- College Career center calendar
- Guest speaker schedule
- Standards maps
- Dual enrollment agreements
B1.2. Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Congruence with Student Learner Outcomes and Standards

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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| To a moderate extent CHS provides congruence and consistency between the content area concepts and skill taught, the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Through the creation of standards maps departments have outlined concepts and skills for students to master there is still an area of growth to congruency with these standards and the college and career readiness standards as well as the newly revised student learner outcomes. | • PLCs  
• CTE standards aligned with CCI standards |

**Applied Technology**

To a great extent the Applied Technology Department at CHS-East Campus in ensuring that there is congruence and consistency between the three concepts and skills taught, the CTE standards for each of the classes, college and career-readiness standards and the schoolwide learner outcomes. The competencies that the students complete match the content standards and are approved by advisory groups for each industry sector. In our PLCs we have collaboratively worked on developing our project based learning to utilize the CTE standards along with industry expectations that directly utilize the College and Career Readiness standards.

**Business**

The business department to moderate extent is effective in ensuring that there is congruence and consistency between the concepts and skills taught, the CTE standards for each of the classes, college and career-readiness standards and the schoolwide learner outcomes. In the Business Department, all of the curriculum is aligned to the content standards. The competencies that the students complete match the content standards. In our PLCs, we have collaboratively worked on developing our project-based learning to utilize the CTE standards along with industry expectations that directly utilize the College and Career Readiness standards.

• Competencies taught align with content standards  
• PLCs  
• Project-based learning
Consumer Family Services
The CFS department to a moderate extent is effective in ensuring that there is congruence and consistency between the concepts and skills taught, the CTE standards for each of the classes, college and career-readiness standards and the schoolwide learner outcomes. CFS department meets frequently to collaborate in planning common units with common assessments. Assessments are analyzed for data and skills are retaught if not mastered so as to guide instruction and ensure congruency of all standards with schoolwide learner outcomes. Project-based assessments are graded using rubrics aligned to the CCSS and CTE content standards. Real-world authentic assessments are often utilized for relevancy in career and college readiness.

World Languages
The World Languages department to a moderate extent is effective in ensuring that there is congruence and consistency between the concepts and skills taught, the World Languages standards for each of the classes, college and career-readiness standards and the schoolwide learner outcomes. The textbooks and other supplemental materials for Spanish and French classes contain standards based activities and projects for students to achieve proficiency in all areas of language development. Punjabi and Hmong instructors continue to develop and align curriculum. During PLC, all members of the World Languages Department work together to implement authentic activities for students to practice their newly acquired target language skills in real life situations and familiar contexts.

English Language Arts
The ELA department to a great extent the English Language Arts Department at both campuses are highly effective in ensuring that there is congruence and consistency between the concepts and skills taught, the ELA content standards for each of the grade levels, college and career-readiness standards and the schoolwide learner outcomes.

The schoolwide learner outcomes skills of Effective Communicators (i.e., listening and comprehension) are tied directly to our standards maps. These skills are evident daily when new information or activities are explored, and can be seen through the use of note-taking, whole class and small group discussions, reporting out, written and oral formative and summative assessments, and graphic organizers. The college and career readiness is evidenced by our courses meeting the UC A-G requirements, offering of AP courses, and a future offering of Dual Enrollment. Students write regularly arguments directed
toward specific audiences and for specific purposes, which further supports the academic preparedness for college and career, and supports the California Core and the ELD framework. The English Department has common unit plans aligned to the California Common Core Standards. Grade Level Professional Learning Communities ensure concepts taught in class are aligned to academic and college and career ready standards, and are connected to our school-wide learning outcomes. This is evident in the course syllabus and is monitored by formative, state assessments and project-based learning. Teacher attend monthly professional developments which are designed to reinforce the college and career readiness standards.

Several PLC’s in the CHS English department develop common unit plans that address CCSS and content standards. The CHS English department has developed a shared plan toward developing CCR skills of critical reading and analysis and CCW skills using the ICE paragraph method. In addition, the CHS English department has collaborated with the CHS Social Science department, ensuring that both departments utilize this method to further strengthen student performance. The CHS English department has also has completed a curricular map that addressed the CCSS while targeting the specific needs our population based on Benchmark an SBAC data. The CHS English department is continually working on further refining skill and content alignment by classes and grade level to best address student needs.

**Visual and Performing Arts**

The Visual and Performing Arts Department at CHS to a moderate extent are effective in ensuring that there is congruence and consistency between the concepts and skills taught, the their content standards for each of the grade levels, college and career-readiness standards and the schoolwide learner outcomes. The CHS Performing Arts Department develop common unit plans that address CCSS and content standards. The VAPA department has developed a shared plan that includes extra-curricular and cross-curriculum lessons to connect to Performing Arts, Ballet, Modern Dance, Performance class and Theatre Arts. Each department’s syllabi is continually revised and aligned to CCSS standards for VAPA. Curricular maps are designed and completed by each section as a group during PLC’s.

- Real-life situations and performances
- Historical dances and music
- Connection and relationships
### Social Science

The social science department to a great extent are highly effective in ensuring that there is congruence and consistency between the concepts and skills taught, the Social Science content standards for each of the grade levels, college and career-readiness standards and the schoolwide learner outcomes.

Central High School Social department works in subject specific Professional Learning Communities to develop unit plans and assessments that address common core and content standards. This includes the reading and writing standards. The social science team has completed curricular maps that identify the connections to common core standards in each subject area. The social science department is continually working on reading and writing skills and content standards by classes and grade level. Geography focuses on spatial reasoning skills through the use of geographical manipulatives such as maps and graphs. American Government focuses on civic responsibility through community engagement skill building.

The Social Science department at Central High School West Campus works in core PLC groups to plan and address our ACE goals. Our curriculum maps are tied to academic and content standards to emphasize necessary common core skills in reading, speech, and writing. Each teacher focuses his/her instruction around these common standards and skill sets with common assessments, study guides, and lesson planning to ensure each student at CHS is Academically Prepared. Built into each curriculum map are opportunities for Authentic Performance Projects, giving student’s real world experiences to present on their knowledge and defend it in a variety of settings. PLC groups work together in planning and implementing these Authentic Performance Projects asking students from various class blocks to work together and assess one another in peer edits and reviews. From breaking down documents and primary sources to finding bias in news outlets, our teachers work together with common lessons and assessments to give students the skills necessary for beyond their high school years to be productive and informed.

### Science

The science department to some extent are somewhat effective in ensuring that there is congruence and consistency between the concepts and skills taught, the Social Science content standards for each of the grade levels, college and career-readiness standards.
standards and the schoolwide learner outcomes. Due to the implementation of NGSS content standards in the Science Departments at East and West campus we would determine these classes to in ensuring that there is congruence and consistency between the concepts and skills taught, the Science content standards for each of the science courses, college and career-readiness standards and the schoolwide learner outcomes.

Uses NGSS to ensure that students are 21st century learners who are collaborative students who can think critically. Critical thinking skills is often developed using “inquiry” lessons and also address the cognitive, social and physical skills that students need in order to be successful. The cross-cutting skills are also addressed, which connect science to other school-wide disciplines such as social science, math and English, and help students develop a coherent and scientifically-based view of the world around them. The NGSS team is currently working on developing a successful three-course model, which will be implemented in the 2019-2020 school year.

Several PLC’s in the CHS science department develop common unit plans that address a variety of phenomena. These phenomena are used to guide students through NGSS standards.

**Math**

To some extent the Math department at both CHS campuses are somewhat effective in ensuring that there is congruence and consistency between the concepts and skills taught. Standards maps were solidified three years ago and the lesson study process has reinforced the teaching of those maps and the resulting pacing guides. Some of the college and career readiness standards have been incorporated into instruction through Math Solutions professional development that has focused on improving student engagement through student discourse.

Both departments have been working more closely together now for two years through the facilitation of the outside consultation of the Math Solutions Group. A common dialog has been facilitated around lessons and the lesson study. In the lesson study process common assessments for those lessons have been created. District level benchmarks have also been scored and assessed in the PLCs. The overall congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards would be
considered somewhat effective when looking at the schoolwide learner outcomes and the practices observed in the classrooms.

**Visual Arts and Performing Arts**
The visual arts department to a moderate extent is effective at ensuring that there is congruence and consistency between the concepts and skills taught, the visual arts content standards for each of the visual arts courses, college and career-readiness standards and the schoolwide learner outcomes.

The department works together to develop plans that teach students the California High School Content Standards - Visual Arts. All lessons are based on various standards and each visual arts class teaches students throughout the year about these standards and applying them to hands-on projects so that they have a good understanding of the California High School Content Standards - Visual Arts when they have completed a visual arts class. The Visual Art Department is continually working on skill and content during PLCs and applying these to our classes.

Students are able to increase aesthetic awareness of visual and tactile qualities in works of art, nature, events, and objects within the total environment; They understand that art reflects, records, and shapes history and plays a role in every culture; They are able to derive meaning and value from experiences by making and justifying judgments about aesthetic qualities in works of art and other objects within the total environment; Students learn to value their own efforts to think imaginatively; Students will be able to identify and investigate the range of visual arts schools, and careers and the knowledge, skills, and attitudes required to work effectively.

**Physical Education**
The physical education department to some extent is effective at ensuring that there is congruence and consistency between the concepts and skills taught, the physical education content standards, college and career-readiness, standards and the schoolwide learner outcomes. The classes are designed around six units of study which are aligned to the California Physical Education Content Standards. Continued work needs to be done to expand the implementation of college and career readiness standards and student learning outcomes in instruction.
ELD
The English Language Department to some extent is effective at ensuring that there is congruence and consistency between the concepts and skills taught, college and career-readiness standards and the schoolwide learner outcomes. The department is developing unit plans with a greater focus on being aligned to the California English Language Development Standards. Continued work needs to be done to expand the implementation of college and career readiness standards and student learning outcomes in instruction.

Library Media
To a moderate extent the library media department is highly effective at ensuring that there is congruence and consistency between the concepts and skills taught, the specific content standards for specific content being taught, college and career-readiness standards and the schoolwide learner outcomes. The library media teachers provide students and teachers with instruction that incorporates not only the specific content standards being taught, but also college and career readiness standards. Their commitment to continuous improvement based on frequent attendance at professional development provides them with relevant up to date best practices.

Central High School Teacher Librarians provide both direct and project-based instruction for both core and elective teachers throughout the school year (ELA, science, social science, SPED, World Languages, agriculture, visual and performing arts, physical education, career-technical, AVID, math and administration-- PD). Instruction includes teaching students to access and utilize online databases for research, as this is a college-readiness skill. In addition the research databases, students also have direct access to both print and digital materials that explore a variety of career opportunities. The library staff works directly with the College and Career instructors to host college representatives, military personnel, as well as community organizations and businesses to better assist students in making choices for their lives beyond high school. East campus library hosts an annual STEAM Career Fair. In addition the library maintains a Google Classroom of teaching and discipline-specific resources for teachers and offers PD when requested. As Teacher Librarians, we were directly involved in the selection, purchase, and processing of all the newly adopted novels to be used for instruction by the English Language Arts department. To further assist students and staff, we attended the following conferences in 

- The EL department plans units which are aligned to the California ELD standards
- Teacher librarians support direct and project-based learning for core and electives
- Assist students in research and use of databases
- Provided materials for students to explore careers
the past calendar year: ISTE, 2018; CSLA, annually; FCOE library trainings, semi-annually, and we hosted a Follette workshop this fall.

Visual and Performing Arts
The Visual and Performing Arts department to a moderate extent is effective at ensuring there is congruence and consistency between the content standards, the college and career readiness standards, and school wide learning outcomes.

The VAPA department is continually offering new and innovative classes to help students transition to college, career and other postsecondary high school option. A Performance Class was added in an effort to prepare students who wish to move on to collegiate theatre programs or real world performance opportunities. This program is unique to other high school program because it integrates theatrical performance and vocal training, making it a leaping off point for students to transition to real world employment opportunities. Level 4 theatre is focused solely on directing and commanding a project through the entire year. Lessons and units explore skills needed in management, listening to subordinates and focusing on process along with product. Leadership skills like these are needed in all areas of post-high school opportunities, from the managers of fortune 500 companies to leadership in college classes to small business ownership. The children’s theatre classes performs for elementary schools around the city. This encourages the audience to interact with upper grade students, giving k-8 students a glimpse into what skills are needed in the upcoming years. Continued work needs to be done to expand the implementation of college and career readiness standards in instruction.

Career Technical Education
Career technical education classes to a great extent are highly effective at ensuring there is congruence and consistency between the content standards, the college and career readiness standards, and school wide learning outcomes. CTE/ROP programs have advisory committees that ensure that not only the content and industry standards are being taught, but also that students are career ready for the specific career pathways.

CTE pathways and courses offered at Central High School come from a variety of industry sectors including health, business, public services, agriculture, fashion, family services, applied technology and sports medicine. The curriculum offered through

- Course outlines
- Variety of classes offered from different industry
- Adoption of UCCI courses
- Project-based learning
the CTE program offers students the opportunity to gain employable skills as well as college preparedness. Multiple CTE courses receive UC “g” credit for admission while two University of California Curriculum Integration CTE courses in agriculture have been adopted. The two adopted UCCI courses are receiving UC “d” admission credit.

Project-based learning is prominent in CTE courses and is evident through the construction of a tiny house built by the Applied Technology students and the one hundred and twenty five agriculture students who elected to enter their Supervised Agricultural Experience projects at the local county fair. FFA members are expected to participate in leadership activities outside of class. While the agriculture department is still transitioning to the Agriculture Experience Tracker, an online record keeping system, there is evidence of practical application of real world skills and career exploration documented in this system. The nursing program provides the skills and knowledge necessary for its students to pass the NATP examination. Students in the ROP Athletic training class gain practical experience as they shadow and assist trainers at sporting events. Central’s CTE programs annually compete at the Fresno County Career Skills Challenge. FFA members have the opportunity to compete in more than ten different Career Development Event and Leadership Development Event field days, many of which take place at colleges and universities such as Cal Poly SLO, CSU Fresno, Reedley CC and CSU Chico. Two dual enrollment opportunities for students in the Ag Mechanics Pathway are available to students in the spring.
Integration among Disciplines

**B1.4. Indicator**: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt**: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Overall at CHS to a moderate extent departments are effective in the integration of their disciplines with other content areas while maintaining the integrity, reliability, and security of their own curriculum.</td>
<td>• CTE Pathways • Lesson plans</td>
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**Applied Technology**

Applied Technology Department at the East Campus is moderately effective in the integration of other disciplines, and outsourced curriculum. The applied technology department provides access to a broad range of CTE pathways which incorporate and require the application of different skills.

In our department’s ROP Sports Medicine class, there is continual cross curricular planning from various other subjects. For example, ROP Sports Medicine in their nutrition unit calculates their body fat percentage using formulas and equations, which is a math application. In ROP Sports Medicine, students learn the history of triage and how that has evolved over the decades and is used in present day, which is a history application. In our Introduction to Technology class, students are continually working on project based learning that incorporates both their Conceptual Physics and Math 1CC Enhanced classes. For example students are introduced to the manufacturing and development of a product that needs to travel a given distance. Students will design and construct an electrical vehicle while learning about velocity and acceleration in physics and graphing out linear equations in Math Enhanced, providing students with a real world application of science, technology, engineering and math.

**Business**

The business department is moderately effective at integrating other disciplines into their curriculum and content.

In the department’s Intro to Business class, there is continual cross curricular planning from other subjects. For example,
students use math and ELA skills to complete their Intro to Business projects; students are required to calculate financials and research/write about the history of the economy.

**Consumer Family Services**
The CFS department at CHS is highly effective with integrating other disciplines, and outsourced curriculum into their programs. The CFS department integrates content across many disciplines including advanced writing, mathematics, economics, geography, history, and art. For example, students in CFS integrate meal planning with mathematics and personal finance skills to plan a meal for a family on a designated budget. Occasionally, the department will incorporate visits or information from industry experts to ensure fluidity to the workforce.

**English**
The English Department is effective with integrating other disciplines into their content. In planning for instruction, teachers build the foundation of content with historical, social, and economic themes in mind.

The English Language Department aligns thematic units with the Social Science Department. For example, at the sophomore level, the Social Science department teaches a unit on the Holocaust and in Language Arts, sophomores are exposed to the memoir “Night.” In addition, frequently, both departments touch upon the same time periods in history. For example, if the Modern World classes are exposed to Imperialism, in the Language Arts class, they are learning about a piece from the same time period. In addition, Junior English Language curriculum aligns their historical documents with the Social Science department. Through this planning the ELA department is effective in integrating other disciplines into their content.

The CHS English department frequently collaborates with the Social Science department to incorporate literature and historical documents that align with the content presented in the Social Science classes whenever possible. Both departments use a shared writing system to further strengthen student writing. For example, whenever possible, English 3, American Literature, is aligned with U.S. History content to allow for more consistent skill development in both areas.
**Library Media**
The library media teachers are highly effective with integrating multiple disciplines in their instruction. In their alignment with their functions as library media teachers they focus on integrating information and research into all content areas.

Central High School Teacher Librarians work directly with the social science department to integrate students reading novels to better connect to world cultures and historical events. This allows for richer academic understanding, as well as a means to strengthen reading skills. In addition to social science, the library staff have worked directly to teach lessons for/with the following departments: ELA, science, SPED, World Languages, agriculture, visual and performing arts, physical education, career-technical, AVID and math. Beyond assisting other disciplines, we also teach lessons in Digital Citizenship and Digital Literacy. The library staff provides several bulletin boards displays that reflect school/site and world events/supporting literacy and learning. We also have, on both campuses, one full time Teacher Librarian, one full time Library Media Technician (M-F), as well as one part time, shared Library Media Technician. The library is open before school, during the school, at break, during lunch, and after school for students, staff, administration (and community use-- upon formal request). All textbooks are distributed through the library, and are also available to use in library for homework and tutoring. East library currently has 40 Chromebooks, (40 are on order for west) to use for Teacher Librarian lessons and when needed for testing, counseling, etc. Teacher and administration have access to both a poster maker and laminator to create and preserve signage. The Teacher Librarian is both instructor and/or co-instructor on a total of 17 Google Classrooms.

**Math**
The CHS math department is somewhat effective with the integration of other disciplines into math lessons. Most of the math teachers are building their capacity to provide relevance to the math standards through the integration of other disciplines. The recent implementation of math enhanced classes has provided students with project based learning opportunities that have exposed students to other disciplines. In the 2018-19 CHS-East campus math, science and applied technology developed a math 1, conceptual physics, and introduction to technology cohort.

- Lesson plans and list of novels
- Digital citizenship & digital literacy lesson plans
- Financial math
- 3 Act Math
- Desmos
- Khan Academy
- Math 180
- ST Math
In the enhanced course in the CHS Math department the teachers integrate project-based problems into math concepts and skills learned in a real-world context. For example, in Math 1 students complete an egg drop project to model linear equations. In Math 2, students complete a clown catapult project to model quadratic equations and in Math 3 students complete a roller coaster project to model polynomial functions and end behavior. Pre-calculus students use parametric equations to model projectile motion, which is a Physics application.

**Visual and Performing Arts**
The CHS visual and performing arts department is somewhat effective with the integration of other disciplines into their instruction.

The performing arts department integrates other disciplines such as physical education in the dance classes, and requires students to apply writing skills in various assignments. For example, dance students must attend dance related events and write an essay about their observations. Drama students also submit various written assignments which require students to demonstrate appropriate grammar and punctuation skills.

The Visual Art Department incorporates history in many of its classes as knowledge of history and the history of art is important to the understanding and creation of art. Geography, math, and culture are also integral parts of the visual arts critique experience. These approaches increases students’ aesthetic awareness, manipulate, translate, and refine the works of art; comprehensive understanding of the worldly view in the historical and cultural aspect; being able to translate ideas, feelings, and values into visual statements.

**Science**
The CHS science department is somewhat effective with the integration of other disciplines into science instruction. Most integration in the science department is limited to incorporating math and ELA standards.

Some science classes work with the Applied Technology department to help students integrate their knowledge related to engineering concepts. Common Core Math and ELA are supported by the science department as well. Students are introduced to STEM concepts when building hot air balloons. They are required to design, build, and record flight patterns of their group projects. Computer tech and engineering concepts
are applied to gas laws in chemistry. Chemistry and physics curriculum is integrated from outsourced curriculum from the American Modeling Teachers Association. In addition, Amgen’s Biotech curriculum is incorporated for upper level science electives and AP Biology course. Having a one to one technology ratio for science students allows our teachers to have access to outside digital curriculum like cK-12, HHMI, Bozeman NGSS science curriculum, and TED-ed.

**Social Science**
The Social Science department at CHS is somewhat effective with the integration of other disciplines into their instruction. The department collaborates mostly with the World Languages department and with the English department in their efforts to incorporate cross-curricular instruction.

CHS is effective with the integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained. Social Science and English teachers have met to develop rubric criteria and writing assignments in Social Science which will assist students in reaching ELA writing standards. Each subject in Social Science (World Geography, World History, US History, etc.) has common assessments which all students take.

**World Languages**
The World Languages Department at CHS is effective with the integration of other disciplines into their instruction. The World Languages department collaborates with both social science and the visual arts departments to incorporate cross curricular instruction.

In several occasions the World Languages Department has collaborated with other content areas to provide cultural activities for students. Examples of this collaboration include: creating ceramic skulls to celebrate the Day of the Dead festivity to be used in an altar representation with the Art Department; multiple dance performances for celebrations such as Cinco de Mayo, Dia de los Muertos, and Mexican Independence Day which has been possible through the collaboration of Performing Arts students. Another significant event that is being made possible is the reenactment of the Battle of Puebla where Spanish and French students come together to bring the battle to life for others to enjoy. Another important partnership has been

- Film
- Documentaries
- Current events/articles
- Kahoot
- Google Earth
- Albert IO
- Online museums
- CNN 10
- Cross curricular lesson plans
Community Resources and Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

### Findings

<table>
<thead>
<tr>
<th>CHS is somewhat effective in articulating curricular programs and expectations with feeder schools. Although our counseling department meets with students in the middle schools during the spring of each year to guide them in registering for classes, there is still a need for more frequent contact throughout the year with middle school students to outline the high school’s curriculum programs and expectations. In addition, our currently alternating block schedule limits the amount of dual enrollment course we can make available to students at the high school level. Feedback on the effectiveness of the CHS curricular program is currently limited to an exit survey given to seniors prior to graduation and more recently review of Clearing House data. Central High School partners with Fresno City College in a process called Reg-To-Go. Seniors are led through a 4 step process of application, orientation, advising and registration to ensure that all qualified seniors are given the opportunity to complete a college application. Fresno City College uses multiple measures to determine student placement in freshman year English and Math. Academic Advisors take Central High School's course offerings into account when they determine student placement. At this point, we are in the process of developing a system where FCC provides us with tracking information on our alumni, but nothing has been implemented. CSU Fresno student ambassadors review our student transcripts to determine college eligibility at the start of our school year. Qualified students are encouraged to apply and receive</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Senior exit surveys</strong></td>
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<tr>
<td><strong>Reg to go process</strong></td>
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<tr>
<td><strong>CSU, Fresno list of qualified students</strong></td>
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</table>
assistance from CSU Fresno in the process. CSU counselors across the state utilize multiple measures, including student transcripts, to determine college readiness and freshman year placement in Math and English. We are provided with final numbers of students enrolled at CSU Fresno (our local university) but do not receive information from any other institutions nor are we provided with follow-up studies.
B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Indicators with Prompts**

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>CHS is somewhat effective in creating processes and systems to help students be exposed to and make a decision about college and/or career options. Currently each campus has a full-time career counselor, but is limited in having a monitoring system available to counseling staff which would allow for better tracking of students’ college and/or career needs.</td>
<td>• List of attendance of technical and vocational schools</td>
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<tr>
<td>Local technical and vocational schools send recruiters to our various college fair events throughout the year. They also provide specific information to relevant ROP career education classes at teacher request.</td>
<td>• Career cruising reports</td>
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<tr>
<td>One of the opportunities for career exploration is examined through Career Cruising which is a self-exploration and planning program that helps students build a foundation for future readiness. Career Cruising is implemented in our 9th grade ELA classes. Through a number of activities students analyze their preferred learning styles to understand the relationship between learning styles, academic success and career choices. Students compare and evaluate two careers based on the following criteria: working conditions, potential earnings, and education and training requirements.</td>
<td>• ASVAB results</td>
</tr>
<tr>
<td>The ASVAB (Armed Services Vocational Aptitude Battery Test) is offered each September. The ASVAB is a widely used multiple-aptitude test that measures strengths, weaknesses, and potential for future success.</td>
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</tbody>
</table>
Several Career Fairs have been implemented throughout the school year to further promote and enhance opportunities for students to meet with a variety of employers who share their expertise and life experiences with our students.

College, Career, and Military Night is held twice a year in conjunction with Central High School’s Back to School and Open House events. Local colleges, military, vocational, and apprentice programs set up booths to meet with parents and students.

The Career Center offers four field trips per year to include the following colleges; Fresno State & Fresno Pacific Universities, UC Merced, Stanford, & Cal Poly. These trips provide students with the opportunity to learn about student life, culture on campus, academics, and programs offered by the institution. Participants learn the benefits of staying in school and continuing their education.

Dual enrollment courses are offered through Fresno City and Reedley College. Students are dual enrolled in high school and either Fresno City/Reedley College. If students pass their college classes, they receive credit that is applied toward their high school diploma and toward FCC/Reedley college degree or certificate. Classes currently offered through dual enrollment are Agriculture Welding and Construction, ROP Welding, ROP Athletic Training, Engineering Drafting 1 and 2. Central is in the process of articulating a wider variety of dual enrollment courses in the upcoming school years.

Another post-secondary option available to students is the High School Enrichment program. The High School Enrichment program is designed to provide current high school students, who are enrolled in the 10th grade or above, the opportunity to get a head start on their college experience. 11-12th grade students must have a 2.5 cumulative GPA, 3.0 GPA for 10th grade students.

The Grizzly Application Fair a three day event held for seniors to complete college applications for Community College, CSU’s, and UC’s with the assistance of high school and college counselors. Throughout the school year Fresno City, Fresno State, and Fresno Pacific Universities meet monthly with interested students to provide admission services as well as academic and placement counseling.

- Career fair documents
- BTS and OH agendas
- Career center field trip documentation
- Dual Enrollment agreements
- Enrichment agreements
- Grizzly Fair agenda
- Calendar of school visits
Over a dozen other admissions counselors from the UC’s, private, as well as religious affiliated colleges offer presentations or a face to face at Central High School throughout the school year.

Many opportunities are available at Central High School for students to meet with admission counselors from several of the UC’s, private, as well as religious affiliated colleges in a presentation or face to face format throughout the school year.

### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator**: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt**: Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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| Students at CHS have a moderate degree of access to a rigorous, relevant, and coherent curriculum with real-world applications. Departments’ use of standard maps have helped create continuity with content and through teacher observations, most classes integrate relevant and rigorous content in instruction. | • Standards maps  
• Drop-ins  
• Evaluations  
• Lesson plans |

**Applied Technology**

Students in the applied technology department at CHS-East campus have a high degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs. All of the applied technology classes are project-based and provide students with the opportunity to apply their learning to various projects.

The curriculum for the Applied Technology department follows the State standards. Advisory groups work closely with the instructors from each course to approve the curriculum ensuring that it is rigorous and relevant to industry and state standards. The advisors look for each course to have real world applications for each of the concepts, making this highly effective for students. For each concept or theory area there are real world or hands on activities that allow the students to deepen their understanding. It is the practice that the students are allowed to work at their own pace, giving them successful experiences. This
leads to a broader and more in depth knowledge that would not be possible without it. An example of this would be in the Automotive Technology course where students learn about disc brakes. Not only do they study the theory behind disc brake construction and operation but complete hands on activities. They take the theory they have learned and apply it as they diagnose problems, disassemble and reassemble disc brakes bringing them to industry standards.

**Business**

Students in the business department is moderate degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To some extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs. Based on the alignment to the Business CTE/ROP standards it is ensured that classes have access to rigorous, relevant standards based instruction.

Business simulation software and case studies are used to evaluate students’ retention of knowledge using instructional material. This software also serves as an effective practice to relate the material to real life business management.

**Consumer Family Services**

Students in the CFS department at CHS campus have a high degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs. Students engage in real-world projects which prepare them for college and careers such as: cooking, personal finance, child development, parenting, fashion construction, interior design, and interpersonal communication. The courses promote the development of healthy relationships, self-esteem, and communication in the workplace. Projects are transferable to the Career Technical Student Organization (Family, Career, and Community Leaders of America). Lessons are differentiated to meet the needs of all students including RSP and SDC students, functional life skills students, and English Learners.

**English**

Students in the English department at CHS campus have a moderate degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide

| Business simulation software reports |
| Lesson plans |
| Standards maps |

| PLC minutes |
| Department meeting minutes |

| Graphic organizers |
| Co-teaching team lesson plans |
| Lesson plans |
| Assessment results |
access and success for every student in the department’s programs.

This department works across grades 9 through 12, providing a rigorous, yet fully accessible curriculum to students of all abilities. Weekly Professional Learning Community (PLC) meetings, along with department meetings ensure that all instructors are pacing and directing instruction to maximize student learning and success. The English department has had several meetings, discussions, and trainings to discuss how best to make curriculum accessible for our EL and newcomer learners. Part of curriculum development focuses on choosing a variety of texts that can be high interest or build background to ensure the engagement of all learners. Creation and implementation of graphic organizers, reading strategies, and other instructional practices is also a focal point. Co-teaching teams work together to implement accurate and effective accommodations and/or modifications for students with 504 or IEP plans through mainstream instruction, special education classes and curriculum support. Emphasis in the classroom is on student centered learning. Assessments, both formative and summative, are in place to measure the effectiveness and student understanding of each unit. A cohesive team mindset is used to ensure measurable academic success for all students.

Beginning in the Fall of 2015, the CHS English department began the process of formalizing the vertical alignment of content materials and resources between grades 9, 10, 11 and 12. Special attention has been given to the emphasis on writing, and evidence based critical thinking and analysis. In addition the CHS English department utilizes the Career Cruising supplemental curriculum to further development College and Career Readiness skills. Highly effective practices are demonstrated as students are also required to complete a variety of real world, research based projects and presentations designed to develop College and Career Readiness skills.

**ELD**

Students in the ELD department at CHS campus have a moderate degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To some extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs.

Students in English Language Development courses are grouped by grade level. For core and elective classes, students are integrated with their grade level thus providing rigor and access.
to core content curriculum courses. The ELD standards coupled with content standards provide students access to content rich academic language that allows access for day to day conversational language students can use in the real world. EL teachers pull contents from social science, math, science and English to prepare students for success as they are integrated in their core classes. In EL class’s student’s access real world applications through content curriculum using sentence unpacking, reconstructing, problem solving, and instructional strategies for more in-depth understanding of the content and the world they live in. The efficiency of this process is being monitored as courses has been restructured during the 2018-19 school year.

**Library Media**

Students who utilize Library Media Centers at CHS campus have a high degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs.

Central High School Teacher Librarians work directly with the social science department to better connect students to world cultures and historical events by reading novels. This is particularly effective as it allows for richer academic understanding, as well as a means to strengthen reading skills. In addition to social science, the library staff have worked directly to teach lessons for/with the following departments/course: ELA, science, SPED, World Languages, agriculture, visual and performing arts, physical education, CTE, AVID and math. Beyond assisting other disciplines, we also teach lessons in Digital Citizenship and Digital Literacy. The library staff provides several bulletin boards displays that reflect school/site and world events/supporting literacy and learning. We also have, on both campuses, one full time Teacher Librarian, one full time Library Media Technician (M-F), as well as one part time, shared Library Media Technician. The library is open before school, during the school, at break, during lunch, and after school for students, staff, administration (and community use-- upon formal request). All textbooks are distributed through the library, and are also available to use in library for homework and tutoring. East library currently has 40 Chromebooks, (40 are on order for west) to use for Teacher Librarian lessons and when needed for testing, counseling, etc. Teacher and administration have access to both a poster maker and laminator to create and preserve signage. The

- List of novels used with social science
- Lesson plans for Digital Citizenship and Digital Literacy
- Pictures of bulletin boards displays that reflect school/site and world events/supporting literacy and learning
Teacher Librarian is both instructor and/or co-instructor on a total of 17 Google Classrooms.

Math
Students in the math department at CHS have a moderate degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a moderate extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs.

The Math department at CHS incorporates real-world problems into each lesson and uses multiple entry points so that all students can engage in the lesson. Subject specific courses, Math 1, Math 2, and Math 3, are highly effective and have classes aimed specifically at hands-on, kinesthetic classes that are labeled as “enhanced.”

Visual and Performing Arts
Students in the visual and performing arts departments at CHS campus have a high degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs.

The Performing Arts department focuses on providing a highly effective program to ensure success for all students. Performing Arts students are often asked to apply the skills learned to real world situations. For example dance, drama, music, and choir students often perform on stage at various shows, events and competitions. Video production students create informational videos for their peers and share them with the entire campus on a daily basis.

The visual and performing arts department adheres to VAPA state standards and connects them to the professional fields to which they exemplify. In the visual arts department is highly effective in providing for the high rigor at all levels and emphasize the relevance of the skills and knowledge learned by students through the use of self-reflection and critical analysis of their work in preparation to follow a collegiate or career path. Student work is exhibited in school wide/ public events and students are encouraged to submit pieces to community events for display or competition.

- Project-based courses
- Cooperative learning
- Real-life situations
- Kinesthetic projects
- Enhanced math lessons

- Research-based projects
- Oral presentations
- Technology/Chromebooks
- Writing projects
- Group Activities
- Listening/speaking activities
Science
Students in the science department at CHS have a moderate degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To some extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs. The Health curriculum provides students with multiple opportunities to apply their knowledge to real-world scenarios using content such as alcohol, tobacco, over the counter medicines and drugs, in addition to new topics in comprehensive sex education. Chemistry students write a sentence connecting the content they learned in class to real-world scenarios at the end of each class period. In Science 1, common mathematical equations are used by students, which are also related to everyday experiences and phenomena. Multiple science classes also teach students to be responsible citizens as they take part in global and pressing issues. Central High School students utilize proper laboratory safety practices to demonstrate respect for their own safety as well as that of the other students around them.

Social Science
Students in the social science department at CHS have a high degree of access to a rigorous, relevant and coherent curriculum across all programs in the department. To a great extent the teachers’ instructional practices and activities provide access and success for every student in the department’s programs.

Central High School East Social Science teachers maintain high rigor and standards by implementing curriculum that forces students to use problem solving skills and higher level thinking to solve real world problems. Students have access to Chromebooks providing them with the most up to date information. Activities such as the History Day Project, Mock Trials, Mock Elections, Webquests, Simulations, Inquiry lessons, etc. provide students with opportunities for success.

Social Science instructors at CHS campus have been working to incorporate instructional strategies to involve differentiation and engagement through interactive technologies that provide real-time factual data. Use of technologies like Google Classroom, Quizlet, Kahoot, and Newsela provide opportunities for Social Science teachers to collect information about student progress, while keeping students engaged in relevant and current activities. The teachers have also been working with Social Science students encounter numerous opportunities to practice their skills and

- Labs
- Lab Safety Procedures
- Research Projects

- CNN 10
- Albert IO
- Google Earth
- History Day
demonstrate knowledge in a wide variety of formats from Socratic seminar and simulation, to project based learning.

**World Languages**
The World Languages Department recently adopted new curriculum for French and Spanish classes. This curriculum provides real world context activities for students to practice reading, listening, writing, and presentational skills. The publishing company EMC constantly revises and updates the curriculum to incorporate best practices in language acquisition. Students have access to this curriculum through printed and digital materials.

All Central High School students have access to four World Languages. Hmong and Punjabi are in the second year of implementation. French, Hmong and Punjabi courses are all offered on East Campus only but are accessible to all students. There is one teacher for each of these three languages. Teachers of Spanish and Spanish Literature (Native Speakers) meet to plan instruction and share practices. Most of the teachers of Spanish participate annually in the Central California World Languages Project, a series of workshops that builds capacity in the participants at both the content knowledge and pedagogical skills. Pre-assessments/screening surveys are given to all Native Spanish speakers to ensure placement in the appropriate course and level. Effectiveness of the Pre-assessment can be measured by the increase in section offerings of Spanish Lit. Punjabi for Native Speakers is a first year course.

**B2.2. Additional Online Instruction Prompt**: Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.

**Student-Parent-Staff Collaboration**

**B2.3. Indicator**: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt**: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Counseling</td>
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The counseling department at CHS is collaborating with parents, students and staff in regards to developing, monitoring, and revising a student’s personal learning plan and their college and career or other educational goals. The Intervention Counselors, Specialists, and School Psychologists at CHS gather and provide information gather information from the student, their parent(s) or guardian(s), and teacher(s) to indicate the student’s current level of functioning. This information may also specify whether the student is exhibiting behaviors and/or symptoms that may impact their ability to strive academically. The Intervention team, including the academic counselor, parent, and Vice Principal then use this information to complete Mental Health assessments and create Behavioral Intervention treatment goals as needed. Follow up meetings are scheduled to assess the students’ progress and adjust as needed.

Academic counselors meet with students individually and in groups to review student transcripts, grades and future goals. At this time, counselors contact parents if there are concerns with the students’ progress and then work collaboratively to develop a plan that assists the student in being successful in high school.

For students that are struggling academically, a Student Study Team is arranged. Information on the students’ academics, attendance, and behavior are gathered. The Student Study Team, which consists of the student, parent/guardian, academic counselor, teachers and any other stakeholders, meets. The team reviews the information gathered and determines strategies to be followed by student, parent/guardian, teacher and/or counselor. A follow up is scheduled 30 days later to assess the students’ progress and make adjustments as needed. Once the follow up occurs, it the student continues to struggle, an initial 504 meeting can be arranged to see if the student qualifies for additional supports. If so, the student’s plan is revisited annually to progress monitoring and change if necessary.

The CHS Career Center Teachers offer support services to assist students and families who are preparing for the transition to college.

Students in grades 10 and 11 at CHS take the PSAT in the Fall semester to help them gain test taking experience and to prepare for taking the SAT. Students in 9th grade at CHS take the PSAT in the Spring semester to help them gain test taking experience and prepare for taking the SAT. The Career Center also provides

- Sign in sheets for workshops
- Counseling planning documents
- Calendar of college and career guidance events

- Student Study Team Documentation
- Sign-in sheets
- SAT & PSAT rosters
- Sign-in sheets
support for CHS students who need assistance in signing up for SAT and ACT testing, and provides exam fee waivers for students and families that need financial assistance. The Career Center teachers at CHS assist students and families with the financial aid process for college. The Career Center teachers and Financial aid Advisors are available to assist families in completing the FAFSA, the California Dream Act, and other financial aid and scholarship applications. Career Center teachers also coordinate financial aid presentations for students and parents and acts as a liaison between the school and various community and school-based organizations that offer scholarship opportunities to Central High School students.

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<thead>
<tr>
<th>Post High School Transitions</th>
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<tr>
<td><strong>B2.4. Indicator:</strong> The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.</td>
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<td><strong>B2.4. Prompt:</strong> Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.</td>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>CHS is effective in implementing strategies and programs to facilitate transition to college, career, and other postsecondary high school options. CHS does not currently have a program in place to monitor students’ transition to postsecondary high school option. Nonetheless, several departments use their</td>
<td>- California Dashboard</td>
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curriculum and content to support students’ transition to life after high school.

**Applied Technology**
The Applied Technology Department at CHSE is highly effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. We monitor the effectiveness of our curriculum through the use of industry advisory committees (Members from the professional community) who provide feedback on the most relevant standards, on the performance of our students as they enter the workforce, and any adjustments that might be able to help our student be more successful. We also provide several dual enrollment classes that allow the students to get college credit for the work they are doing at CHS. Those classes are directly aligned with current classes being taught at the college level, so we as teachers are getting real time evaluations of how prepared our students are to handle college level curriculum.

**Business**
The business department is somewhat effective in with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. In the Business Department, we are adding a capstone class, Business Management, to provide students with real world experience in the day to day operations of a business. We will incorporate business community members in the process to provide internship and career opportunities for our students.

**Counseling**
The counseling is effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. In 9th grade, the focus is on students’ transition to high school and identifying the plan. With addition of more counselors, CHS counselors, In the 9th grade, CHS counselors work with students to create their 4-year plan. CHS counselors meet with students who are struggling academically to provide them with remediation opportunities to broaden their options later. Students are also provided the opportunity to utilize Career Cruising as a tool to help students identify career interests and potential college majors. CHS counselors present to freshman twice: once about navigating through high school, graduation requirements, college entrance requirements in the fall, then regarding course selection in the Spring. CHS counselors and career center also present to all students’ parents at Back to School Night. There is also a posted resource folder

<table>
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<th>Industry advisory minutes</th>
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<tr>
<td>Dual enrollment class lists</td>
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<tr>
<td>Business management course syllabus</td>
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<td>9th grade 4 year plans</td>
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<tr>
<td>Counselor appointment calendar</td>
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<tr>
<td>Career Cruising reports</td>
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<tr>
<td>9th grade presentations</td>
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<tr>
<td>BTS presentations</td>
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<tr>
<td>9th grade level guide</td>
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grade specific for parents and students on the CHS website for further information and tips for success.

There are two individual meetings with 10th grade students. In the fall, they meet with their counselor to discuss their 4-year plan, career interests, PSAT and remediation if necessary. In the spring, 10th grade students meet one on one with their counselors to choose their courses for 10th grade, discuss struggles or achievements from first semester, and offer remediation if necessary. During student’s sophomore year, CHS counselors present the a-g requirements (the sequence of courses necessary to enter a 4-year public university in California, UC/CSU).

In the 11th grade, CHS students continue to refine their 4-year plan. Again, CHS counselors meet with students both in the fall and the spring. Students review A-G requirements, the PSAT, SAT, community enrichment courses at State Center Community Colleges. Students are given grade level information and packets that are also available on the website and registered for their 12th grade classes. If remediation needs to occur, information on summer school or our online credit retrieval program is offered and discussed with parents and students.

Seniors at CHS are encouraged to have a high level of participation in the career center. The Career Center teacher gives one classroom presentation and counselors meet individually with each student. Workshops for the UC/CSU system, community colleges, and private universities for the essay portion of the applications. At this time students will meet regularly with their counselor and career center teacher to discuss goals, SAT/ACT preparation and high school graduation. A college application fair is offered to all seniors on campus where they spend two days applying for State Center Community College District School, CSU schools, and UC schools. There are appointments that can be made with the counselor and career center teacher for Common Application completions.

**Consumer Family Services**

The consumer family services is effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. The CFS department is continually seeking ways to bridge the gap between secondary and post-secondary education as well as the workforce. The

- Counseling 10th grade appointment calendar and schedule
- A-G presentation
- 10th grade level guide

- Counseling 11th grade appointment calendar
- 11th grade level guide

- Career center teacher presentation
- Workshop calendar
- Counselor calendar 12th grade
- Calendar and sign-up for application fair
- College calendar

- New course descriptions
The department recently wrote a new course for an introduction to foods and is working to write a capstone course for Culinary Arts that will open a new pathway for students interested in a career in food service and hospitality. The department is also working to open a dual-enrollment course in the Child Development pathway which will prepare students for careers in education, psychology, or child development. Currently we also offer introductory and concentrator courses in other pathways including Fashion Design and Family and Human Services. The department has a goal to track students as they progress through the pathways onto post-secondary education or careers.

**ELD**
The ELD Department Central High School is ineffective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. It is possible to scaffold academic skills into emerging thru expanding classes and that doing this work eases transitions later on. Most importantly, we know that ELD students are absolutely capable of performing 21st century skills which have been adapted to their level. Students must also possess the skills or habits of mind that enable them to apply their knowledge in writing and reading. As such, during the 2018-19 school year, we developed modifications for the Reading, Writing, Speaking and Listening Standards. All ELD classes have high expectations for students, which prepares them to be successful at the college level.

**English**
The English department at CHS is effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. The CHS English department has embedded in their curriculum components and course work that focuses on themes of post-secondary opportunities.

The English Department at Central High School guides students through an ERWC unit at the beginning of their senior year entitled “What’s Next? Thinking about Life After High School” to provide direction about their post-secondary options. The Career Center builds upon this unit in students’ English classes by presenting more in-depth information regarding college and career exploration. The Career Center then offers extensive opportunities for college registration, FAFSA assistance, college tours, and scholarship applications.
The English department at CHS has expanded the course offerings available to seniors in an effort to meet the varied needs. Each course is designed with the specific needs of students in mind to help develop the skills necessary to be successful beyond high school. CHS, in collaboration with Fresno City College plans to offer English 1A as dual enrollment courses.

In addition, in an effort to ensure students have a variety of college and career options available to them, all CHS seniors meet with a Fresno City College representative to register for college courses. All CHS seniors are encouraged to take the ASVAB. All students at CHS are provided the access and resources necessary to pursue college or career opportunities.

Library Media
The library media teachers (LMT) at CHS are effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. The LMTs at CHS provide enrichment opportunities to students which expand student’s access to a multitude of options for college and career.

The Teacher Librarians at each campus coordinate to take groups of students to the monthly Town Hall Lecture series. This program offers TedTalk type lectures by prominent professionals in their field of study. This provides students with unique career and academic perspectives that extend beyond the classroom. Two such lectures encouraged a former student to pursue a career in medicine. Guest speakers, including authors, college and career representatives, and staff from the Fresno County Public Library have presented information connecting students to career considerations as well as community resources and opportunities. East campus facilitates a weekly literacy outreach program, Athletes as Readers and Leaders. For a decade the program has been connecting high school student athletes with K-4th grade students through the reading of age-appropriate books and a follow-up lesson promoting healthy habits, good character traits, and reading. We read to over 420 students each week.

The library works with the Career Center to assist seniors in enrolling in classes for colleges. This includes Fresno City College, where seniors are given a student ID number prior to attending classes; this ID number allows them to access college resources while still in high school. As librarians we are

- Career Interest Inventories
- Portfolios
- List of enrichment opportunities
- Town Hall lecture schedule
- Readers as leaders schedule
- 12th grade application fair schedule
- Library event/activity schedule
working to help students learn to access these online resources and help them transition to college. Other events and meetings hosted in our libraries include: Book Clubs, Makerspace activities, Chess Club, various contests, an annual Poetry Slam, peer and migrant tutoring, CLAWS luncheons (PBIS), booster club meetings and annual book fairs.

**Science**

The Science departments at CHS are somewhat effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. As the department transitions to implement NGSS, it will work to incorporate college and career readiness components in its curriculum.

The Health Academy class has a unit on health careers that exposes students to various opportunities that are available. As students progress through their high school career, they have opportunities to take ROP Medical Careers and ROP Nursing Careers. The majority of the science classes are college prep classes and fulfill a-g requirements. Two science teachers also teach the AVID elective class is specifically designed to help students attain 4-year eligibility.

**Social Science**

The Social Science department at CHS is effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. Through clearly established assessments and projects embedded in the curriculum, the department develops students’ readiness for college and career skills.

The Central High School East Social Science teachers facilitate students by conducting exit interviews at the end of senior year. Teachers do critical thinking activities that prepare students for real world situations. Government teachers provide a safe environment for community engagement and skills for political decision making that will make them more engaged and informed citizens such as news evaluation, mock elections, and debates. Economics provides opportunities for fiscal responsibility such as retirement planning, real life debt project, and budgeting. There are multiple opportunities for job interview skills through the History Day Project and Senior Portfolio.
Career Center and the Economic classes, a program CWHS, supports students in preparation for both the SAT and ACT, and through the college application process, through test preparation classes, seminars and one on-one support. Teachers in CWHS teach students note taking and study skills for success for both secondary education and their future educational experiences. Including the integration of Cornell style notes and study of time management to academic success.

**Visual and Performing Arts**

The Visual and Performing Arts department at CHS is somewhat effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. Currently, there are some new classes in place that provide students with opportunities, but the data will be provided to monitor will be anecdotal due to a lack of a monitoring tool.

Courses offered provide real-life application of skills learned when students perform in front of live audiences. In addition, students are exposed to career options in the industry through the curriculum taught within the department.

Advanced and AP art classes create portfolios to demonstrate the breadth and scope of the student’s artistic knowledge and skills. These portfolios are an important part of the student’s application to any art school or university. We also study art careers to give students the opportunity to learn about the many and varied jobs available in the art world.

**World Languages**

The World Languages department at CHS is somewhat effective with strategies and programs that facilitate transitions to college, career, and other postsecondary high school options. The World Languages department provides students with opportunities to complete the A-G requirement for CSU/UC, as well as language acquisition relevant to our community. CHS provides a Seal of Biliteracy for student who meet the CDE requirement.

In order to meet A-G requirements, students must complete two years of World Languages. The department provides opportunities for students to develop skills in learning languages for life after high school. CHS offers classes in French, as well

| Art portfolios | Art Career lesson plans | Curriculum |
| Lesson plans |

| Master Schedule showing World Languages Course offerings |
| Spanish Lit pre-assessment |
as Spanish, Hmong, and Punjabi, the last three being reflective of the demographics of our school.

Central High School is in the second year of offering courses in Hmong and Punjabi. Native speaker courses are also offered in Punjabi and Spanish. Students are placed in the Native Speaker courses through the use of an informal assessment/survey to determine a minimal level of proficiency expected to successfully access the curriculum and content.

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

After evaluating student data the WASC leadership came to the following conclusions. At Central High School we are somewhat effective at ensuring that students are participating in rigorous, relevant and coherent standards-based curriculum. The curriculum and instruction is somewhat effective at supporting the achievement of school-wide learner outcomes, academic standards and college-career readiness. We are effective at graduating our seniors and continue to improve on our graduation rate. In 2018, 93.3% of our students graduated in 2018 and over half of those students pursued post-secondary education.

At Central High School we are somewhat effective at preparing our students for college and career. Based on evidence we can ensure that our counselors provide personal learning plans for our freshmen which help them meet their graduation requirements. All students have access to a-g courses and our counselors make their best effort to ensure these students are enrolled and succeeding in all courses. Many of these courses offered provide real-world applications within the subject matter. To help students pursue their academic and personal goals, we offer programs that help transition students into college or career opportunities.

Prioritize the strengths and areas for growth for Category B.
Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Graduation Rate
- Variety of programs offered at East and West
- Latest research-based curriculum across content areas
- Standards-based instruction

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Increase the number of students who are ready for college and career according to the College and Career Indicator
- Increase the number of students who are meeting the a-g requirements
- Increase the percentage of students who meet or exceed standards on SBAC Math and ELA
- Decrease the counselor and student ratio
**Category C: Standards-based Student Learning: Instruction**

**C1. Challenging and Relevant Learning Experiences Criterion**

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

**Indicators with Prompts**

**Results of Student Observations and Examining Work**

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>CHS is effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. To meet schoolwide learner outcomes, academic standards and college- and career-readiness indicators, instruction at CHS includes rigorous, relevant standards based instruction as measured by classroom and PLC observations.</td>
<td>- Pearson My Perspectives</td>
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**English**

The CHS English departments are effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The English department adopted new textbooks and curriculum which focus on addressing college and career options.

The English departments, through their PLC’s, create relevant and rigorous units which adhere to the common core and ELD state standards. These units, at every grade level, include literary and informational texts as well as varied sources of multimedia to engage and assess student learning. For example, one unit in Expository Reading and Writing Course (ERWC) --“What’s Next”--focuses on students exploring options for career and/or college after high school.

Through the use of online platforms and online resources, teachers integrate technology for relevant instruction. Teachers use Google links.

- PLC minutes
- Pacing guides
- Standards map
- Unit outlines
- Lesson plans
- Google classroom links
- Google Apps
Classroom to post assignments, videos, lectures and communicate with families.

**Math**
The CHS Math departments are somewhat effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The Math departments have been working for two years to increase student engagement and conceptual understanding through student discourse (e.g. Talk Moves). In addition, enhanced classes, centered on project based learning, have been added to the master schedule.

The Math departments plan instruction which is standard-based and relevant. PLCs work at mapping instruction around standard-based units which have real-world application and increase student’s problem-solving skills for college and career readiness.

The Math departments have explored new curriculum to better engage students in discourse in the classroom. For example, teachers participate in lesson studies implementing math-talk moves as an instructional strategy. Teachers have worked in their PLC to lesson plan and focus on implementing instructional strategies which support student-based learning.

**Science**
The CHS Science departments are somewhat effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The Science departments are working to integrate Next Generation Science Standards (NGSS) with curriculum that provides students with learning experiences which promote interests in Science preparing them for college, careers, and citizenship.

Using the NGSS, teachers develop units and lessons that promote communication, collaboration, inquiry, and problem-solving skills. Instructional strategies are employed which engage students in reading, writing, listening, and speaking.

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<td>- Notebook grading rubric</td>
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<td>- Ex: Cell Night Club Project</td>
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Social Science
The CHS Social Science departments are effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The departments work through their PLCs to plan units that link content to real world and current world applications.

The Social Science departments recently adopted new standard-based curriculum. There is an emphasis in planning instruction which focuses on reading and writing within units that are relevant as well as challenging. Using the California Social Science Framework, PLCs worked to create standard maps and common assessments. For example, students work on independent and collaborative civic engagement projects in the form of a Senior Portfolio to increase understanding of current social issues.

World Languages
The CHS World Languages departments are effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. Throughout the year the departments work together and plan in their PLCs for opportunities to engage students, along with the community in cultural experiences relevant to content taught.

The World Languages departments use varied instructional strategies to support students’ learning of a foreign language. Collaborative learning strategies are used to scaffold instruction and increase practice of listening and speaking in the desired language.

New course offerings in Hmong and Punjabi have allowed students opportunities to learn new languages representative of our school demographics. Cultural celebrations are shared with the school-wide community to expand awareness of diversity and increase interest in World Languages. For example, the World Languages Fair and Cinco de Mayo celebrations are put-on by students in the classes through collaborative projects.

Physical Education
The CHS Physical Education departments are somewhat effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The departments work through their PLCs to plan units that link content to real world and current world applications.
observation and examination of student work. With the department’s recent implementation of Unified PE, students are given opportunities to increase tolerance and appreciation for students in all walks of life.

The physical education departments use direct instruction and collaborative learning to increase student’s skill development in physical education content. Using California State Standards, teachers map units which support students’ passing physical fitness testing.

**CTE/ROP**
The CHS CTE/ROP departments are highly effective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. The CTE/ROP standards, competencies, and industry advisors ensure curriculum is followed to help guide instruction so that teachers provide rigorous, relevant standards based instruction.
The CTE/ROP programs provide multiple career pathways that include specialized curricula which is relevant and prepares students for career readiness. Teachers use project-based learning, problem-solving, and inquiry, collaborative and direct instruction models to increase students’ understanding of content and increase skill development.

**Special Education**
The CHS SPED departments are ineffective in providing students varied opportunities across curriculum to engage in challenging and relevant learning as evidenced through observation and examination of student work. Based on CCI data a majority of SPED students are not prepared for college, career and community. However, the functional skills department (whose students are not included in the CCI data) provide opportunities for community engagement.

The Special Education department specializes in individualized plans (through IEPs) to support and meet the individual needs of each student enrolled in general education classes. Through the co-teaching and curriculum support teaching model, students are exposed to standard based curriculum. In addition, special education students are offered push-in services for elective classes such as cooking (CFS) or applied arts.

- Physical education
- California state standards
- Curriculum maps
- Physical fitness tests

- CTE/ROP career pathways
- Lesson plans

- IEPs
- Co-teaching model
- California Standards
- Push-in service explanation
- Visual and performing arts curriculum maps and lesson plans
- Applied tech. Curriculum maps and lesson plans
- Other electives curriculum maps and lesson plans.
C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

CHS is somewhat effective in ensuring students understand the standards/expected performance levels that must be achieved to demonstrate proficiency.

Throughout all departments, students are provided syllabi for each class outlining long-term learning outcomes and expectations. In some courses units are broken down by lessons and objectives posted on the board, reviewed in class, and uploaded on online platforms so students/families are aware of learning objectives.

Formative, summative, and benchmark assessments are administered routinely and feedback is used to inform instruction and provide students/families with progress reports. Teachers use PLC time to review data and analyze instruction to improve student achievement and vertically articulate standards/skills.

There is not a system in place for school-wide monitoring of students’ understanding of the standards/expected performance levels. In addition, there a varying grading policies among departments/teachers which does not provide consistency for monitoring students’ understanding of standards/expected performance levels they must achieve to demonstrate proficiency.

**Applied Technology**

Applied Technology is effective in ensuring students understand the standards/expected performance levels that they must achieve to demonstrate proficiency. The Applied Technology Academy at CHS is effective in using strategies to determine how well students understand and achieve proficiency to meet standards.

- Well communicated behavior expectations & learning outcomes through syllabi
- Formative and summative common assessments are used to drive instruction
- Standard objectives are communicated to students and students articulate what that means and how they can reach the objective
Instruction-based rubrics are provided for common assessments and assignments. Career Technology Education (CTE) Standards are imbedded in each lesson. CTE Standards are tied to course competencies which identify the exact skill that must be learned during project-based learning assignments. Through course competencies, the department can gather evidence which demonstrates the students’ mastery level on performance based skills. The course competencies contribute to both hands-on application skills as well as assessments of the students’ understanding and comprehension of the material.

**ELD**

The ELD departments are effective in ensuring students understand the standards/expected performance levels that they must achieve to demonstrate proficiency. In 2017-18 the department participated in professional development for ELD standards with a focus on objectives and amplified language in integrated ELD.

Teachers provide a learning objective before each lesson. Many times, teachers use a KWL chart or another type of prior knowledge activity to access what students know before the lesson. Throughout the lesson, teachers call on students to check for students understanding or walk around the room and have discussions with students one-on-one.

At the end of the lesson, teachers evaluate student learning with a test, exit ticket, or writing task. If students do not meet the requirements of the learning objective, in many cases, the students can retake the test after a brief mini-lesson.

**English**

The English departments are somewhat effective in ensuring students understand the standards/expected performance levels that they must achieve to demonstrate proficiency. Teachers make a concerted effort through their PLCs to determine the standards being taught; during instruction teacher’s post and review objectives with students.

From the beginning of each unit, each English department instructor reviews the standard focused on in previous units, then identifies the standards students will be focusing on for the new unit, including the type of assessment that will be used to evaluate their progress toward proficiency. Students are provided a rubric

---

- CTE Standards
- Industry competencies
- PBL lesson plans
- Assessment results

- ELD Standards
- ELD objectives
- Lesson plans

- KWL charts
- Assessment results
- Exit ticket
- Writing samples
- Re-teach lessons

- PLC minutes
- Lesson plan

- Standards maps
developed by the PLC for all performance tasks and major assignments to ensure students are aware of exactly what is expected of them. In addition, upon completion of Benchmarks and PLC generated assessments in Illuminate, students are provided printouts of their results identifying their performance levels. This allows students and instructors to use the assessment data to identify areas of weakness and target those areas for improvement.

The English Language Arts departments at CHS address each focus standard/skill regularly with students. Students are asked to write the standard and explain what they are being asked to do/learn in their own words. These strategies have proven effective in amplifying students’ understanding of standards and students’ metacognition.

**Math**

The math departments are effective in getting students to understand the standards/expected performance levels that they must achieve to demonstrate proficiency. The content specific PLCs provide teachers with opportunities to develop common standard based lessons and common formative assessments which guide instruction. As well lesson studies have helped to align east and west campus math department’s expectations for students learning.

The department meets in their PLC each month by course subject to map-out subsequent chapters and lessons. Each chapter and lesson is cross-referenced with CA state standards and paced accordingly to ensure that all students are given the opportunity to become proficient in those standards and math skills. Common assessments are created by subject specific course teachers and are aligned with CA standards. Assessments are standard-based, and teachers collaborate on how to evaluate their students’ coursework.

**Science**

The Science departments are somewhat effective in getting students to understand the standards/expected performance levels that they must achieve to demonstrate proficiency. Based on the transition to NGSS, the departments are currently working through professional development to fully understand the new curriculum and how it will be implemented.
The Science department at CHS uses strategies to ensure students understand the standard/performance levels they have to achieve in their classes. Students take courses designed to help them pass the California Science Test (CAST).

Science 1 currently places their standards in Google classroom. The standards are referred to by students as they complete lab write-ups. A seven-point rubric is given to help students and this is used to ensure lab is written correctly; re-teaching is provided as needed to ensure students demonstrate proficiency before moving on to next unit. Similarly, Biology students also use a seven-point rubric for many of their activities.

At the beginning of the year, students in Chemistry class are provided standards that must be mastered at the beginning of the year. Students glue these standards into their notebooks and are asked to refer to them throughout the lessons.

Students taking Health class are provided with a syllabus which lists the California Health Standards. Packets for each unit, outline the standards and rubrics for students to use when they assess their own progress toward mastering the standards. Environmental Science students also list the “big concepts” for each unit in their notebook. Students taking Advanced Placement courses in science frequently use rubrics to help them with Free Response Questions.

**Social Science**

The social science departments are somewhat effective in getting students to understand the standards/expected performance levels that they must achieve to demonstrate proficiency. The adoption of a new curriculum and the strong social science PLCs ensure that there is a tight alignment of content to expectations for student learning.

Each teacher has a syllabus that they review with the students at the beginning of the school year which outlines the course expectations. The newly adopted textbooks include essential questions and learning objectives for each chapter and individual lesson. These objectives are utilized in the classroom and expanded on to include reading and writing objectives. All teachers have rubrics for essays and/or projects within their
content. The rubrics clearly explain the expectations and standards the students must achieve for proficiency. For exams students are given study guides to focus on which standards and skills they need to have mastered.

Curriculum maps have been created in the department PLCs. From these curriculum maps, instructors have focus standards that are used in each unit. These standards are then given to the students at the beginning of each unit as Unit Objectives. Each day of instruction is then broken into daily objectives posted on the board under the heading of BTEOTLYWBAT (“By the end of this lesson you will be able to...”). From these daily objectives, teachers use multiple checks-for understanding strategies to measure student learning.

**Special Education**

The special education departments are somewhat effective in getting students to understand the standards/expected performance levels that they must achieve to demonstrate proficiency. The CDE Dashboard data for the past three years indicates a persistent achievement gap for special education students.

The special education department at Central uses various strategies. The Co-teach English have students look at standards before lessons and then provide a grade based on mastery of skill–Mastery or not. If Mastery – B. Advanced level-A. Not Advanced-B, nearing standard-C) Rubric or outlines are provided to students to help them achieve proficiency and understand expectations. All teachers write IEP goals which state how the student will work towards a specific grade level standard – review in C.S. Expectations are reviewed.

**Visual Arts and Performing Arts**

The visual and performing arts departments are effective in getting students to understand the standards/expected performance levels that they must achieve to demonstrate proficiency. Through PLCs the department has developed a system to ensure students are provided with a standards based objective and that students are given clear understanding of standard mastery.
The departments align all lessons to the California High School Content Standards - Visual Arts and follows curriculum maps for each discipline (draw & paint, ceramics, 3D Design, AP Art and stained glass). Objectives and standards are determined for each lesson and explained to students for each lesson. Rubrics are also used to determine grading for various projects which are aligned to the CA High School Content Standards. Learning objectives are written on the board and reviewed during class so that students know the learning/skill expectation. During lessons teachers check for understanding by walking around the room and visually assessing students’. In addition, self-critiques, artist statements, and partner critiques help to assess students’ understanding of standards/expected

## Differentiation of Instruction

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

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<th>Findings</th>
<th>Supporting Evidence</th>
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<td>CHS data for student learning for special populations indicate a significant achievement gap and a need for an increase in targeted differentiated instruction. Teachers at CHS somewhat effectively differentiate instruction to meet the various learning needs of all students by employing various resources and technologies in instruction.</td>
<td>Teachers differentiate instruction by offering options to students and by meeting the needs of special population learners through their individualized learning plans (i.e., 504 Plans, IEP, etc.). With the Integrated ELD framework, CHS is moving toward practices where teachers scaffold using strategies to support EL development which consequently helps differentiate instruction for all students. In order to support teachers to differentiate, Chromebooks are available for all students. Students also have Google accounts as a platform to interphase with other students.</td>
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and their teachers for the development of projects and the instruction of lessons.

**ELD**
The ELD departments are somewhat effective in differentiating instruction. The department tailors instruction to meet individual needs and collaborate during PLC to discuss strategies, such as how to use technology to address student needs.

The departments use Common Literature to help students achieve grade-level material. These common strategies help ELD students to stay engaged while helping students move on to grade level text. Many classes are heterogeneous, therefore all teachers must have a wide range of techniques in delivering effective curriculum.

EL teachers have a Chromebook cart in their classroom and projector to help EL students stay engaged in lessons presented in the classroom. Many of the uses of Quizlet, Commonlit, PowerPoint and multimedia help students stay engaged and build effective instruction in which bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, and motivates interest in the subject matter.

**English**
The English departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

Teachers are able to plan lessons with differentiation through embedded resources in the newly adopted Pearson textbooks. Through the use of Google Applications, online curriculum, Remind App, students are given various formats through which they can access curriculum. All English teachers have an assigned Chromebook cart in which students are able to use for research, assessments, and completion of multimedia assignments and projects.

The English instructors at CHS have been working to incorporate more technology into their instructional practices. Use of technologies like Google Classroom, Quizlet, Kahoot, TEDTalks, YouTube videos, and Illuminate provide

- Integrated ELD framework
- Scaffolding strategies for ELs
- English lesson plans
- Pearson textbook link
- Google apps
- Remind app
- Chromebooks
opportunities for English teachers to engage students, encourage participation, no matter their performance levels. This also allows instructors to collect real time information about student progress, while keeping students engaged in review and competition. All members of the English department have media carts and Chromebook carts containing a class set of Chromebooks, ensuring each student has access to technology in the classroom.

**Agriculture**

The Agriculture department is somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The Ag department incorporates several different technologies in its classrooms. Each ag classroom is equipped with a lightbox projector or smartboard technology. Information is presented using pictures, texts, and dialogue to help student master the curriculum. Several ag teachers also utilize Google Classroom, so students can access the curriculum during and after class. This helps students who need remediation or who were absent. Direct instruction is a driving force in the skilled based career tech ed based classes such as floral, ag mechanics, and food science. Discovery learning is used in the ag biology and ag chemistry courses as evidenced by the Agriscience research project. Students in all ag classes are expected to collaborate and communicate their ideas and findings either verbally or in written form, throughout the course of the school year.

**Math**

The math departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

Math teachers at CHS use online tools to enhance or assess learning such as: Math XL, Cognitive tutor, Desmos, and Khan Academy. CHS Math teachers also show videos to demonstrate how math is applied to different fields. The Department employs differentiation to allow different entry points for students to learn and extend their learning. The different methods range from having students work on procedural mathematics in groups where students can help one another, and having students work
on bigger problem solving task such as Formative Assessment Lessons, or math chats. Math students at CHS also learn to collect data and conduct regression and analysis using various tools such as EXCEL and graphing calculators. Math students also present their findings in a Google presentation, allowing students experience with Google tools. Math students at CHS also complete projects collecting real data, using video to model projectiles and other topics. CHS Math students use these different technologies and tools to help them mathematically model real world scenarios. Student work and projects effectively link the evidence used to demonstrate understanding.

**Social Science**

The Social Science departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The social science departments differentiate instruction by using various learning modalities and strategies to support student learning. Through project-based learning and collaborative instruction, students use various resources to research and complete assignments. All social science teachers have assigned Chromebook carts to integrate technology in instruction. The Central High School East Campus Social Science department has been highly effective in differentiating instruction. They have 1:1 Chromebooks available in the classroom and utilize them regularly to allow students access to online resources such as online museums, databases, and Google earth. Teachers also utilize online resources through Google and many are Google certified. The daily use of Google classroom allows students constant access to assignments so they can work at an individual pace. Language Learners and Exchange students have access to google translate and the textbooks have a Spanish version of the text online. The online textbook also features a read out loud option. Some teachers are also able to use resources like Newsela that change the level of text for students who have a lower reading level. Having the Chromebooks available also allows students to use a variety of technology based assessments such as creating videos, infographics, cartoons, etc. Social Science instructors at CHS West campus have been working to incorporate instructional strategies to involve interactive technologies that provide real-time factual data. Use of technologies like Google Classroom, Quizlet, Kahoot, and Socratic Seminar provide opportunities for Social Science teachers to
collect information about student progress, while keeping students engaged in relevant and current activities.

Social Science students encounter numerous opportunities to practice their skills and demonstrate knowledge in a wide variety of formats from Socratic seminar and simulation, to project based learning. Currently eleven department members in Social Science have laptop carts, utilizing technology with students on a daily basis. However, all Social Science department members take advantage of available technology on campus.

**Special Education**

The special education departments at Central are effective in using technology to differentiate instruction. Most classes use Google classroom for digital resources and to provide feedback on assignment while students are working, not just after the assignment has been submitted. For ELA, Pearson has digital access. Teachers encourage students to listen to audios, view videos on the subject and using highlighting, notes, and other resources available on the program. Read Live is intervention at the student’s reading level. Each student receives instruction at their reading level. Immediate printout of student feedback is provided to students. Audios of curriculum are provided. Teacher read aloud with class following for non-reading tasks. Parallel teaching, smaller group instruction, and discussion are all strategies used for differentiation.

**Visual and Performing Arts**

The Visual and performing arts departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The Central High School East Campus Visual Art Department has been working to further incorporate instructional strategies that incorporate multimedia technology and to differentiate instruction. Use of Kahoot gives immediate feedback to students and teachers. The use of Elmos and projectors for demonstrations has greatly helped students to see every detail of the process of creating a project. Teachers can instruct the whole class and all students can visually see the process that is being taught. We also use PowerPoint and Google Classroom. Parents and students can check the student’s grade in real time in AERIES. The teachers

- IEPs
- 504s
- Co-teaching lesson plans
- Blank IEP Teacher Input form
- Online tutorials
- Assessments
- Student work
- CADD software
- Packets
- Real-world examples
- Online Curriculum
- Curriculum maps
- Lesson plans
in the Visual Art Department keep their grades updated with no longer than two weeks passing without a grade update.

**World Languages**

The World Languages departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The departments use various learning modalities to make content accessible to all students. Project-based learning and collaborative learning strategies are employed to help students practice listening and speaking in the target language. Technology and other resources are frequently used to help students hear the spoken language they are studying. All facets of the culture are explored to offer an overlapping exposure to the language.

The department staff uses a variety of highly effective teachings strategies to address student needs. These include visuals, listening, writing and speaking activities. To reinforce these strategies technology is used to enhance the targeted learning objectives through the use of programs such as Google Classroom, Quizlet, Kahoot.it, Seesaw, Teaching Proficiency through Reading and Storytelling, Total Physical Response, Google slides, Video and PowerPoint presentations. These strategies ensure that all student needs are met, and are fully engaged.

**Physical Education**

The Physical Education departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The physical education department differentiates instruction in alignment with skills required through the California physical education standards. Students progress through lessons from team-activities to individual activities. Students from special populations have instructional plans teachers use to meet the student’s learning needs.
Applied Tech
The Applied Technology departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

Applied Technology Academy is somewhat effective in differentiating instruction. The department uses a variety of strategies to deliver our curriculum. Those strategies include using the computer to explore and discover information regarding a prompt. We also use online tutorials, have most, if not all, our curriculum online, test and quizzes are also online and set to give immediate feedback for students to identify their understanding in real-time. We include student samples, spot checks and more. We use technology with and throughout many of our projects. e.g. might be the use of CADD software to develop drawings that identify very precise locations that can be read by our digital readouts on our mills and lathes. We also use traditional methods, e.g. Packets that describe the activity, the criteria and the expected outcomes. Most if not all, are supported by an in the class or shop instructional walk-through so students can see a real-world example for what they are learning. Direct Instruction strategies are used to show the students what they will be learning and how to perform each of the tasks. Walk-arounds are performed to provide formative feedback while students are going through their guided practice. Curriculum is available online, supported by reading tasks, video tutorials, student samples, spot checks, and extended learning opportunities, all accessible 24/7. With a variety of instructional strategies used within the classroom the students are able to firmly have a better understanding of the material and concepts. Through the use of technology students are able to have instant access to information whether they are present in class that day or if they were absent that day which will allow them to stay up to speed within the class and stay current regarding the topics or lesson of instruction for that day.

Business Department
The Business departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

The CHS, East Business Department is somewhat effective in differentiating instruction. The department has integrated

- Curriculum maps
- Lesson plans
- Student work
- Google classroom
- Note-taking templates
- Project based learning scenarios
- Online simulations
- Virtual labs
- Online tutorials

- Multimedia Lesson Plans
- Visual enhancement projector devices
- Technologies to enhance instruction
multimedia to assist in accommodating student needs. The Business department uses technology (ADA compliant desks with visual enhancement projector devices) to ensure adequate delivery instruction to all students; classrooms are being upgraded with additional technology resources to enhance instruction/strategies for differentiation. Common practices used across the business department are resources such as Kahoot.com, Youtube.com, multimedia video clips, and movie documentaries to develop student understanding and attain mastery of content material.

Science
The Science departments are somewhat effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

Science department members take advantage of available technology on campus. Technology use is effective to promote student learning, and teachers understand the importance of using technology effectively so that it does not become a “toy.” The majority of teachers use Google classroom as a platform for posting lessons and integrating other materials for students.

Other examples of differentiation include note-taking templates to help students who are limited in the English language, project-based learning scenarios and using online simulations and/or virtual labs. Online tutorials are also provided to lend assistance to students who need additional review or are absent. Students in AP courses utilize the online resources that accompany the textbook to provide immediate feedback on concepts.

Career Technology Education/Regional Occupational Programs
The CTE/ROP departments are somewhat effective/effective in differentiating instruction. Data for Student learning for special populations indicate a significant achievement gap and a need for more targeted differentiated instruction.

Through hands-on learning, the CTE/ROP classes differentiate instruction to meet the various learning needs of students. Teachers use technological and digital resources to support student learning. They also use industry standard equipment as recommended by their community business advisors.
C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

C2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS is effective in the use of coaching strategies to facilitate learning for all students. Most departments employ strategies which scaffold instruction and provide checks for understanding.</td>
<td>Projects examples and directions</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Trailer project</td>
</tr>
<tr>
<td>The agriculture department is effective in the use of coaching strategies to facilitate learning for all students. Based on frequent use of project based learning, teachers implement various coaching strategies to facilitate student learning.</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Project based learning is used widely across all ag classes. Students in the ag mechanics pathway complete projects that range from simple A/C electrical circuits to designing and fabricating large metal projects such as trailers. Students in all ag classes perform some level of self-evaluation. This can be evidenced by students critiquing their welds in ROP welding as well as students in floral design evaluating and improving their floral arrangements. Many students involved in Career Development Events</td>
<td>Career Development Events</td>
</tr>
<tr>
<td></td>
<td>Hands on labs</td>
</tr>
</tbody>
</table>
Development Events (CDE) are required to give an oral defense of their logic at competitions. Several hands on labs are executed in the Agriscience classes on a regular basis. These allow students to show their knowledge of the standards in a tactile manner. The Agriscience research project completed in the Agriscience pathway allow students an opportunity to grow through self-directed learned.

**Applied Technology**

In the Applied Technology Department at Central High East, there are several coaching strategies we use in the classroom to help facilitate learning. One of the priorities for our department is to build relationships, and develop trust between the students in the classroom and our teachers. Creating simple dialog between the teachers and our students can open the door for future conversations and build comfort, making an easier transition for the students when it comes to having classroom related inquiries. Also we see healthy relationships as ones that foster a sense of equity, or collaborative, rather than hierarchical. We feel when students see us as someone trying to work with them, verses judge them, and they feel safer and more willing to engage in the process. Another coaching strategy is to provide our students with descriptive feedback. We often use feedback that helps the students connect what they know, to what skills they are trying to acquire. We also try to use feedback that is more descriptive, rather than evaluative. We feel when students get feedback in this manner, it can allow the students to feel less threatened, or fearful while trying to work through their learning. We also focus more on helping students to grow, rather than evaluating success or failure. Our department uses Project-based learning to help students discover knowledge. This also provides ample opportunities to use our coaching strategies. Throughout each project, there is always opportunities to provide formative feedback, and ask essential questions that allows us, and the student, to evaluate their growth.

**Business**

The business departments are effective in the use of coaching strategies to facilitate learning for all students.

The CHS Business departments uses many coaching strategies to facilitate learning for all students. Randomized questioning through our NetSupport technology program allows our teachers
the ability to digitally select students by chance to create an environment of equitable questioning strategies. This encourages the majority of students to maintain engagement in lieu of the chance of being selected for questioning.

Guided and independent practices are demonstrated by our CHS Business departments teachers by means of using “I do…We do…You do” guided and independent implementing philosophy to facilitate project-based learning. Teacher initiates front-loading content by demonstration, then all (teacher and student alike) practice together, in which students are then assigned a task / project to complete on his/her own.

**English**

The English departments are effective in the use of coaching strategies to facilitate learning for all students.

The English departments are effective in using a wide variety of coaching and questioning strategies in order facilitate learning for all students. Some of the non-didactic techniques used in the English classrooms include activities which are student centered and encourage thoughtful discussions. These activities include, Philosophical Chairs, Socratic Seminars, and Fishbowl discussions which allow for guided classroom discussions on relevant issues or topics. Teachers also create inquiry based units that provide students the opportunity to expand their thinking through research and problem-solving activities. Teachers will often confer with students in a timely manner to provide guidance and feedback on their strengths and areas for improvement with writing assignments or essays. Units are designed to include essential questions along the way to help students connect with ideas or concepts that guide their own thinking.

**ELD**

The ELD departments are effective in the use of coaching strategies to facilitate learning for all students. The ELD department teachers use multiple coaching strategies to facilitate learning for the EL students; sentence frames and conversational starters are utilized to help facilitate interaction and discussions among students. Other coaching strategies, such as sentence unpacking and paragraph reconstructing, are also used to help students achieve a deeper understanding of their own learning and for student collaboration.
### Math
The math departments are somewhat effective in the use of coaching strategies to facilitate learning for all students. For the past two years the math department has received PD on specific strategies to increase student engagement thorough student discourse with the use of math talk moves. In addition teachers in the enhanced math classes provide students with project based learning which helps build relevance to the content.

In class, Math teachers at Central High School use different formative assessments, providing students with immediate feedback. This feedback helps students identify areas where additional growth is needed. Math PLCs are also using common formative assessments allowing students to reflect on the results, so teachers can then assign specific targeted practice.

Teachers somewhat use coaching strategies to facilitate learning for all students to engage them in their own learning. The Math departments at CHS uses an assortment of teaching and questioning strategies in order to move towards a collaborative learning approach. At many levels, students in the math classes at CHS are encouraged to work in groups or with a partner to complete a task. Across the freshman level and at other grade levels as well, math students are assigned a group or a partner and are highly encouraged to communicate with each other to find solutions. These teaching strategies include but not limited to: Gallery Walks/Critiques, Think-Pair-Share, Group Presentations, Group Assessments, and Critiques of others and Round Robin (Kagan). These strategies allow teachers to move from didactic teaching to collaborative learning which allows the students to take more ownership of their education.

### Science
Central is effective at using coaching strategies to facilitate learning for all students. Oftentimes we find that our students have misconceptions about the content we are teaching. In order to find these misconceptions we engage the students in small group discussions as well as larger class discussions. To support heterogeneous learning abilities, students are often grouped in such a way that they can support each other’s learning (multi-level grouping, cooperative learning groups, partnered pairs for language support, etc.). During this collaboration, teachers facilitate the peer interactions by using guiding questions so students can find the answers on their own.

- Math solution PD agendas
- Math Talk Moves
- Formative assessments
- Lesson plans

- Lesson plans
- Project based lesson plans
- Lesson plans
own. The science department also uses project based learning techniques to facilitate student centered learning. In Biology students design a protein synthesis project to show how a DNA code becomes a protein. The students have to demonstrate their understandings through the development of a model. Using inquiry and phenomena, students are able to take accountability for their own learning.

Social Science

The Social Science departments are effective in the use of coaching strategies to facilitate learning for all students. They implement Close reading (chunking) in small groups and whole class as well as the use of sentence frames. Many teachers use interactive notebook self-reflections. Most teachers have included webquests, research projects, and inquiry projects as part of their curriculum delivery.

SPED

The SPED departments are effective in the use of coaching strategies to facilitate learning for all students. The special education departments at Central uses a variety of coaching strategies. One of the more extensively used strategies is project based learning; New 2 U store for transition class, where students make new items from recycled items and run a store which practices work skills, daily living skills; Workability where students are given a job at a business in the community and given coaching from the workability director; Community Based Instruction are used in functional life skills as transition activities. These are outings where students learn to shop, ride the bus, order from a menu etc. In English teachers use things such as Socratic seminars less frequently. Scaffolded questioning is used daily as well as guided and independent practice.

Visual Arts

The Visual Arts departments are effective in the use of coaching strategies to facilitate learning for all students. The Central High School Visual Arts Departments use a wide variety of coaching and questioning strategies in our classrooms. Student learning is process and performance based on the projects they are creating. After a student creates a project, they complete self-reflections on the project in writing or grade themselves.
based on a rubric. Having the student reflect on their standards-based projects what they did well, and what they could improve on, helps the student to develop their content knowledge, skills, and creative thinking.

**World Languages**

The World Languages departments are effective in the use of coaching strategies to facilitate learning for all students. World Languages teachers use coaching strategies to facilitate learning for all students.

The teachers use multiple strategies to incorporate a variety of coaching strategies geared towards self-assessment among students. These teaching strategies include Signatures Activities, Talk n Swap, Picture Grab, Short Interviews, Mini Puppet Play, Peer Editing, Skits, and Peer Critiques. By using these coaching strategies teachers ensure students are making progress towards the learning objective.

**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS teachers are somewhat effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. This ability is evidenced by results of a variety of assessments where students are able to understand and apply learning to new experiences within/outside of the content area.</td>
<td>• Interactive Notebooks/Portfolios</td>
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<tr>
<td>• Fresno Fair Ag Exhibits Summary</td>
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<tr>
<td>• Floral Arrangements</td>
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<tr>
<td>• Fabrication Shop Projects</td>
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</tbody>
</table>

**Agriculture**

The agriculture department teachers are effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. This ability is evidenced by results of a variety of assessments where students are able to understand and apply learning to new experiences within/outside of the content area.
Interactive notebooks and portfolios are a part of all the Agriscience and ROP courses. These allow students to organize and share their work in addition to allowing students to easily access prior knowledge. These notebooks and portfolios are graded at the end of every unit to ensure student success. Students in the ROP welding class and the floral design class demonstrate the ability to research, evaluate, and create a premium product such as an award winning floral arrangement or fabrication project. This process includes developing a concept, designing the product, evaluating best use of available supplies and fabricating the final project. In many of the courses, students use Chromebooks to research and evaluate information available through the internet.

**Applied Technology**

The applied technology department is effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. In the Applied Technology Academy we effectively design curriculum to allow the students to discover knowledge through different strategies, then build upon that knowledge to develop the skills necessary to demonstrate student learning that has been achieved.

Students are taught initial concepts of the courses at the beginning of the year that are built upon as the course continues through the year. This allows students to create a foundation and build upon that foundation. This allows students to apply knowledge they have already learned to additional concepts that have been taught. By using real-world examples and projects students have prior knowledge that will allow for a more comprehensive understanding. The initial skills taught in the beginning of each course allows students to gain the skills necessary to perform at a high level within the course. Since the majority of our courses are project-based this allows the students to have hands-on experiences using the skills that provide them with opportunities to further their knowledge and expand upon their knowledge within the course.

**Business**

The Business departments are somewhat effective in guiding students to demonstrate higher cognitive levels.
which extends students’ learning opportunities. Business Department teachers encourage an environment for prompting critical thinking from a variety of strategies.

Higher-level thinking and application is assessed in a variety of ways but our most effective student responses are through project-based learning, role-play dialogs, and case-study analysis and/or breakdown. For instance, a student’s retention of material is assessed through project-based learning with the measure of the students being able to success complete required task by applying what they have experienced which ultimately measures learning. Role play strategies enable the students to apply individualize cultural backgrounds, personal experiences, and learning by creating their own dialog and trouble-shooting resolutions for the questioned problems. Case study analysis’ and breakdowns challenge the students to apply learned common practices with the primary focus on desired outcomes.

**English**

The English departments are somewhat effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. This ability is evidenced by results of a variety of assessments where students are able to understand and apply learning to new experiences within/outside of the content area.

Students are effectively able to apply and communicate knowledge obtained in their English course. English Department students at CHS demonstrate a higher level of thinking and application of their learning through performance assessments. These assessments come in many different forms. Some examples are as follows: common assessments, SBAC, selection tests, unit’s tests, research projects, writing, speaking and listening. Students brainstorm and draft their writing according to a rubric and then peer edit writing. The research project allows students to select a topic of their choice. Students create a research question and develops their information in writing, which is presented to the class. A visual aid is also required. They use Google Docs and Google Slides. Content and academic vocabulary is required in their writing. After reading a selection, students answer a series of critical thinking...
questions followed by a writing assignment in which they demonstrate their understanding of the material.

**ELD**

The ELD departments are ineffective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. Students demonstrate their understanding through essays, interactive readers and collaborative activities. The students complete in-depth research on topics that address problems that we face as a community. The departments are currently working to implement amplified language in the new integrated ELD framework to support and increase student learning.

**Math**

The math departments are somewhat effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. This ability is evidenced by results of a variety of assessments where students are able to understand and apply learning to new experiences within/outside of the content area.

Students at CHS apply acquired knowledge to real-life situations in all course levels. In the enhanced courses, students have a culminating project that is viewed by other math classes and then evaluated by peers and teachers. They use academic tools throughout all course levels, such as Desmos, Khan Academy, and MathXL. Students use these tools, along with previous knowledge and teacher feedback, to co-create projects that make real contributions.

**Social Science**

The social science departments are effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. This ability is evidenced by results of a variety of assessments where students are able to understand and apply learning to new experiences within/outside of the content area.

The use of Inquiry projects as seen in History Day, cultural inquiries, European snapshot boxes, unit mapping labs,
Senior civic portfolios, debates, and mock trials give students the opportunity to show their abilities and demonstrate their knowledge and creativity in their classrooms.

Central High students demonstrate a higher level of thinking through a variety of end of unit performance assessments. Each of these assessments has been developed in PLC’s. The Social Science assessments are presented in different formats. Some examples include the Create a Continent project in World Geography. In this assignment students use the physical geography skills they have learned to create their own continent demonstrating their understanding of maps skills and physical geography characteristics. In US History students have an end of the year making history happen project that is presented digitally in which students relate historical events to a current event of their choosing that they can take a stand on. This assessment is based on the themes of history that have been emphasized by instructors in PLC’s. For both of these assignments students’ access digital resources via the classroom set of Google Chromebooks. In Economics class students have a budget project where they create a real world budget based on career of their choosing.

**Science**

The science departments are effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities.

Lab reports and group projects are robust and highly effective means of showing that students can think reason, and problem solve in groups. Virtual labs completed singly and also in groups also afford students opportunities to participate in inquiry-based activities. Students read case studies in Biology and present their findings to others to help increase their knowledge.

**Special Education**

The SPED departments are somewhat effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. The special education department at Central High School’s student
work samples show that students are progressing toward thinking, reasoning and problem solving.

Students are able to budget and understand adult responsibilities as part of transition activities in Curriculum Support class. In English as part of inquiry based learning students are able generate questions based on a picture and begin to research answers. Students create Career portfolios with cover letter, resume, and thank you letters. They also have created data sheets to use to complete job applications and resumes.

**Visual and Performing Arts**

The Visual and Performing Arts departments are somewhat effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities.

The Performing Arts Department are effective in guiding students to demonstrate higher cognitive levels which extends students’ learning opportunities. a) That they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

The Central High School Visual Art Department students demonstrate higher level thinking and application of their learning through performance based projects. Many students build on their knowledge as they move from beginning to intermediate to advance in various classes and finally to AP Art if they so choose. They build on their skills, vocabulary, and standards as they advance through these classes.
C2.3. **Additional Online Instruction Prompt**: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

C2.4. **Indicator**: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. **Prompt**: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| CHS students are somewhat effective in demonstrating high level of critical thinking and problem solving skills within a variety of instructional settings. In order to prepare students for college, career, and community, departments uses various assessment to gauge student learning and their ability to think critically and to problem-solve. | • Interactive notebooks  
• Portfolios  
• ROP projects  
• Student work |
| **Agriculture**                                                          |                                                                                      |
| Students are effectively able to demonstrate their ability to apply knowledge as it relates to investigation. Interactive notebooks and portfolios are a part of all the Agriscience and ROP courses. These allow students to organize and share their work in addition to allowing students to easily access prior knowledge. These notebooks and portfolios are graded at the end of every unit to ensure student success. Students in the ROP welding class and the floral design class demonstrate the ability to research, evaluate, and create a premium product such as an award winning floral arrangement or fabrication project. This process includes developing a concept, designing the product, evaluating best use of available supplies and fabricating the final project. In many of the courses, students use Chromebooks to research and evaluate information available through the internet. |                                                                                      |
| **Applied Technology**                                                   |                                                                                      |
| Applied technology students are effective in demonstrating high level of critical thinking and problem solving skills within a variety of instructional settings. In order to prepare students for college, career, and community, departments uses various assessment to gauge student learning and their ability to think critically and to problem-solve. | • Daily Lessons  
• Students examples of problem solving and justifications |
Much of the coursework in the Applied Technology Academy uses portfolios to provide a wide range of evidence towards student achievement through written examples and project-based learning assignments combined with essential questions. We are able to see student thinking and reasoning in real time while provided formative feedback at a timely manner effectively. Within the course collaboration and discussions are a primary component to the success of the students within the class. Students are able to learn concepts, then when provided a prompt can problem solve and collaborate with peers to create a product based upon the essential question. Project-based learning has provided the foundation for students to explore, investigate, and critically think to create a product to show the students understanding and ability to reason, think, and problem solve in groups or in individual activities.

**English**

Students are effectively able to demonstrate their ability to apply knowledge as it relates to investigation. Students at each grade level are required to complete a research paper which is mandatory in order to pass the course. In addition they are required to complete a variety of group projects which allow them to collaborate with one another as they analyze research, synthesize their findings and then share their results in a variety of mediums. Students in ERWC are regularly asked higher level questions about topics such as The Value of Life, Juvenile Justice, and Racial Profiling which require them to think, reason, and debate in groups and as a whole class. They are encouraged to question author’s perspective on topics and identify author’s style of writing for bias. Students are required to complete a research project which include a paper, visual aid, and present it to the class. Students select a topic of their choice, create a question, and seek to answer it through intensive research. Students complete WebQuests in which they research a variety of websites seeking an answer to a question.

**Math**

Math students are somewhat effective in demonstrating high level thinking and problem solving skills within a variety of instructional settings. In order to prepare students for college, career, and community, departments uses various assessment to gauge student learning and their ability to think critically and to problem-solve.

- Student work
- Daily lesson plans
- Projects
- Evidence of collaboration

- Lesson plans
- Talk Moves
- Exit Tickets
The Math department provides students with daily opportunities to solve problems, comprehend word problems, and participate in whole class discussions that require them to justify the process of how they reached their answers.

Students are given an opportunity in class to discuss with their partner regarding a given topic. They then share out with a group, then to the entire class using talk moves. At the end of the class students are expected to demonstrate their knowledge through exit tickets.

**Social Science**
Social Science students are somewhat effective in demonstrating high level thinking and problem solving skills within a variety of instructional settings.

The Social Science department is effective in providing students with regular opportunities to problem solve, critique and participate in collaborative group projects like history day, culture presentations and election mock trials. The teachers provide students with opportunities to discuss current event topics in Socratic seminars and using student conducted research for evidence. Projects, formative and summative assessments are highly effective in requiring students to be active listeners and speakers. For example government teachers provided application of content to real life scenarios that promotes civic duty and awareness of contemporary issues and developments. Teachers in all departments provide daily opportunities for students to practice speaking and listening skills with pedagogical and good teaching practices.

**ELD**
ELD students are somewhat effective in demonstrating high level thinking and problem solving skills within a variety of instructional settings. In order to prepare students for college, career, and community, departments uses various assessment to gauge student learning and their ability to think critically and to problem-solve.

ELD students have assignments which help increase their ability to think critically and problem-solve. For example, the student’s argument essay will demonstrate their understanding of how to take a stand on a particular issue. The students will debate, and
discuss the opposing views before writing and supporting their own claims.

**Visual and Performing Arts**

VAPA students are effective in demonstrating high level thinking and problem solving skills within a variety of instructional settings. In order to prepare students for college, career, and community, departments use various assessment to gauge student learning and their ability to think critically and to problem-solve.

Theatre students are given multiple opportunities to think, reason and problem-solve in groups, work on projects, and bring evidence gathered through investigation to the class for discussion. Group work is the cornerstone of the theatre department. Scenes are performed multiple times throughout the year, either directed by the instructor or by a student.

The Central High School Visual Art Department provides students with daily opportunities to problem solve, critique works, and participate in discussions that require them to speak and to actively listen. This is demonstrated by the art that the students create. This year numerous pieces of art won first, second, and third place ribbons in the Fresno County Fair. The lessons within the department include various opportunities for students to demonstrate critical thinking and to problem-solve.

- Lesson Plans
- Student Art Projects
C2.5. **Indicator**: Students use technology to support their learning.

**C2.5. Prompt**: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| CHS students are effective in their use of technology to support their learning. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process. | • Google classroom  
• Presentations  
• Remind app  
• Supervised Agricultural Experience project  
• Student work showing industry based technology. |

**Agriculture**

The Agriculture department students are effective in their use of technology to support their learning. The department utilizes CTEIG funds and recommendations from community business advisory to ensure students are provided with latest technology.

Google Classroom is utilized in several ag classes on a daily basis. All notes, handouts, and information is posted for student use. If a student needs to review a presentation or they were absent, all information they need is posted in the class Google Classroom page. This helps students stay on track in their classes, and not fall behind, even when they are absent. The Remind app is available to students in some of the ag classes and is heavily used by students engaged in livestock and orchard project Supervised Agricultural Experience projects on the school’s ag laboratory.

Although it is not the digital technology that comes to mind for most educators, the CTE courses provide students ample opportunity to use industry based technology such as plasma cutters, welders, hydraulic shears, pH meters, soil moisture meters, brix refractometers, dehydrators and incubators.

**Applied Technology**

Applied technology students are effective in their use of technology to support their learning. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process.
In the Applied Technology classes, technology is an essential tool in all phases of the learning process whether it is common learning tools such as computers or calculators, but they are also engaged in trade specific technology such as vehicle alignment racks, CNC routers and software engineering tools. With all the courses revolutionizing year in and year out current trends and concepts can be forever changing. With that being said having the accessibility to technology allows us to stay current with the changing concepts and in turn allows us to incorporate these into our lessons and activities. Technology has become a big part of all of our classes as it fuels all phases of the majority of our projects either initially or throughout the whole project.

**English**

The English departments’ students are effective in their use of technology to support their learning. Students are effective in demonstrating their use of technology to assist them in achieving academic goals. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process.

Students access daily assignments using Chromebooks and Google Classroom. The use of technology, including online textbooks, aid the students in becoming self-directed learners and independent thinkers. Students are able to type their answers to questions directly on the online document then submit it via Google Classroom. Students use Google Docs when drafting their English papers which enable their drafts to be “shared” with peers and teachers for editing. In addition, resources like turnitin.com are used for writing assignments to discourage students from the temptation of plagiarism.

**Math**

The math students are effective in their use of technology to support their learning. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process.

The Math department at CHS integrates technology and online programs to assist students in achieving the ESLRs and meet the

- Google classroom
- Shared folders
- Class notes and presentations
- Student work demonstrating tech use
- Student Google Accounts
- Google Classroom
CCSS for math. All math classes have a class set of Chromebooks and carts. All classrooms are equipped with a projector, and some even have tech boards such as Promethean Technology.

Students work demonstrates that technology is somewhat effective in assisting them to achieve the schoolwide learner outcomes and academic standards. The Math department at Central High School is integrating technology into the math curriculum (both Carnegie and pilot programs of Pearson and CPM). Students are using Google Classroom to get and turn in their math classwork and homework. Students are creating work on Google Tools for Education such as Docs and Slides and turning in their work through Google Classroom. Students use ThatQuiz for practicing fundamental math skills.

Social Science

The social science students are effective in their use of technology to support their learning. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process.

We use our 1:1 Chromebook classroom sets daily to collaborate, develop online citizenship, and practice 21st century skills and to use resources for creative outlets.

The Social Science Department is integrating technology into social science courses by posting assignments on Google classroom. The department collaborate together by having a shared folder where teachers can post assignments for other teachers to use. In all social science classes notes are posted on Google classroom for students.

Special Education

The SPED students are somewhat effective in their use of technology to support their learning. All students have a district issued Google account which allows them to interface in real time through different platforms with students and teachers. Lectures, assignments, and assessments can be accessed digitally which helps engage students in the learning process.

The special education departments at Central High school uses technology daily to assist with learner outcomes and meeting
academic standards. Students complete writing assignments on Google Docs where teachers can give immediate feedback. Writing activities include research projects, essays and resumes. Students create slide shows on careers in transition class and curriculum support class. All seniors complete on-line college applications. Technology is used in on-line intervention reading to help student achieve goals towards grade level standards.

**Business**

The business department students are effective in their use of technology to support their learning. The department provides a technology-based learning environment to give students an opportunity to achieve desired SLOs (student learning outcomes). Technology (computers and MS programs) is used to apply learnings by creating a hard and/or soft copy of the desired learning outcome.

**Science**

The science department students are effective in their use of technology to support their learning. Students in science complete Webquests and PowerPoint presentations to assist them with achieving the ESLRs and becoming proficient in the academic standards. Google tools (sheets, forms, docs, etc) are used for labs and other assignments. Students in Anatomy/Physiology also read articles to content and technology.

**Visual and Performing Arts**

The VAPA department students are effective in their use of technology to support their learning. The Performing Arts Department at East Campus is effective in having students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.

Students of the various dance styles available at Central High School use technology in dance courses through video recordings of themselves and peers to meet and exceed academic standards. This provides dance students to reflect and analyze their professional work to have constructive feedback to enhance their

- Instructional technology tools
- Writing samples
- Student slide shows
- Research projects
- Student created slide shows
- On-line interventions

- Instructional technology tools

- Webquests
- PP presentations
- Google tools

- Video recordings
- Music Applications
learning. Students utilize music apps to find and cut music to choreography for their own works of art.

The Visual Art Departments have been working to further incorporate instructional strategies that incorporate multimedia technology and to differentiate instruction. Use of Kahoot gives immediate feedback to students and teachers. The use of Elmos and projectors for demonstrations has greatly helped students to see every detail of the process of creating a project. Teachers can instruct the whole class and all students can visually see the process that is being taught. We also use PowerPoint and Google Classroom. Parents and students can check the students’ grade in real time in AERIES. The teachers in the Visual Art Department keep their grades updated with no longer than two weeks passing without a grade update. Through these means, students are assisted in helping them achieve schoolwide learner outcomes and academic standards.

- Multimedia
- Kahoot
- PP
- Google classroom
- Aeries Grade book

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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| CHS is effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, and expand research. | • Agriscience research project  
• Student projects  
• Examples of outside educational opportunities, e.g. field trips, competitions, and guest speakers. |

Agriculture
The agriculture department is highly effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking and expand research, and explore connections between content and real life.

The Agriscience research project gives students the opportunity to research a topic of their choosing. In doing so, they must cite their
scientifically relevant sources and be able to credit those sources appropriately. Because many of the ag courses are CTE in nature, students are given the opportunity to experience hands on application of the concepts they learned from the “textbooks”. The students in the ag department have a wide variety of outside of class educational opportunities. This ranges from field trips for some of the advanced classes to competitions available to all grades Guest speakers from industry, colleges and unions are also utilized in a variety of the ag courses.

Applied Technology

The applied technology department is highly effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

The Applied Technology Academy is highly effective at demonstrating real world applications and scenarios that are represented through students’ hands-on projects, portfolios, field trips and industry representation throughout the year. With each of our courses being primarily project based this has allowed us to move beyond the textbook and has created an opportunity for students to physically demonstrate their skills within the classroom. The skills learned within the classroom has also provided the students for opportunities outside of the walls of the classroom in a variety of job settings or internships.

English

Teachers and students effectively use supplemental material and resources outside of the curriculum to link students and the real world. A variety of videos provided by the publisher of our English textbook make real-life connections to the texts and themes. Documentary videos provide a historical perspective of the Salem Witch Trials, McCarthyism, the Red Scare, Puritan Lifestyle. Audio versions of texts are made available via Google Classroom for selected texts. Prior knowledge is established by reading a variety of non-fiction sources in order to scaffold the lessons. In conjunction with the state adopted core curriculum, teachers in the English Department incorporate a wide array of personal resources as well as work with the Media Tech Teacher Librarian to use a variety of online and print resources to enhance student learning.
Business
The business departments are highly effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

The business departments provide a real-world approach to instructing students on the required demands and expectations of industry. Our CTE MOS certification class provides an online stock simulation experience to show student’s the stimulating factors of our economy. Our CTE Small Business Management class brings real-world experiences in by bringing in guest speakers and requiring students to connect with and interview community business partners to gather real-world, industry-based experiences.

ELD
The ELD departments are effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

ELD department classes have access to Chromebooks that are housed in classrooms to allow students access to Google classroom to check, complete and share assignments. Furthermore, ELD students also use their Chromebooks to access the Pearson Realize program to do reading tests which instantaneously give feedback on students reading level to allow teachers to best provide reading support.

Math
The math departments are somewhat effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical
thinking, expand research, and explore connections between content and real life.

Representative samples of student work are displayed at Open House and in the library after the culminating projects in the enhanced classes. Students have access to technology and resources beyond the textbook such as MathXL, Khan Academy, Desmos, and 3 Act Math.

Teachers are integrating Google Classroom into the classroom where students have access to communicate with each other and the teacher. This allows students to have access to online resources posted within Google Classroom to aid students outside of the textbook. Students have individual email accounts and accounts in Aeries. Students use Chromebooks in class to access graphing sites, calculators and other online resources. Access to Testing sites like Illuminate and Edulastic give students real-time feedback and opportunities for enrichment. Students utilize a variety of materials like rubber-bands, eggs, coins, inch tiles, beans, stopwatches to participate in classroom activities.

Social Science
The social science departments are somewhat effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

Students access databases which include first person experiences from the Armenian Genocide, primary source documents, short stories, poetry, etc. Students use media including videos posted to YouTube, BBC, History Channel, and Virtual Museums, google earth, and others.

The social science departments use materials that go beyond the textbook from a variety of resources including, CIA World Factbook data, Stanford History Education Group document based readings, Foundations of Teaching Economics, and news articles relevant to the topic or subject at being discussed. Teachers in the entire department used these resources in order to extend and maximize understanding of each topic. For example in Freshman World Geography teachers only use the textbook a
handful of times and supplement other sources from current and relevant sources including those mentioned above to meet our students need.

Science
The science departments are somewhat effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

Besides the textbook, students in science classes read articles and current events, online interactive reviews; watch documentaries and review case studies. As implementation of NGSS occurs such resources are valuable as new textbooks aligned to the standards are not yet available.

Visual and Performing Arts
The performing arts departments are effective in providing students with a variety of materials and resources beyond textbooks. Teachers use materials and resources beyond the textbook to make learning relevant and engaging. Through this process, students are given opportunities to increase critical thinking, expand research, and explore connections between content and real life.

VAPA Theatre classes live in the world outside of the textbook, as we have developed a program without relying on a book to navigate each step of the curriculum design. Students use acting editions of real scripts in order to rehearse and perform scenes and monologues. Filmed versions of live Broadway musicals are shown and dissected, as well as students attending live main stage production of both a play and a musical each year. Students also perform in and evaluate a student directed performance at the end of each year. Ballet, Modern dance, Performance dance and Mexican folkloric dance students showcase student work through performance opportunities, master dance classes, festivals and adjudications from professional companies and colleges.

The Mexican Folkloric Dance classes often ask students to become involved in performances in the community. The students also

- Supplementary materials and multimedia
- Scripts
- Playbills
- Student showcases
- Community performances
- Lesson plans
- Lesson plans
work together and put on two shows per year in which they showcase the dances they learned throughout the semester.

The choir program has a wide variety of opportunities beyond the textbook resources. The students have regular interaction with chorus directors from the local universities who provide them with additional skills and opportunities, as well as glimpses into the musical life beyond high school.

The Visual Art Departments use teacher-created lessons that instruct students as they learn creative thinking, develop skills, learn vocabulary, and apply this learning to creating hands-on projects based on the standards and desired objective outcome.
Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

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<th>Findings</th>
<th>Supporting Evidence</th>
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| CHS is somewhat effective in providing students access to and engagement in career preparedness activities. Some departments provide students with opportunities to explore and engage in the postsecondary options. However, CHS is exploring school-wide processes and resources to provide greater access to college and career preparation activities for all students. | • Supervised Ag Experience Projects  
• SAE’s to investigate careers in Ag Industry  
• Vocational and practical job experience  
• Supervised Agricultural Experience projects  
• Student work  
• Student work portfolios  
• Vineyard and Orchard  
• 2 shops  
• Students fabricating and using industry appropriate tools  
• ROP courses  
• Student portfolios  
• Attend Ag career expo  
• Participate in career development events  
• Guest speakers from industry                                      |

Agriculture

The agriculture department is highly effective in providing students access to and engagement in career preparedness activities. This department provide students with a variety of opportunities to explore and engage in the postsecondary options.

Supervised Agricultural Experience projects (SAEs) are available to grades nine through twelve and are a graded part of all second through fourth year courses in the ag department. The school farm facility is 22.4 acres and has facilities for sheep, goats, beef cattle, dairy cattle, rabbits, poultry, and swine. It is home to thirteen acres of permanent crops including citrus, nuts, berries, cherries, and grapes. The school farm is home to school-owned breeding livestock as well as student owned SAE projects. These SAE projects allow students to investigate potential careers available in the agriculture industry. There are also two shops used by the ag department. Collectively, these facilities allow students to gain practical application experience, not only during class but also after school and on non-school days, including summer. There are currently two ROP courses available to ag students, including ROP Welding and ROP Vet Science. Both of these courses serve as capstones to their respective pathways. These ROP courses require students to create a portfolio of their work, which includes a cover letter and resume. There is also an Agriscience academy within the agriculture department. The ag department has attended the
Ag Career Expo in Tulare, since its inception two years ago. The event is available to juniors and seniors. Central’s ag department offers students the opportunity to participate in sixteen different Leadership and Career Development Events. These competitions are available to any student who wishes to participate and are designed to develop industry based skills and career awareness. These events are often held at post-secondary sites which provides students an opportunity to visit facilities and meet staff and students at many of the ag colleges in the state.

**Applied Technology**

The applied technology department is effective in providing students access to and engagement in career preparedness activities. This department provide students with a variety of opportunities to explore and engage in the postsecondary options.

In the Applied Technology Academy we feel we use highly effective strategies that allow students to access career awareness such as guest speakers, Imago, Manufacturing Day, Career Tech Expo, Career Skills Challenge, and Athletic Training Preview Day at Fresno State, Sports Medicine Symposium, Regional and National Sports Medicine Competitions. CTE courses prepare students by developing student portfolios which include; a resume, references, job applications, a letters of introduction, and a post-secondary education plan that can help and prompt students to initiate an internship, job shadow, or potential job for them. Within each of the courses students can gain certifications or certificates of completion which can also help them in finding an internship or job. Skills learned within the course provide the students with an opportunity further their post-secondary plan.

**English**

The English departments are somewhat effective in providing students access to and engagement in career preparedness activities.

The English department works with the Career/College teacher. She frequently presents current and future information for all grade levels and the delivery and the communication with our students is excellent.

- Imago lesson plans
- Flyers for Manufacturing Day, Career Tech Expo, Career Skills Challenge
- Awards
- Student portfolios
- Resumes
- Job shadow
- Certifications
- College and Career presentations
- Class rosters
- Career cruising reports
The English Department at CHS provides students the opportunity to take an Introduction to Teaching class which allows them to explore and prepare for a career in teaching. Students are taught how to plan, implement and assess teaching units multiple times throughout the course. In addition, students are also given multiple opportunities to explore other career fields through the Career Cruising site which is linked to our school’s web page. Starting in the 9th grade, students research information on a variety of careers to help motivate and prepare them to pursue college and career programs available after high school.

### Career Center

CHS has academies and ROP in nursing, criminology, business, engineering, and teachers of tomorrow. It is highly recommended that juniors take the ASVAB to assess their skills for the military. CHS also has a week long career cruising activities where students are made aware of career opportunities and they set personal career goals. Interact Club offers students opportunities to volunteer in the community. CHS has two career and college events: career day with a variety of guest speakers and career week including guest speakers from the following fields: health, building and design, public service, bilingual and diverse population, and businesses unique to our area. The career center posts volunteer work on its website. CHS coordinates with the State Center Consortium in registering and taking groups to hear about apprentice programs. A variety of departments assist students in developing resumes. Students are encouraged to sign up for volunteer work, i.e., The Fresno Bee Children’s Hospital Day, the Meux Home, and the reenactment of the Civil War Days.

### ELD

The ELD departments are somewhat effective in providing students access to and engagement in career preparedness activities.

ELD students are being prepared in school for the real world. They are receiving integrated ELD in all core and elective classes. At the same time, they are expected to participate in all activities and assignments done in those classes. The

| • ASVAB roster |
| • Career week documents |
| • Interact club activities |

| • Volunteer rosters |
| • Apprenticeship programs list |
| • Various volunteer student lists |

| • Integrated ELD class rosters |

| • Career interest survey |
newcomers are supported by a language tutor in their core classes.

**Math**
The math departments are somewhat ineffective in providing students access to and engagement in career preparedness activities.

Students in Senior Math class complete a career awareness questionnaire about what interests them, what careers exist to support their interests and building awareness towards reaching that career.

**Social Science**
The social science departments are somewhat effective in providing students access to and engagement in career preparedness activities.

Teachers bring in guest speakers from local media, justices, and politicians to give students real world exposure to possible careers. Teachers also include real world simulations in the classroom such as mock elections, debates, passing a bill simulations. Some government teachers require Seniors to complete Civic Engagement portfolios where students have to interact with the local, state, and national governments to become an active member of the community.

Central West High School Social Science Department works to implement career awareness, exploration and preparation into the curriculum as well as providing several co-curricular activities. The AP United States History class implements a resume and job interview simulation where members of the community are invited to perform mock interviews with the students. The Economics class has a personal budget project where students are tasked with planning a budget, accounting for all of their expenses. The Interact Club on campus is sponsored by Social Science teachers and provides a multitude of opportunities for students to be involved in community projects and other real world experiences, including a career fair where members of the community are invited to showcase career opportunities and give keynote addresses.

- Mock interviews
- Mock elections
- Simulations
- Job interviews
- Personal budget projects
- Community projects
- Senior portfolio for civic action
- History day
- Guest speakers from local media, the courts, and local legislators

- Roster from Town Hall meetings
- STEM job fair documents
### Science
Student access to career awareness, exploration and preparation begins in the classroom. In addition, students may attend San Joaquin Valley Town Hall meetings in field of studies. In a recent meeting, students listened to David Epstein talk about the roles of genetics and effort in athletic success. The Library Media Teaches also organize STEM fairs, where individual college and career have displays.

### Special Education
The SPED departments are effective in providing students access to and engagement in career preparedness activities. SPED students are provided with a plethora of opportunities to explore career options.

Transition plans for students at Central high school who are part of the special education department detail lessons and activities to provide students with career awareness. Activities such as Workability, New 2 U store, Apprenticeship workshop, Harris Construction field trip, Job Core and CA conservation core referrals are provided to students. Department of Rehabilitation referrals give students access to job training and career placement beginning in sophomore year. Life skills student work in the Café to gain job skills. All students complete Career assessments and interest inventories. Some activities are more effective than others. Workability is highly effective because it provides students paid work experience.

### Visual and Performing Arts
The visual and performing arts departments are somewhat effective in providing students access to and engagement in career preparedness activities.

Within the VAPA department classes, there are multiple opportunities to expand a student’s world view of career paths towards the arts. Aside from the real-time interviews with professionals that are conducted on Google Meet, lessons in all the theatre and dance classes, use multiple strategies to expose toward employment in arts influenced careers. The theatre and dance departments also sponsor field trips to theatres and performances around the state.

- Transition plans
- Workability activities
- Field trip documentation
- Dept. of Rehabilitation referrals

- Life Skills café work schedule

- Real time interview documentation
- Lesson plans
- Field trip documentation
Recently a group of Mexican Folkloric Dance students traveled to San Francisco to observe the Ethnic Dance Festival auditions.

Central High School Band students participate in competitions at Fresno State; CSU, San Bernardino; UN, Reno and Fresno City almost every year. This gives them opportunities to see and meet the University Directors at these Educational Institutions and allows them to see what types of programs are offered.

The Visual Art Department teaches lessons about various professions in the world of art such as graphic designers, architect, illustrator, and so forth. Students in AP Art are required to create a 24-piece portfolio of their artwork which can then be used for a portfolio application to a university or for a job interview.

- Student portfolios
ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Central High School is effective in most areas of instruction and for most student populations. We readily acknowledge the need for improvement in regards to the graduation rate for English Learner and Students with Disabilities sub groups. Our overall graduation rate has increased by 1.8% and college and career indicators have shown 6.7% growth. Teachers in all departments have actively participated in professional development provided by the district and school site administrators. Additionally many teachers have participated in professional development opportunities outside of those offered through the district. This has promoted growth in instructional strategies available to the teaching staff at Central High School. Through PLCs and other forms of collaboration teachers have shared best practices with professionals on campus.

1.1 Indicator- CHS is effective in involving students in challenging and relevant work as evidenced by student work, curriculum maps, and lesson plans.

1.2 Indicator- CHS is somewhat effective in having students understand the standards and expectations for each area of study as evidenced by learning objectives, rubrics, pre-assessments, and benchmarks. There is room for growth in being more explicit in regards to content standards.

1.3 Indicator- CHS instructional staff members are effective at differentiating instruction through the use of technology and multimedia instructional tools. Through PLCs and data review, CHS instructional staff evaluate the effectiveness of the technology and differentiated instruction used.

2.1. Indicator- CHS Teachers are effective in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology as evidenced by curriculum maps, PLC minutes, Lesson plans, and professional development records.

2.2 Indicator-CHS Teachers are effective in facilitating learning as coaches to engage all students as evidenced through project based lessons, inquiry based lessons, simulations, real world scenario based lessons. This is also an area of growth for at risk populations (EL, SPED, SED, etc).

2.3. Indicator- CHS is somewhat effective in having students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Project based and inquiry lessons are moving us in the right direction and students are showing growth.

C2.4. Indicator- CHS is somewhat effective in having students demonstrate higher level thinking and problem solving skills within a variety of instructional settings. They are performing better in ELA but we need more support in Math as a whole. We also need to improve our special populations.
2.5. Indicator: CHS is highly effective in having students use technology to support their learning as evidenced by the use of Chromebooks and Google apps by most teachers. Further evidence in lesson plans, student work, and projects.

2.6. Indicator- CHS is highly effective in having students use a variety of materials and resources beyond the textbook. This is evidenced by all the online resources used by all departments in their lesson plans and student work. Through CTE pathways students have opportunities to gain hands on experience using industry appropriate tools and equipment to develop real world/employable skills.

2.7. Indicator: CHS is highly effective in ensuring all students have access to career preparation activities through CTE pathways and ROP programs. They are also exposed to content specific experiences including field trips, guest speakers, community engagement, and career fairs.

CHS is somewhat effective in engaging students in said career preparation activities.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Central High School is approaching highly effective in technology use and access. There has been an increase in project, inquiry, and problem solving lessons and projects across contents, and involving real world scenarios due to access to technology. Newly adopted and integrated textbooks and curriculum aligned with new California Common Core Standards in ELA and Social Science as well as some AP courses. CTE pathways are available to students at both campuses and are representative of a variety of industry sectors. For the most part our students are effective learners in regards to the ELA standards. Teachers are offered a variety of professional development through site and district administration as well as seeking out professional development available outside of the district.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Central High School is not as effective on EL and SPED student growth and performance in ELA and needs to increase work on differentiating for EL and SPED students. CHS is also not effective in collecting data on CTE pathways. We need to focus on increasing math performance for all students, but especially African American students, the socioeconomically disadvantaged, and students with disabilities. We are addressing the discrepancies in EL learning with targeted professional development for core teachers.
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1. Prompt: Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]

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<th>Findings</th>
<th>Supporting Evidence</th>
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<td>CHS processes to collect, disaggregate, analyze and report student performance data to stakeholders is somewhat effective. The systems in place to collect and disaggregate performance data is mostly limited to two departments: Math and ELA. Math and ELA departments give district level benchmarks twice a year, however the ability of teachers to access the data in a timely manner is a concern. In addition to benchmarks math and ELA departments receive CAASPP data in the Spring of each year. This data is used by most math content PLCs and ELA grade level PLCs to plan instruction. CHS is exploring methods on tracking grade level cohort data to monitor students’ progress on the five College Career Indicator measurements.</td>
<td>• CAASPP Score Summaries</td>
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<td>• Benchmark Scores</td>
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<td>• ELPAC Scores</td>
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<td>• PLC Notes Reviewing Assessment Data</td>
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<td>• AERIES Student Portal</td>
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<td>• Teaching Fellows Student Data Sheets</td>
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<td>• BIT Rosters</td>
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In spring of 2018 CUSD and CHS transitioned from the CELDT to the ELPAC summative assessment for English Learners, and in fall of 2018 administered the initial assessment to students new to California who declared that they spoke a language other than English. ELPAC data has been shared with ELAC. Learning data is shared with the SSC and with stakeholders who attend the LCAP stakeholder meetings in the Spring of each year.
Career Technical Education
The assessment process of the CTE Departments are effective in that they collect and analyze the data from the student work to inform next steps. Each subject pathway has a slightly different overall focus, but the goal of students mastering the standards is predominant. Formative assessments guide the work and summative assessments are primarily done as a means of obtaining grades representative of the subject standard and certain certifications. The overall results of the assessments with certifications are repeatedly disseminated to the school community and other stakeholders (i.e. CNA Exam pass rates).

Counseling
On account of CHS not presently having a system to measure and monitor college and career indicators, the counseling department is somewhat effective in collecting and disaggregating data to stakeholders. The counseling departments utilize data from a variety of sources (AERIES Database - History and current grades, discipline, counseling/intervention) to guide each student to successful completion of HS and preparation for College and Career readiness. The counseling department teams with administration to analyze student data (Individual, whole group, and sub-group) to provide interventions for greater student success. Some of those interventions include: Edgenuity a credit recovery program, Academic Game Plan, Math and English intervention classes, After-School Tutorial and individual mentoring and counseling also assist student gaining success toward the ends described above.

Academic and attendance data is also utilized in our Behavior Intervention Team meetings to help meet the needs of specific students. In these team meetings the students’ specific needs and possible interventions are discussed with the personnel capable of assisting that student be successful.

English Language Arts
The ELA department is effective in collecting and disaggregating data to stakeholders. CAASPP data indicates that the departments have shown growth in meeting standards over the last few years; this is on account of the department using data to analyze instruction and curriculum. The English Language Department utilizes effective common assessments and benchmarks both formatively and summatively as they move through the standards.

• Common Assessments
• Semester Finals

• Edgenuity Student Summary Reports
• A-G graduation requirement tracker sheets
• CAA score reports

• Common Assessments
• Benchmark Scores
• Standard maps
• PLC minutes
toward student learning outcomes. Data is reviewed in PLCs to inform instruction.

**English Language Development**

The ELD department is somewhat effective in collecting and disaggregating data to stakeholders. With the transition to ELPAC CHS and CUSD are developing processes to disaggregate learning data to stakeholders.

**Math**

The Math Department utilizes somewhat effective common assessments and benchmarks as both formatively and summative as they move through the standards with the students. Common assessments are utilized for individual standards or groups of standards.

A PLC process is in place to somewhat effectively utilize the data formatively and change instruction uniformly. The same PLC process disaggregates and reflects on the benchmark data. Those data points are sometimes used to reteach standards and concepts that were not well mastered.

CHS is also utilizing a lesson study process at both high school campuses to help teaching refine their pedagogy. During the lesson study process that is occurring 3-4 times in the year anecdotal and student learning data is utilized formatively to modify instruction and re-teach based on those modifications.

The Math department also utilizes data from CAASPP assessments, Mathematics Diagnostic Testing Project (MDTP), along with previous grades and teacher recommendation to help counselors with placement of students coming to CHS from our middle schools.

The overall CAASPP data is reported to the board and community as a means of accountability and for resource allocation.

**Physical Education**

The Physical Education department is effective in collecting and disaggregating data to stakeholders.

The CHS Physical Education department differentiates instruction in alignment with skills required through the California physical education standards. The classes are designed around six units of

- PLC meeting notes
- Benchmarks Scores
- CAASPP Scores
- Formative and summative assessments
- PLC minutes
- Lesson plans
- PD
- CAASPP results
- MDTP results
- State Standards
study which are aligned to the California Physical Education Content Standards. Those standards are assessed for progress by the individual teacher who also take that data to their PLCs for further disaggregation and analysis.

Students from special populations have instructional plans teachers use to meet the student’s learning needs and the data from those plans are analyzed case by case.

The Fitness gram testing is the measure that is used and reported out by the Physical Education department. The data from the Fitness gram is also used to develop fitness goal and modify the curriculum for the students as a whole.

The department also somewhat effectively communicates to students based on this data. The overall goal of wellness and life skills is frequently communicated to the students and staff.

**Science**

The Science department at CHS utilizes effective assessment practices in that they assess students on specific science skills and NGSS Standards, which allow them to analyze that data as a PLC and modify instruction to maximize student learning.

Most science teachers have the students journal and describe their learning to later be assessed as work product and later used on assessments as a resource. These Journals allow teachers much of the data needed to know that students are focusing and learning properly.

Critical thinking skills are often developed using “inquiry” lessons and also address the cognitive, social and physical skills that students need in order to be successful. The cross-cutting skills, which connect science to other school-wide disciplines such as social science, math and English, help students develop a coherent and scientifically-based view of the world around them. The focus on, and assessment of, these learnings are what is strengthening our assessment of student learner outcomes. Although the assessment of the above is currently somewhat effective, the practices could soon be considered effective because this has been a focus for our PLCs and professional learning.

The NGSS team is currently working on developing a successful three-course model and selecting the corresponding curricula and
assessments, which will be implemented in the 2019-2020 school year. The assessments that will correspond with this new pathway and learning will be selected by the Professional Consultation Committee made up of teachers and administration.

Our AP pass rate for our AP science classes is highly disseminated and discussed. Year to year decisions as to who teachers, and how those classes are taught is part of a dialog had by administration and teaching staff. The goal of those discussions is high effectiveness of the instruction and a high student pass rate. Albert IO is an on-line program that assesses the student AP class understandings and give immediate feedback for correction.

Other forms of education technology are utilized, both in AP and regular classes, for analysis and re-teaching. Kahoot, Quizlet, Illuminate, and aspects of Google Classroom/Forms are just a few examples of the technology used to assess, disseminate, and analyze the learning.

The assessment and analysis of projects and experiments is also effective and in line with NGSS standards. Students are often allowed to re-do assignments or projects they did not get right the first time. The overall goal of most assignments is understanding and demonstration of that learning. This is also allowed on many assessments.

Social Science
The processes at CHS used to collect, disaggregate and analyze students Social Science Department are effective. Google Forms and Illuminate are programs used by most of the department to score assessments and compile results.

The common rubrics used by AP World History, AP US History, and AP Macroeconomics teachers at CHS align with the College Board Advanced Placement Exams. Through our inner working with administration, Central Social Science teachers have access to district-wide data.

Central High School World Geography classes are introduced to a rigorous social contract, that sets the tone for future goals/needs required to succeed throughout the student’s career within social studies here at Central High School. These include integration of completing performance tasks, document based question analysis, and includes anything relatable to each teaching unit given to

- AP reports
- Google classroom data
- Kahoot and Quizlet data

- Assessment Rubrics
- Semester Finals

- Common Assessment Data
- PLC Notes
them through direct instruction. The integration of technology and digital citizenship, as well as G.A.F.E, helps students to progress even further in their learning goals/needs. Modern World History and US History classes continue this through their unit summative assessments, as well as making things more common with an increasing emphasis on document analysis. In Government and Psychology, students create and comment on content-driven Google Forms/Classroom questions, as well as create/summarize historical significant modern day events (budget projects & civil court case interpretations).

Supplemental assessments and review tools such as Quizizz, Quizlet Live, and Google Forms have also proved to be valuable data collection tools to help us gauge student progress. This data is also integrated into our formative assessment to track student progress and provide targeted practice techniques we need to improve/model as needed. Students and teachers use Google Classroom and Aeries, to help sort results allowing teachers the same course to use common assessments to compare their student’s scores and note areas of improvement.

**Special Education**

The Central High School Special Education Department uses SEIS an effective online assessment processes to collect, and analyze student performance data and inform instruction.

The workability program and transition to college program through FCC team meet on a bi-weekly basis to discuss current student performance on IEP goals and program objectives.

Case Managers work with counselors, students, and parents to program students into appropriate classes based off of IEP needs, graduation requirements, and a-g requirements.

By Education Code CHS is required to assess special education students every three years to determine continued eligibility for services and appropriate placement. IEP goals are created based on this assessment, which are evaluated at the semester and end of year. In Specialized Academic Instruction classes (SAI), the SPED department uses formative assessments to inform instruction and determine what topics need to be reviewed or retaught. This information guides instruction. IEPs can specify appropriate accommodations for CAASPP testing.
The processes at CHS used to collect, disaggregate and analyze students data in the Visual and Performing Arts (VAPA) department are effective and based on the Performing Arts Standards. The Performing Arts Standards include: Artistic Perception: such as processing sensory information like applied dance skills, or learning to play an instrument; Creative Expression: such as performing on stage through dance, in a play or in a video; Historical and Cultural Content: such as learning different styles of dance from various cultural regions and learning about the history of dance and music; Aesthetic Valuing: such as observing and evaluating other performers at various events and/or competitions; Connections, Relationships and Applications: such as learning about the benefits of exercise in a dance class or about career opportunities in video production.

The Performing Arts Department at CHS is effective in ensuring that there is congruence and consistency between the concepts and skills taught, the content standards for each of the grade levels, college and career-readiness standards and the schoolwide learner outcomes. The CHS Performing Arts Department has developed common unit plans that address CCSS and content standards. The VAPA department has developed a shared plan that includes extra-curricular and cross-curriculum lessons to connect to Performing Arts, Ballet, Modern Dance, Performance class and Theatre Arts. Each department’s syllabi is continually revised and aligned to CCSS standards for VAPA. Curricular maps are designed and completed by each section as a group during PLC’s. Assessments are written and practical and are representative of the standards.

The greatest representation and assessment of most performing visual and performing arts lessons are the art or performance itself. CHS has an effective program by the very nature of the performance itself. The number of art award winners at the Big Fresno Fair, or the award winning performances by our Dance classes of all types, Theater, Band, Guitar, or VAPA programs is a testimony to the effectiveness of the use of student learning outcomes along the path to learning.
Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Overall CHS has a somewhat effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored from grade to grade. CUSD and CHS are in the process of exploring systems for monitoring grade-level cohort progress for College and Career Indicator. CHS mails home a report card (Not solely standards based but averaged in disciplines to grades) to each student every six weeks. Additionally, teachers use AERIES which allows students and parents to monitor student progress for grades and assignments.</td>
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<tr>
<td>Career Technical Education</td>
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<td>The CHS has a somewhat effective system to monitor and determine all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, in our CTE and ROP classes. The CHS counseling department is developing a system to ensure that students have the opportunity to be completers. There are classes that are effective in that grades are tied to specific competencies and the learning and assessment outcomes. In our ROP Nursing class students should end the class with a passing grade of B or better and a passage of the CNA Exam. Most of the CTE pathways end in a capstone class or ROP class in which a B or better is necessary.</td>
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<tr>
<td>Counseling</td>
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<td>The counseling department is effective in monitoring students’ growth and progress. The university system provides students with a connection to adults who provide guidance for students on their caseloads. In 2018-19 CHS added additional counselors, which reduced the counselor to student ratio. There is a strategic</td>
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- CTE Pathways
- Industry advisory meeting minutes
- Standards maps
- CTE pathway competencies
plan to add six more academic counselors over the next two to three years, thereby reducing the ratio even more.

Counselors meet with all grade levels to review each individual student’s college and career planning. During the 9th grade year, counselors meet with classes to review their transition into high school, study skills, and academic preparedness and complete a four-year plan to monitor their progress towards high school graduation. During the 10th, 11th and 12th grade years, counselors meet individually with students to monitor progress. The school has provided students with career interest inventories. Individual curricular departments are continuing to develop their standards-based instruction connections through continued collaboration, Professional Learning Communities (PLCs), and professional development. Some departments are starting to implement standards-based assessments and policies regarding.

**English Language Arts**
The impact and effectiveness of the standards based evaluation along with grading practices at CHS are somewhat effective to monitor all students’ growth and progress toward meeting the academic standards along with college and career readiness standards. The English department bases its instruction and student learning on the Common Core State Standards in English but the grading policy is not strictly standards based. The English Department at CHS (West Campus) has worked collaboratively to create and adhere to curriculum maps in an effort to ensure consistent, effective instruction across grade levels. At this time the English department uses district created benchmarks and performance tasks to identify areas of strength as well as areas of potential growth. It has also developed and continues to develop common assessments, instructional practices, and data analysis protocols to measure, identify, target and improve standard specific student performance levels.

**English Language Development**
The ELD department is somewhat effective in monitoring student growth. The department is working on developing and implementing a system to monitor student growth toward meeting academic standards, college and career-readiness standards, and the schoolwide learner outcomes.
Math
The Central High School Math Department has a somewhat effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored. At CHS, three years of Math are required to graduate, but all students are encouraged to take a fourth year.

The Integrated Math course with Math 3 concepts prepares Juniors to be successful in Math 3, giving them the option to attend a 4-year college or university. CHS Math teachers use AERIES to post grades and performance for students and their parents to view and monitor progress.

Math course overviews and expectations are provided in each course syllabi. Additionally, Math course descriptions can be found on CHS homepage.

Teachers in Math PLCs meet regularly to discuss student expectations in classes so that classes align with schoolwide learner outcomes, in addition to the CCSSM.

### Physical Education
The CHS PE Department has an effective system to monitor and determine all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis for monitoring and determining students’ grades. PE teachers assess students based on department grading policies, visual assessments, written assessments and peer observations.

### Science
The Central High School Science Department is somewhat effective with evaluating the impact and effectiveness of the basis for which standards-based grades, growth and performance levels are determined. They are working towards implementing an effective system for teachers in common curriculum use common grading standards to determine individual student performance. Summer School courses are available for students needing to improve course performance levels when unsuccessful. Students are then able to progress forward in their science education upon completion.

<table>
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<tr>
<th>PLC minutes</th>
<th>Standards Maps</th>
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<tr>
<td>AERIES</td>
<td>Department grading policies</td>
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<td></td>
<td>Summer School Course Descriptions</td>
</tr>
<tr>
<td>NGSS</td>
<td>Course Syllabi</td>
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Science PLC’s meet to discuss student progress and curriculum planning to help students meet requirements.

CHS students are required to take three years of science for graduation, but all are encouraged to take a fourth year to ensure that they meet application requirements of colleges and universities and prepare themselves for specific college majors. The Science Department encourages students who have demonstrated a high level of understanding throughout introductory science courses to take AP Chemistry, AP Physics, and/or AP Biology courses to achieve further growth in those areas in order to prepare for STEM education based higher education.

**Social Science**

Social Science does not have benchmarks or standardized tests for social science. However, PLCs work to create standards based assessments with rubrics to monitor student learning. The Social Science department utilizes Aeries to inform students and parents of their standards based grades. The department has created curriculum maps based on the Common Core and State standards and uses them to make sure students attain graduation requirements. PLCs work to create common assessments to compare student growth and needs. The Social Science department implements study sessions and encourages tutoring for struggling students to make sure all students meet academic standards.

**Special Education**

The Central High School Special Education Department has a somewhat effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored. In Directed Studies, Case Managers monitor and assist students in self-monitoring homework and curriculum progress on a daily basis. SPED students regularly meet with teachers to review progress on grades, academics, behavior, social skills, and any other areas of need. Before IEPs or during IEPs, Case Managers inform parents of student progress towards graduation requirements or Certificate of Completion. If students are on track for graduation,
case managers discuss college readiness with the IEP team to ensure that the SPED student is enrolling for appropriate courses.

**VAPA**

The Performing Arts Department at CHS is effective in ensuring that there is congruence and consistency between the concepts and skills taught, the content standards for each of the grade levels, college and career-readiness standards and the schoolwide learner outcomes. The CHS Performing Arts Department has developed common unit plans that address CCSS and content standards. The VAPA department has developed a shared plan that includes extra-curricular and cross-curriculum lessons to connect to Performing Arts, Ballet, Modern Dance, Performance class and Theatre Arts. Each department’s syllabi is continually revised and aligned to CCSS standards for VAPA. Curricular maps are designed and completed by each section as a group during PLC’s. And assessments are written and practical and are representative of the standards.

| - Common unit plans |
| - Department syllabi |
| - CCSS standards for VAPA |

| - PLC minutes |
| - Curriculum maps |

| - Evidence of participation from various events |

The greatest representation and assessment of most performing visual and performing arts lessons are the art or performance itself. CHS has an effective program by the very nature of the performance itself. The number of art award winners at the Big Fresno Fair, or the award winning performances by our Dance classes of all types, Theater, Band, Guitar, or VAPA programs is a testimony to the effectiveness of the use of student learning outcomes along the path to learning.
Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.

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<th>Findings</th>
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| **Introduction** - CHS does not have a schoolwide system to monitor college and career readiness standards growth, other than grade reporting and graduation rates. Therefore, CHS has an ineffective system to monitor growth and progress of all students to meeting schoolwide learner outcome, academic standards, and college and career readiness standards. CHS is working with the district to develop systems for such monitoring of student growth. | • Grade reporting dates  
• Graduation rates |

D1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.
Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

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| Central High school is effective in evaluating the process that the school leadership and instruction use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. | • AERIES Screen  
• Student Information Packets. |
| CHS utilizes the AERIES program to monitor graduation requirements, credits, course completion and grading policies. All courses are tracked in Aeries as students are enrolled into courses. There are screens that are used to track course completion, graduation requirements, credits earned and attempted. Counselors, and administrators can assess and evaluate the progress of each student and individually to ensure the needs of students are met. The Grading screen is also utilized where teachers input their assigned homework and grading policy to also inform counselors and administration to make sure student needs are being met and challenged through a coherent and relevant curriculum. All stakeholders are informed of the homework and grading policies to review for effectiveness. | |
| CHS also relies on a Curriculum and Instruction Team, Academic Councils, and PLCs to discuss, evaluate, and review current programs in place at the school. Through these meetings, areas of need are identified so as to create programs or systems to improve them. Weekly management meetings with administration are used to focus on addressing issues or concerns. | |
Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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| The overall effectiveness of how assessment results have caused changes in the school program, professional learning and resource allocations at CHS are effective. | • CAASPP Scores  
• Math solutions lesson plans  
• Evaluation form |
| Math assessment results on the CAASPP and on local benchmarks indicate a lack of student learning of the math standards for CHS students. In addition classroom evaluations identify a lack of student engagement in math classes. As a result CHS and CUSD have partnered with Math Solutions to provide professional development that is focused on improving student engagement and learning. | • EL support (Annette Medrano)  
• All staff trainings power points |
| Because English Learner students have been underperforming and a learning gap remains for those students we have also places a great emphasis on this subgroup as well. We have partnered with the English Learner Group to coach administration and teachers on best practices. We are showing effective use of the PL practice because students are growing in the EL standards based on the five by five grid California state accountability measure. | • KTEA  
• WIAT |
| SPED assessments on the KTEA and WIAT also show CHS special education students to have a learning gap as well and Professional... |
D1.6. **Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. **Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

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<th>Findings</th>
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<tr>
<td>CHS is effective in the process of reviewing and assessing programs to ensure that student needs are being met with a challenging, coherent and relevant curriculum. CUSD and CHS have multiple opportunities to review and improve programs to ensure that students’ needs are being met. Site Administration attend monthly professional development meetings which highlight a focus in instruction and curriculum to guide site leadership in evaluating the effectiveness of our programs. In addition, teachers are selected by their peers in the selection of new text books. The site leadership team along with teacher leaders meet in various forms, such as curriculum and instruction team and academic council, to ensure that programs remain effective in meeting student needs. CHS utilizes the School Site Council, Academic Council, and the WASC process as opportunities to review our program(s) and student learning outcomes. With each entity, the student outcomes and needs are discussed along with the overall program that is challenging, coherent and relevant. Individually each department and PLC give feedback on each of these bases as the information or assessment of the learning becomes available. On an ongoing basis each department will form a professional Consultation Committee to evaluate the curriculum when a new adoption is taking place. Each department has their own process for developing new classes needed.</td>
<td>• School site council agenda/minutes  • Academic council agenda/minutes  • PLC minutes  • Math professional consultation committee agenda/minutes  • Science PCC agenda/minutes</td>
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</table>
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

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| Overall the appropriateness and frequency of assessment strategies is somewhat effective based on the diversity of the use of assessments and the frequency of these assessments. Formal District benchmarks are utilized in the math and ELA departments. Content area PLCs use these findings to modify the learning/teaching practices to increase student learning and achievement. The yearly CASSPP and the English Learner Progress Assessment Consortium assessment are used summatively with the student but formatively with our school as a whole to assess our programs. Each of the program areas below have both formative and summative assessments that are used to adjust instruction and measure student achievement. The effectiveness for each is individual to each department. | - District benchmarks  
- PLC’s common assessments |
| Career Technical Education Each individual CTE path utilizes multiple forms of assessments to monitor growth. Each capstone or ROP class has its own summative skills assessment that is consistently measured to demonstrate standards mastery in that subject. Each CTE pathway also has formative assessments that are utilized to inform instruction and re-teaching. | - Common assessments  
- Semester Finals |
English Language Arts
The ELA department utilizes multiple assessments to accurately monitor student growth. In addition to curriculum embedded assessments there are District level benchmarks that are used summatively and formatively to modify instruction and help students understand the content and processes.

Prior to entry into CHS counselors look at the students’ CAASPP ELA assessment and final grade to determine 9th grade recommendation for additional support.

English Language Development
The ELD department is somewhat effective in using formative and summative assessments to measure student growth. With the new model of Integrated ELD introduced to the school, more professional development is needed to support teachers in properly gauging English Learner progress and development.

Math
In order to ensure students and teachers to accurately measure students understanding of the Math standards, both formative and summative assessment data is frequently reviewed. In addition to curriculum embedded assessments, there are District level benchmarks that are used summatively and formatively to modify instruction and help students understand the content and processes.

Prior to entry into CHS eighth grade students take a diagnostic assessment which is used along their CAASPP Math assessment and final grade to determine 9th grade placement and recommendation for additional support.

During the math lesson study process anecdotal data is collected by the teacher on the team. That data is used formatively to improve the lesson and increase student learning outcomes.

In addition to the assessments described there is a semester final grade that is used summatively. Along the way curriculum is modified for re teaching through the PLC process. Assessment retakes are also allowed once a student has proven a re-study/re-work of the material.

Many different technologies are utilized to track student progress and re-teach where needed. Those include the AERIES grade book, Google Classroom, Quizzes, Kahoot, etc.

- District Benchmarks
- PLC Common assessments
- Master Schedule
- District Benchmarks
- PLC Common assessments
- Mathematics Diagnostics Testing Project results
- Math data walks
- Course Syllabi
- AERIES
**Physical Education**

The PE department has improved over the past several years in their use of formative and summative assessments to help students gain understanding of the PE Standards and assess progress toward those standards.

The CHS Physical Education department has designed assessments targeted at the six units of study which are aligned to the California Physical Education Content Standards. Those standards are assessed for progress by the individual teacher who also take that data to their PLCs for further disaggregation and analysis.

Students from special populations have instructional plans teachers use to meet the student’s learning needs and the data from those plans are analyzed case by case.

The Fitness gram testing is the measure that is used and reported out by the Physical Education department. The data from the Fitness gram is also used to develop fitness goal and modify the curriculum for the students as a whole.

**Science**

The Science department at CHS utilizes effective assessment practices in that they assess students on specific science skills and NGSS Standards, which allow them to analyze that data as a PLC and modify instruction to maximize student learning.

Most science teachers have the student journals and describe their learning to later be assessed as work product and later used on assessments as a resource. These Journals allow teachers much of the data needed to know that students are focusing and learning properly.

The focus on, and assessment of, NGSS learnings are what is strengthening our assessment of student learner outcomes. Although the assessment of the above is currently somewhat effective, the practices could soon be considered effective because this has been a focus for our PLCs and professional learning.
**Social Science**

The processes at CHS used to collect, disaggregate and analyze students Social Science Department are effective. Google Forms and Illuminate are programs used by most of the department to score assessments and compile results.

The common rubrics used by AP World History, AP US History, and AP Macroeconomics teachers at CHS align with the College Board Advanced Placement Exams. Through our inner working with administration, Central Social Science teachers have access to district-wide data for formative program growth purposes.

The social contract that is set forth in CHS World Geography classes sets the tone for future goals/needs required to succeed throughout the student’s career within social studies here at Central High School. These include the performance tasks and the document based question analysis. The integration of technology and digital citizenship, as well as G.A.F.E, helps tstudent’s progress even further in monitoring progress to their learning goals/needs.

Modern World History and US History classes continue this through their unit summative assessments, as well as making things more common with an increasing emphasis on document analysis.

In Government and Psychology, students create and comment on content-driven Google Forms/Classroom questions, as well as create/summarize historical significant modern day events (budget projects & civil court case interpretations). The analysis of these process is a very practical way for students and teachers to monitor the progress.

Supplemental assessments and review tools such as Quizizz, Quizlet Live, and Google Forms have also proved to be valuable data collection tools to help CHS gauge student progress. This data is also integrated into formative assessment to track student progress and provide targeted practice techniques needed to improve/model as needed. Students and teachers use Google Classroom and Aeries, to help sort results allowing teachers the same course to use common assessments to compare their student’s scores and note areas of improvement.

- Google form report
- Rubrics
- Copy of Social contract
- Common assessments
- Project directions
- Google Classroom
- AERIES
**Special Education**

Students who are a part of the special education program are assessed regularly to determine progress. Students who are in the RSP program would be enrolled in general education core classes. In addition to the assessments in those classes, progress on their goals, which are specific to grade level standards, is evaluated 3 times per year. Students in the SDC and Life Skills programs are assessed at a minimum 3 times per year for progress on goals, which are again tied to grade level standards. The assessment type is determined as a part of the goal and are highly effective, as it is determined in advance, what the student will need to do to meet the goal. These students are also assessed annually as a part of their IEP process. Every 3 years, a full assessment is conducted to review present levels in academics, cognitive, health and any other area of concern.

- Core class assessment results
- CAASPP results
- SDC & Life skills assessment results
- IEP reports
**D2.1. Additional Online Instruction Prompts**: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

**Demonstration of Student Achievement**

**D2.2. Indicator**: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt**: Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>CHS is effective with the processes of using assessments to guide, modify, and adjust curriculum and instructional approaches. PLC time is dedicated twice a month to allow each department or subject group to work together to analyze data, adjust instruction, plan and create common lessons and assessments. Each department has the same amount of time within the school calendar and day. Each department allocates different amounts of time to each of those four areas. Some departments like Social Science, World Languages and our Consumer Family Services groups even work in their PLCs outside of that time by working together on vacations and during the summer. Through the use of PLCs, teachers are able to identify student’s needs by reviewing data as a team.</td>
<td>• Professional Development Calendar</td>
</tr>
</tbody>
</table>
| **Career Technical Education**
- The assessment process of the CTE Departments are effective in that they collect and analyze the data from the student work to inform next steps. Each subject pathway has a slightly different overall focus, but the goal of students mastering the standards is predominant. Formative assessments guide the work and summative assessments are primarily done as a means of obtaining grades representative of the subject standard and certain certifications. The overall results of the assessments with certifications are repeatedly disseminated to the school community and other stakeholders (i.e. CNA Exam pass rates).

**English Language Arts**
- The ELA department is effective in using PLCs to analyze and review instructional practices and curriculum. The CHS English department has both formative and summative assessment that are in use. Even the summative state and District assessments are | • PLC meetings
- Department Formative and Summative Assessments

| • PLC minutes
- Department Formative and Summative Assessments |
used formatively over time to modify instruction and help students understand the content and processes. As a PLC the department, in conjunction with administration, has made decisions to focus differently on the use of the curriculum and even the curriculum itself through the professional consultation committee. In addition to curriculum embedded assessments there are District level benchmarks that are used summatively and formatively.

From year to year changes have been made based on summative assessment outcomes and better fit for specific courses. It is believed the AP courses have such a significant weight on student outcomes that the teachers with high administration and high pass rates are the one who should be teaching that course. And changes have been and will be made because of this rationale.

**English Language Development**
The ELD department is effective in using PLCs to analyze and review instructional practices and curriculum. Teachers in the department underwent a series of professional development focused on integrated ELD strategies. Throughout the year, they have used PLC to discuss implementation of these strategies to support student learning.

**Math**
The math department is effective in using PLCs to analyze and review instructional practices and curriculum. The CHS Math Department uses multiple assessments to adjust and modify instruction based on the data that is given from those assessments.

Formative assessments are observed on a daily basis in many classes and curriculum embedded quizzes. Benchmarks are also used formatively in many cases when re-teaching and re-assessments occur because of a need observed by the individual teacher or the PLC. The instructional technology utilization.

**Physical Education**
The PE department is somewhat effective in using PLCs to analyze and review instructional practices and curriculum. Finding time for all teachers to meet is a challenge given the fact that many teachers in the department also have coaching assignments which pulls them away during regularly scheduled PLC times. The CHS Physical Education department evaluates
instruction in alignment with skills required through the California physical education standards. Each of the six units of study which are aligned to the California Physical Education Content Standards are assessed for effectiveness. Those standards are assessed for progress by the individual teacher who also take that data to their PLCs for further disaggregation and analysis.

**Science**
The science department is effective in using PLCs to analyze and review instructional practices and curriculum. Individually, science instructors use formative assessment to adjust teaching on a weekly, if not daily basis. In Science PLC’s, knowledge gained from formative assessments is used to plan summative assessments. Results from larger summative assessments are used for decision making purposes in developing future instruction.

Curriculum is divided into manageable units, with a clear and concise “big idea”. Courses utilize periodic quizzes to check for understanding. Many science assignments are designed to meet NGSS performance expectations and are graded using rubrics which are used for student feedback. PLC members in the Science department review summative assessment results, reteach when appropriate, and adjust assessment materials as necessary.

**Social Science**
The Social Science department is effective in using PLCs to analyze and review instructional practices and curriculum. The CHS Social Science department has both formative and summative assessment that are in use. Even the summative assessments are used formatively over time to modify instruction and help students understand the content and processes. As a PLC the department has made many decisions in many of the classes to focus differently on the use of the curriculum.

From year to year changes have been made based on summative assessment outcomes and better fit for specific courses. It is believed the AP courses have such a significant weight on student outcomes that the teachers with high administration and high pass rates are the one who should be teaching that course. Changes have been and will be made because of this rationale.

- Science Quizzes
- Rubrics
- PLC minutes
- Department Formative and Summative Assessments
Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>At Central High School, reviewing student progress, providing effective feedback to students regularly over time based off student’s progress towards standards, the college and career readiness and the schoolwide learner outcomes is somewhat effective.</td>
<td>• Aeries Grade book</td>
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<tr>
<td>The counseling department has structures in place to facilitate interviews and dialog between them and the students. Their primary focus of most of these interactions is to assist students in being successful in their classes and having the best information to help them be on target to graduate. The focus is also college and career preparedness. Often students and counselors meet with teachers as well, in order to help the students be successful by mastering standards in their core classes.</td>
<td>• Evidence of counselor meetings with student</td>
</tr>
<tr>
<td>The Principals at both East and West hold Student Roundtables or advisories. These roundtables or advisories ask questions of students that are pertinent to the students’ understanding of their academic and college and career readiness. Questions like, “Do you feel you have a fair opportunity to make up work or tests where you did not understand the material?” are used to open the dialog with teachers as a whole.</td>
<td>• Data/Findings from student roundtables</td>
</tr>
<tr>
<td>It is difficult to assess the overall effectiveness of teacher/ student dialog because it is different from discipline to discipline, and from teacher to teacher. The agriculture department sets very specific goals for the students in the FFA program. There are conversations regularly with the teachers regarding the students’ progress toward certain FFA Degrees. The PE Department uses Aeries to post grades throughout the school year. The department provides student’s progress over time based on the academic standards, the college- and career-readiness standards and the</td>
<td>• AERIES</td>
</tr>
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</table>
schoolwide learner outcomes. Teachers meet with students to converse and inform students to inform them to the degree in which students are prepared for college, career and life. In the CHS Science department, providing students with feedback regularly is part of monitoring students progress in achieving academic standards, the college-and career readiness standards, and the schoolwide learner outcomes. Every teacher has individual conversations with students regarding their process but some have formalized this process into an effective one.

Based on student perception survey CHS students have a great understanding of standards and expected learner outcomes, and the skills necessary to be considered prepared for college, career, and life. To a moderate extent, students perceive that they receive frequent feedback from teachers concerning their progress toward meeting learner outcomes.

- WASC student input survey
Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Central High School is somewhat effective in the process of collecting, disaggregating, and analyzing/reporting data to stakeholders. This is evidenced through the PLC meeting minutes and through the grading reporting system—AERIES Student portal. Through the use of standards maps and pacing guides completed in PLCs, departments compose common and summative assessments to gauge and measure student learning; Central High School is somewhat effective in determining standards-based grades, growth, and/or performance levels. When it comes to tracking student performance, Central High School is somewhat effective with systems through the counseling department to identify students’ growth/progress toward meeting learner outcomes/standards/college and career readiness indicators, but ineffective in having a school-wide system for monitoring students’ growth/progress. Throughout the year, administration and teachers use assessment data to evaluate the effectiveness of instruction and curriculum. This review takes place in academic council meetings, staff development meetings, and department PLCs; the school is effective in reviewing data and using this information to assess the effectiveness of programs to make changes in the efforts of improving student achievement. With the school-wide expectation of every teacher administering semester finals, the school has created a culture where PLCs create common and summative assessments. In using formative and summative approaches, Central High School is somewhat effective. Moving toward implementing a new school accountability system through College and Career Indicators (CCI), Central High School is in the process of developing tracking/monitoring systems to identify student progress in meeting CCI requirements. The school is somewhat effective in providing progress reports and feedback to students regarding their achievement toward college, career, and life indicators.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- At Central High School each department uses assessment data to inform instruction
- At Central High School standards guide planning of instruction and creation of assessments
- At Central High School there is a system for identifying students not meeting graduation requirements
<table>
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<tr>
<th>Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth</th>
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<tbody>
<tr>
<td>- There is a need for more consistent practices of reviewing and using assessment data at both sites</td>
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<tr>
<td>- There is a need for school-wide systems for monitoring student progress under all student populations</td>
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<tr>
<td>- There is a need for targeted interventions to increase student achievement among SED (socially economically disadvantaged) students</td>
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</tbody>
</table>
Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

The strategies and processes that CHS utilizes to involve family, business, industry, and the community is effective in engaging the community in the learning process. CHS efforts to involve parents of non-English speaking and special needs students is somewhat effective.

Family

A wide range of strategies including publications, electronic technology, public meetings and various other means to encourage parental and community involvement and to inform parents and the community about the learning process.

Central High School communicates to parents and families in multiple ways. The school website contains a variety of school information as well as staff email and voicemail information for individual contact. CHS uses several social media platforms such as Facebook and Twitter to disperse important information to parents, along with other members of the community. In addition to these avenues of communication, the Remind App is used significantly throughout the year to inform parents/guardians and other community members of ongoing and upcoming events such as college scholarships, deadlines, campus events, school events, and construction around CHS. Dialers are sent out through Connect Ed to send out mass communications to parents by both phone calls and emails. Peach Jar is another way to send out flyers of upcoming events to parents and the community.

The district provides parent notices that are translated to Spanish, Hmong, and Punjabi and they are in the process of having

- https://chs.centralunified.org/
- Facebook link https://www.facebook.com/centralunified/
- Twitter link https://twitter.com/CentralUSD
- Remind App Messages
- Connect Ed Account
- PeachJar Flier
- Translated flyers/
emergency cards in these languages. Central High School regularly holds events that are open to parents and community members and represent the culture and community that surrounds the campus.

CHS has two Home-School Liaisons who work to enhance communication and engagement with our Spanish speaking parents and families of English language learners.

CHS ELAC coordinators discuss English Learner programs with parents/guardians that are in place at our school to help our English learner students do better in their education, and prepare them for college, career and community. Last school year, the CHS ELAC team held a reclassification banquet dinner recognizing students who have successfully passed the CELDT test and met all criteria to be reclassified.

Central High School provides services to accommodate parents and guardians through Home Hospital and IEP meetings, digital and hard copies of school events and student progress (Aeries).

World Languages Fair 2017
Folklorico Dances
Diwali and Vaisakhi Celebration
Day of the Dead
Cinco de Mayo
Special Olympics
Career Day
STEM Library Day
Theatre Performances
Back to School Night
Open House
Athletic Events
Music Performances.

Central High School offers students and parents at both campuses the opportunity to attend new student orientation to become involved in the teaching and learning process before the school begins. For example, incoming 9th grade parents are invited and encouraged to attend a parent meeting during their child’s 8th grade year when their child is registering for classes, to learn about course offerings, graduation requirements, and extracurricular activities. Students receive schedules and maps to locate their classes before school begins. Central High School has transitioned to an electronic process for students and parents to request

<table>
<thead>
<tr>
<th>ELAC Agenda/minutes</th>
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<tbody>
<tr>
<td>ELAC recognition dinner flyer/email</td>
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<tr>
<td>Flyers/sign-in sheets for the events listed</td>
</tr>
<tr>
<td>Meeting minutes/emails</td>
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<tr>
<td>WOW Agenda and activities</td>
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</tbody>
</table>
schedule changes/modifications. This allows the academic counselors to streamline the process and provide more individualized counseling services for students and parents.

During the first week of instruction, CHS offers a Week of Welcome (WOW Week) that serves as a preview day for new and current students. The primary focus of WOW week is to establish a positive school culture at CHS. Topics that are addressed include, safety, dress code, expectations, transportation, CLAWS, goal setting, and other additional resources that are available to ensure success at CHS.

In the fall semester, CHS hosts Back to School Night, where parents/guardians and the students are able to visit their classrooms and meet their teachers. This event serves as an opportunity for all stakeholders to come together to support the students and their academic success. CHS places an emphasis on our College and Career opportunities by having a College and Career Fair twice a year at both sites and ongoing parent workshops throughout the school year.

**Business**

CHS partners with local businesses and STEAM Fair (Science, Technology, Engineering, Art, and Math) in March. In the Spring semester, CHS hosts an annual Open House and Academic/Scholastic Awards Ceremony. This event showcases the hard work and dedication that the students have committed themselves to throughout the year. Parents are encouraged to participate in their students’ success by attending the ceremony. All CTE courses and pathways regularly meet with their respective industry advisors to ensure that their programs are relevant.

The School Site Council at CHS meets 4 times a year to review the School Site Plan for Achievement and ensure that all expenditures made with State and Federal funding are aligned to goals in the plan instruction so as to meet the needs of EL, GATE, and Special Ed students.

Teachers in the World Languages departments use technology to make language more accessible. For example, students use to video conferences with students/classes from other countries. Online resources through video and audio recordings are used frequently to deliver content to students.

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<tr>
<th>Business</th>
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<tbody>
<tr>
<td>• Copy of handbook</td>
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<tr>
<td>• Back to School Night flyer/schedule/sign-in sheet</td>
</tr>
<tr>
<td>• College/Career Fair flyer/sign-in</td>
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<tr>
<td>• Awards flyer/agenda</td>
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<tr>
<td>• SSC Meeting minutes/agendas</td>
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<tr>
<th>Business</th>
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<tbody>
<tr>
<td>• STEAM Fair announcements</td>
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<td>• Scholastic awards documents</td>
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<td>• CTE industry advisor minutes</td>
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<tr>
<th>Business</th>
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<tr>
<td>• SSC agendas</td>
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<td>• ELAC agendas</td>
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<th>Business</th>
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<tr>
<td>• World Language video conference evidence</td>
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</table>
Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community member’s expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>To a moderate extent CHS solicits and employs businesses and community resources to support and extend learning. On account of a variety of community partnerships students’ are provided opportunities and are exposed to relevant skills for preparedness for college, career and life. This is an effective process to provide CHS students with real world applications of the learning standards and schoolwide learner outcomes.</td>
<td>Field trips, World Languages dept., Ms. Tahiti, Mayor of city in France, Job fairs, Guest speakers, Town Hall meeting</td>
</tr>
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</table>

**CTE**
To a great extent CHS CTE programs connect with businesses and community resources to support and extend learning. In addition, to their advisory boards most programs have connections to industry organizations at the State and National levels. For example, the Consumer Family Studies pathway belongs to Family Career and Community Leaders of America, and the Ag program is an active member of Future Farmers of America. CTE programs also participate in industry field trips, and compete locally and nationally at a variety of industry competitions.

**College and Career Centers**
To a great extent CHS College and Career Centers connect with businesses and community resources to support and extend learning. CHS East and West have a full-time College Career Center Advisor as well as a fully functioning College and Career Center. The College and Career Center (CCC) provides a variety of resources for college, career, and life planning for post-high school years. In the CCC, students can obtain information on:

- College (Community Colleges, 4-year Universities, etc.)
- Testing and Test Prep (SAT, ACT, PSAT)
- Financial Aid and Scholarships (FASFA, CSS, Financial Aid Workshops)
- Career Pathways and Info on Different College Majors/Minors

- College (Community Colleges, 4-year Universities, etc.)
- Testing and Test Prep (SAT, ACT, PSAT)
- Financial Aid and Scholarships (FASFA, CSS, Financial Aid Workshops)

College/Career Centers
In addition to scheduled appointments and presentations, students are welcome to visit the CCC during lunch or after school to utilize resources. In the Fall of 2018 the career center hosted a “Career Week” which brought in a variety of industry panels each day for presentations, questions and answers related to different industry pathways.

**Library Media Center**
To a great extent CHS Library Media Centers connect with businesses and community resources to support and extend learning. The library media center has hosted a Science, Technology, Art, Engineering and Math (STEAM) career fair for the past three years. Different career paths set up booth in the library and provide information to students. In addition the Library Media Teachers provide opportunities for CHS students to attend San Joaquin Valley Town Hall where they are able to hear World Renown speakers.

**Interact Club**
To a great extent CHS Interact Club connects with businesses and community resources to support and extend learning. The Interact Club is an integral part of the CHS community. This program partners with the Cultural Arts Rotary Club of Fresno to promote volunteerism throughout the central community. Students connect with organizations throughout the Fresno and Clovis area and provide their time and service. Most notably is the annual Winteract event that is held at Valley Children’s Hospital. This event, held every December, requires a two month prep with over 60 hours of individual volunteer service. Students who serve more than 100+ hours receive a stole at graduation.

**World Languages Department**
To a great extent CHS World Languages Department connects with businesses and community resources to support and extend learning. In the Spring of 2016 the CHS World Languages departments hosted the World's Language Fair at the East Campus. This event brought in over 4000 students from all over the state of California. The school was organized into the countries whose languages were represented at the fair. In addition, the French teacher has used his connections to garner visits from international organizations and personnel such as the Mayor of Chateauroux and Miss Tahiti.
**Cencal Mentoring**
CUSD and CHS has partnered with Cencal Mentoring, a community based mentoring program that focuses on providing social and emotional supports for our most at-risk students. Cencal receives names of at-risk students from staff and administration, they give a baseline behavioral assessment to identify where each student is the most challenged. They then meet individually and in groups with these students to provide them with social and emotional support plan.

**E2. School Environment Criterion**
The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

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<tr>
<td>To a great extent CHS is effective at implementing policies in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. Understanding that a safe school culture and school campus is critical to student learning, CHS makes safety a top priority throughout the school year. In the fall of each year the SSC of Central High School and the Board of Trustees of CUSD approve the Safe School</td>
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</table>
  - Safe School Plan Meeting Minutes/Staff Meeting agendas  
  - Work Order Completions |

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Plan. Components of Safe School plan are reviewed with CHS staff at various times throughout the school year.

To a moderate extent the CHS custodial staff is somewhat effective in ensuring that both campuses remain relatively clean and orderly. CHS employs one site lead custodian at both east and west. To a moderate extent the district grounds and maintenance and operations departments are somewhat effective in supporting the school site with overall maintenance. Each site has a Vice Principal who coordinates with the maintenance and operations department to address facility concerns. In addition, the Maintenance and Operations Team (MOT) hold quarterly meetings to discuss site issues.

CHS also implements effective practices and procedures to ensure that all aspects of student safety.

According to the California Healthy Kids Survey, 70% of parents reported that they feel welcome to participate in the school. According to the survey, 61% parents either agreed or strongly agreed that school staff takes parent concerns. 80% of parents reported that the school keeps parents well informed about activities, and 73% reported that the school responds promptly to phone calls and emails.

Internet Safety
To a great extent CHS is effective at implementing policies in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students through technology. CUSD and CHS are effective in ensuring that students are provided with a filtered online educational program. In 2016/17 school year the district technology department upgraded the infrastructure and improved the security of the network for all staff and students. In 2016/17 the district purchase Chromebook carts for all core content areas and in addition the World Languages department. They also purchased Classroom Orchestrator that allows each teacher to remotely monitor the students’ computers. All staff and students are required to sign an acceptable use policy which is provided to us by the district. CUSD staff, School Resource officers as well as site staff have provided social media awareness presentations to the community. In particular the seriousness of posting online threats.
### Bullying
To a moderate extent CHS is effective at implementing policies regarding bullying in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. CHS staff and administration are effective in creating awareness and monitoring bullying both on campus and through social media. In the fall of each year social and emotional support staff along with peer connectors have a bully awareness week for the students at both campuses. When incident of bullying occur CHS administration provides conflict resolution and the students are required to sign and memorandum of understanding.

### Drugs and Alcohol Abuse Education and Intervention
To a moderate extent CHS is effective at implementing policies and programs for drug and alcohol abuse in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. Up until October of 2018, CHS partnered with EMINENCE, a drug/alcohol prevention counseling program aimed at educating and supporting students in these areas. Students would be referred to the program by administration, staff, or self-referral.

### Conflict Intervention
To a great extent CHS is effective at implementing conflict intervention in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. CHS is highly effective in providing students with conflict interventions. CHS has one Guidance Learning Director, five fully-credentialed Guidance Instructional Advisors, six counselors, and two intervention counselors that help students with conflict resolutions, social, emotional and academic counseling, and scheduling. Each site has an administrator who, along with a GIA and the school psychologist, work together on Student Study Teams (SST) to help struggling students. Parents, teachers, and administrators can refer students of concern to a Student Study Team (SST) meeting. In the meeting, the team works with the family and student to identify strengths and areas for growth and consider options for intervention. Both campuses also provide full-time health assistants who help maintain the health and welfare of students. There are procedures in place to refer students to personnel that provides social and emotional support. Through online

- Anti-Bullying Week Flyers
- Memorandum of Understanding contracts
- AERIES Data for number of Conflict Resolutions conducted
- Copies of SST’s
- CSI referrals
- BIT Meeting Agendas
- Peer Connectors certificates
- SAP Agendas
- Individualized counseling minutes
- Youth Court minutes/agendas
- After School Tutoring Sign-in sheets
- Club minutes
- PBIS agenda/minutes
referral processes (CSI), students’ and or teachers can make a referral for students in need of social/emotional supports. CHS has a Peer Connectors program for students to assist other students with appropriate peer counseling. Each site conducts weekly Behavioral Intervention Team (BIT) meetings where key stakeholders come together to communicate about our Tier 2/3 students and ensure they are placed in the appropriate interventions. The Intervention Counselor also coordinates support services for students. Through the facilitation of support services such as SAP’s, this program has successfully reduced students’ behavioral and disciplinary violations, substance use. This in return has improved school attendance and academic performance, as well as helped students get through school safely and successfully.

**Hate Speech**
To a moderate extent CHS is effective at implementing policies regarding hate speech in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. CHS does a somewhat effective job ensuring students are free from hate speech. At this time there is not a formal program addressing this topic; each incident is treated on a case by case basis by administration.

**Disaster Preparedness**
To a great extent CHS is effective at implementing disaster preparedness in its commitment to ensuring a safe, clean, and orderly environment that nurtures learning for all students. CUSD and CHS are highly effective in providing disaster preparedness for all students and staff. Fire drills are practiced once a month and our reported to District Office staff. In addition CHS is required per the school safety plan to have a shelter in place drill every semester. As a result of recent school violence CHS instituted “See Something Say Something” week. During this week there are various topics covered in regards to student safety, with the primary focus being awareness and preparedness in the event of an active shooter on campus.

- Discipline data
- Site Safety Meetings/Staff
- Drill Reports
- (Fire/Lockdown)
- Safety Week (See Something, Say Something)
- Fire Drill Instructions posted in classrooms
- Fire Extinguisher Compliant
- Water Services in Classroom (West Campus Potable Water)
- Face - Off (Peer Connectors Event)
**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

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<th>Findings</th>
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| To a great extent CHS creates a school environment that is caring, concerned, and has high expectations for every student. Recognizing that students achieve more when they are engaged in a caring community, CHS focuses on providing multiple programs and processes to ensure that every student feels welcomed and cared for by staff. | • BIT Agenda  
• BIT monitoring tool |

**Behavior Intervention Team (BIT)**

To a great extent CHS creates a system for monitoring social/emotional needs of students to create a school environment that is caring, concerned, and has high expectations for every student. In an effort to improve tier 2 and 3 supports for students with both behavior and social and emotional concerns in 2014 CHS initiated the Behavioral Intervention Team. This team meets up to two times per month to discuss and provide interventions for tier 2 and 3 behavior intervention students. The team consists of a VP from each of the universities, school psychologist, intervention counselor, intervention specialist, and PBIS coordinator. The team monitors tier 2 and 3 interventions for identified students from each of the universities.

**Student Assistance Program (SAP)**

To a great extent CHS creates a program of support to ensure a school environment that is caring, concerned, and has high expectations for every student. The SAP program is highly effective in providing students an environment of caring and concern. This tier 2 intervention was first instituted at CHS East campus in 2014, and is currently at both campuses. This program provides an additional layer of support for students who are struggling with a variety of issues such as grief, divorce and other various concerns. Groups consist of two highly trained staff members and up to ten students. There are multiple SAP groups

• SAP referral forms
• SAP perception data
and are strategically set up to provide the supports needed for groups and individuals.

**PBIS**
To a moderate extent CHS creates a PBIS school environment that is caring, concerned, and has high expectations for every student. CHS is currently working on expanding the program into all classrooms. PBIS is the overarching behavior and intervention program that CUSD and CHS implements for behavior and intervention supports. CHS is effective implementing PBIS to provide students with an environment of caring and concern. In addition to the tier 2 and 3 interventions that are provided to students via BIT and SAP appropriate student behaviors are encouraged and incentivized through the tier 1 PBIS supports. Each campus as a PBIS team that is coordinated by a certificated staff member and consists of teachers and school staff.

**CenCal**
To a great extent CHS/CenCal Mentoring partnership creates a school environment that is caring, concerned, and has high expectations for every student. CenCal Mentoring is highly effective at providing CHS most at-risk students with an environment of caring and concern. This partnership began in the 2016/17 school year and has since become a powerful tool to support students who are involved in gangs, and who lack social emotional supports in their homes. Since its inception in 16/17 the program has grown to provide full time support at both campuses and in addition full-time supports at the alternative education campuses as well as all three middle schools.

**Full Time School Resource Officers (SROs)**
To a great extent CHS SROs create a school environment that is caring, concerned, and has high expectations for every student. CHS SROs are highly effective at providing an environment of caring and concern for all CHS students. CUSD contracts with the Fresno County Sheriff to provide an SRO at the west campus and with Fresno Police Department to provide support at the east campus. In 2018/19 the district added one additional SRO to cover the alternative education campus and one of the middle schools, this allowed the east campus to have a full time officer dedicated to the east campus. The SRO at both campuses not only provide law enforcement support to administration, but also provide educational services to the community in regards to school safety. SRO help organize “See Something Say
Something” Week and training staff, students, and parents on Run, Hide, Fight protocols.

Central Supports and Intervention
To a great extent CHS creates a school environment that is caring, concerned, and has high expectations for every student.

Through a referral process for students and staff, Central Support and Intervention (CSI) helps administration and counselors triage students’ social and emotional needs. Students and staff complete the online form which gets sent directly to administration to find appropriate and timely support for students in need.

- Referral Form
- Flyer

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.

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<tr>
<td>There is somewhat of a preponderance of evidence that there is an atmosphere of trust, respect, and professionalism at CHS. Currently the site nor the district conducts a staff survey to determine if there is an atmosphere of trust, respect, and professionalism, however there have been discussions at the district level in regards to the implementation of a district wide staff survey.</td>
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<tr>
<td>There is an adequate quality and consistency of communication and collaboration between stakeholders at CHS. In the decision-making process, CHS ensures to engage stakeholders through informative meetings and through sharing of data.</td>
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</table>
Council
The academic council, which consists of department chairs, who are elected by their peers, and administrative staff meet monthly to discuss general school business, programs and events, and academics. The department chairs then meet the following day with their departments to share information from the academic council meeting.

Staff Meetings
Each campus holds monthly staff meetings with the teaching staff. These meetings are used to update staff on school business and provide professional development. In addition at each meeting a teacher is awarded the CLAWs trophy, which is a recognition by peers for outstanding efforts in the classroom and in their specific programs.

LCAP Input
Each spring CHS conducts LCAP input meetings with all stakeholders. This input is then sent to the district and is comprised for each site to write the district LCAP. There are separate stakeholder meeting for Administration, staff, students, and parents.

SSC
The SSC is comprised of two principals, four teachers two from each of the respective sites, three parents, and four students. Each of these representatives is elected by their specific peer group. The SSC meets four times during the course of the year. The SSC receives information and approves the SPSA and approves of all spending.

ELAC
The ELAC is comprised of two site administrators from each of the campuses, ELD teachers, Home Family Liaison, and parents. The ELD meets four times during the course of the year. The ELD receives information and provides input on the SPSA.
E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s academic and personal needs.

**E3.1. Prompt:** Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

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<tr>
<td>CHS is effective in the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling. Over the years, CHS has created systems and processes for referring students for academic, physical, social and emotional supports.</td>
<td>• CenCal schedule/data</td>
</tr>
<tr>
<td>Central Unified School District has contracted with CenCal, a mentoring program designed to push into schools and provide area specific classes, social emotional counseling, home visits, and overall student mentoring.</td>
<td>• SAP Agendas/meeting minutes</td>
</tr>
<tr>
<td>Central High School also provides SAP (Student Assistance Program) for identified students. The BIT team and staff members recommend students for SAP. SAP is a social and emotional tier 2 intervention that provides specific supports depending on the needs of the students who are in the groups.</td>
<td>• BIT Agendas/minutes</td>
</tr>
<tr>
<td>Central High School has also created a team that meets once a week to discuss specific identified students. The BIT (Behavioral Intervention Team) group consists of site administration, intervention counselors, district level intervention counselors, and school principal. Data is discussed and interventions are monitored for each students.</td>
<td>• Staff directory</td>
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<tr>
<td>Central High School has also committed to Intervention Counselors for each site. This staff member works closely with our counselors to monitor student academics, maintains daily communication with administration to support with discipline</td>
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issues, and monitors student attendance to support our registrars at each site.

In 2016, Central High School restructured the administration and counseling caseloads to improve student monitoring and create more opportunities for adult/student connections. The University System has allowed our administration and counselors to create teams to be more intentional with our work.

- Handbook
- University breakdowns
-
E3.1. Additional Online Instruction Prompts: Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

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<td>CHS has ineffective types of strategies used by our leadership to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options. At this time CHS is limited in alternative instructional options for students with tier 2 and 3 academic needs.</td>
<td>- Master Schedule</td>
</tr>
<tr>
<td>CHS offers students Edgenuity classes throughout the year to provide an opportunity for students to complete deficient credits. In addition, CHS offers Edgenuity classes during the summer for students who need additional credits for graduation.</td>
<td>- Summer School Master Schedule</td>
</tr>
<tr>
<td>CHS also offers Home Hospital service for students requiring a certificated teacher to bring the instruction to the home. This could be for medical or any other reason that prevents students from attending school.</td>
<td>- Home Hospital student list</td>
</tr>
<tr>
<td>Leadership provides our students opportunities to attend lunch or after school tutoring. Although this tactic has become more intentional and the monitoring has improved, our still requires more intervention opportunities in this area.</td>
<td>- Tutoring sign-in sheets</td>
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<td>- Tutoring data</td>
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Alternative Education School Sites

CUSD has three alternative school sites (CLASS, Pershing Continuation, and Pathway Community Day School) that meet the various needs of both academic and behavioral at-risk students. Space is limited at these sites, therefore some students remain at CHS.
**E3.2. Additional Online Instruction Prompt:** Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

**Support Services – Multi-Tiered Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.

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| CHS is somewhat effective on monitoring the effectiveness of and appropriateness of intervention for each student within and outside the classroom. Given the constraints of a large enrollment, limited physical, and the master schedule CHS is not always able to adequately meet the needs for every student who would benefit from intervention. | - School wide goals  
- PD schedule |
| CUSD has identified EL instruction and support one of its major goals throughout the district. CHS has made recent shifts in thinking and ensure more effective monitoring of all EL students. Our leadership team is currently going through the second year of coaching from the EL Learner Group. In addition, our site has begun using Language brokers to push into classrooms to help meet the needs of all students. Our teachers have participated in content specific EL training as we continue to build the capacity of both administration and teachers. | |
| Math Support                                                             | - Master schedule   
- Class rosters 
- Math 180 reports |
| CHS is somewhat effective in providing interventions and supports for students who historically struggle with math. Currently incoming 9th grade students are identified through multiple measures to receive math support. These students are scheduled into an additional math support class. These students receive specialized instruction through the Math 180 program. CHS is currently limited by the master schedule on how many sections of this course are offered. | |
| ELA Support                                                              | - Master schedule   
- Class rosters |
| Currently only 9th grade students at the west campus receive interventions with ELA. 9th grade students are identified through | |
multiple measures to receive ELA support. These students receive specialized instruction through the Language Live program. CHS is currently limited by the master schedule on how many sections of this course are offered.

**Special Education**
Our special education department, along with all other departments, is effective in identifying, monitoring, and ensuring student involvement is directly linked to schoolwide learner outcomes for all SST and special education students.

**After School Tutoring**
CHS has expanded its academic tutoring program to include designated tutoring with specialized teachers in English, Math, Social Science and Foreign Languages. Students are referred to mandatory tutoring after school and monitored with support staff to identify student progress within the program.

**Teaching Fellows**
In collaboration with California State University, Fresno, CHS has hired a teaching fellow for each university to assist with individualized academic tutoring. Teaching Fellows meet periodically with students and track their attendance and grades to ensure students are meeting standards for passing their classes.

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<td>Language Live reports</td>
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<td>United PE rosters</td>
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<td>Tutoring rosters and schedule</td>
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<td>Teaching Fellows rosters</td>
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<td>Teaching Fellows monitoring data</td>
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E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).

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<tr>
<td>Central students have access to all classes. There are no restrictions in what can be taken (with the exception of passing the prerequisite). The master schedule is developed according to the needs and interest of students. When students are scheduled into classes, they are randomly scheduled according to their course requests. Once classes are finalized, they are evaluated to balance the number of students in each class.</td>
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Co-Curricular Activities

**E3.5. Indicator**: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt**: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

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<td>The availability to and involvement in curricular and co-curricular activities is highly effective. Students have ample and diverse opportunities to get involved with clubs and activities which pique their interests. The link to schoolwide learner outcomes and academic standards is somewhat effective.</td>
<td>• Club List&lt;br&gt;• Club Meeting Minutes&lt;br&gt;• Athletic List&lt;br&gt;• Presidents Council</td>
</tr>
<tr>
<td>CHS offers a wide range of co-curricular activities during and after school. This includes school clubs that have a wide range of interest and school and community services. These clubs are open to all students, with a high level of organization and all lead by a certificated staff. CHS also offers a high level of athletics and we are currently a part of the TRAC conference. Most of our head coaches for our athletic teams are certificated teachers and understand the school’s expectation for academics and conduct.</td>
<td>• Master Schedule&lt;br&gt;• Class offerings</td>
</tr>
<tr>
<td>The Central Unified School District continues to support our growing Visual and Performing Arts. This starts with the West Arts Center, our 3rd site that offers classes such as ballet, piano, guitar, improvisation, and modern dance. Students have the opportunity to take our shuttle bus to the WAC and return to East or West to resume their regular classes.</td>
<td>• Competition Minutes&lt;br&gt;• FCOE Minutes&lt;br&gt;• Event Schedules&lt;br&gt;• Project completions and curriculum</td>
</tr>
<tr>
<td>Our students also have the opportunity to participate in a variety of academic competitions and programs such as Science Olympiad, History Day, Science Fair, Academic Decathlon, and the yearly competition for our FFA program at the Fresno Fair.</td>
<td>• After School Program offerings&lt;br&gt;• Attendance</td>
</tr>
<tr>
<td>Starting in the 2017-18 school year, CHS now offers an After School Program for all students 9-12. This is because of a 5 year 250,000/year grant that serves an average of 150 students a day in areas in enrichment, support, and fitness.</td>
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E3.5. Additional Online Instruction Prompt: Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Overall our findings suggest that CHS operates at an effective level in regards to the school culture and support for student personal and academic growth areas. CHS efforts to involve all parents/guardians including those of non-English speaking, and special needs students is effective. Evidence of this includes, publications and communication home is done in multiple languages, website and social media communication is updated regularly, and events are held regularly to promote culture and community of the surrounding campus. Central High School offers students and parents at both campuses the opportunity to attend new student orientation to become involved in the teaching and learning process before school begins. During the first week of instruction, CHS offers a Week of Welcome (WOW Week) that serves as a preview day for new and current students. The primary focus of WOW week is to establish a positive school culture at CHS. For our Special Needs students, we hold transition meetings with the student and parent before they begin their High School career at CHS. In regards to soliciting and employing businesses and community resources to support and extend learning many opportunities exist at CHS. Outstanding groups including Family Career and Community Leaders of America and Future Farmers of America, both compete in a variety of industry competitions. CHS East and West have a fully functioning College and Career Center that provide resources for college and career planning as well as yearly College and Career Fairs.

CHS is effective at implementing policies in its commitment to ensure a safe, clean, and orderly environment that nurtures learning for all students. The Safe School Plan is updated regularly and is shared with key stakeholders throughout the year. Internet Safety, bullying, drug and alcohol abuse education, and restorative practices are all key focuses throughout the year and CHS devotes time each semester to draw attention to each. All teachers and students are trained annually in the run, hide, fight, protocols for active shooter situations.

CHS has placed an emphasis on behavioral and social emotional needs over the last 3 years. This is evident by our partnership with CenCal Mentoring, our constant communication and monitoring of our tier2/3 students through our BIT meetings, and our multiple levels of strategies and interventions utilized by our counselling and support staff. Through the increased efforts of
current staff, as well as the increase in support staff (counselors, intervention specialists, etc.) to support our Tier 2/3 students, we are currently seeing improvements and expect future advancements in some of our critical identified areas of needs (ELD, Special Education, EL Students with Disabilities, etc.). We as a school recognize these inadequacies, and through our strengths mentioned below can improve on the culture of our campuses.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth:

**Areas of Strength**

Prompt E1: Parent and Community Involvement/Engagement
- School Events & Extra Curricular Activities: (World Languages Fair, Folklorico Dances, Diwali and Vaisakhi Celebration, Day of the Dead, Cinco de Mayo, Special Olympics, Career Day, STEM, Library Day, Scholastic Book Fair, Theatre Performances, Back to School Night, Open House, Athletic Events, Music Performances, etc.)
- Remind App, Connect Ed, Social Media - Outreach Outlets
- Town Hall Meetings - Community, STAT - Staff and Site Meetings: School Site Council

Prompt E2: School Environment
- School Safety Meetings (Staff & Parent)
- Social and Emotional Supports and Behavioral Interventions (counseling, intervention, peer connectors, etc.)
  - Communication Practices for Tier 1, 2, 3
- Club Programs (AVID, Interact, CSI, etc.)
- PBIS (Staff and Parent Training Opportunities)

Prompt E3: Personal and Academic Student Support
- Academic Counseling (addition of counselors and University system)
  - Cen Cal & Eminence - coordination with the University System
- After School Tutoring (Weekly - core subjects)
- Edgenuity - Credit Retrieval & Home Hospital
- PD Trainings - Staff
- Parent/Students Induction Meetings - Back to School Night, Open House, etc.

**Areas of Growth**

- College and career (first year of 2 full time Career Center Directors, AVID needs)
- Communication between different levels of staff stakeholders in decision making processes
- Foreign Language - Staff (e.g.: liaisons, home liaisons, and counselors) to get training on how to communicate with foreign language students on working out issues/specific needs.
- Teacher Awards - Staff recognizing each other for their work and accomplishments (CLAWS - Awards)
Prioritized Areas of Growth Needs from Categories A through E

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summary of Critical Student Learning Needs

The Central High School staff and the CUSD community are unwaveringly committed to ensuring every student is prepared for college, career and life beyond high school.

In the past six years, since the last full visit, there have been several changes at both the site, district, and state and federal levels that have made a significant impact to our school. Since the last self-study, CHS has had three principals and just this year transitioned back to a two principal model instead of the one principal model which served the school for the six years prior. At the district leadership level, we have had three superintendents since the last visit.

Along with the leadership changes at the site and district level, changes in California’s accountability system have resulted in a broader focus of student achievement. With the addition of the CCI’s, CHS is developing systems to leverage CTE programs to provide more career pathway opportunities prior graduation. As well, CHS is working with local community colleges to expand dual enrollment for CHS students.

CAASPP results indicate some improvement in ELA results for most students. The EL student subgroup results show a decline, as well as other significant sub-groups. Math CAASPP results have shown minimal improvement are below state averages. EL students continue to struggle in math. CHS is focusing on providing PD for staff to improve instruction in math and for providing supports for EL students and other subgroups.

Additional analysis of student learning and perception data has lead the WASC leadership team to identify the following critical student learning needs:

Goal 1 Student Learning Needs - Every student meets or exceeds grade level core standards and is prepared for college, career and community.

- Over all CHS students are below state and county average standard on the math CAASPP. There are some significant sub-groups that are below CHS standard.
- Over all CHS students are above standard on the ELA CAASPP, but there are some subgroups that are below standard.
- CHS needs to better provide additional pathways to students to be prepared for college, career, and community by increasing opportunities for dual enrollment.
- Over the past three years CHS has shown growth for students being prepared for college and career as measured by CCI. The EL sub-group has declined.
Goal 2 Student Learning Needs - Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

- CHS suspension rate has maintained, however some specific subgroups have shown an increase in their suspension rate.
- Over the past two years the overall CHS graduation rate has improved. The SPED graduation rate for SPED has improved, however it is still low compared to the overall.

Goal 3 Student Learning Needs - Engage Families in system wide programs ensuring students/families access to support for academic social and emotional and physical well-being.

- Parents, students and staff surveys indicate an increase in risk factors such as weapons, vandalism, and truancy. While at the same time the same survey indicates a decrease in protective factors/student achievement such as extracurricular, student support systems and academic participation.

Goal 4 Student Learning Needs - Every CHS English Learner will experience 1 year of growth in language acquisition as measured by CELDT/ELPAC, BMs, and student work.

- English Learners as a subgroup has fallen below standards on SBAC Math and ELA. This subgroup has shown a decrease of preparedness on the College and Career Indicator over the last three years.
- Based on the initial results from the first administration of the ELPAC assessment 51% of EL students scored in Beginning or Somewhat Developed ranges.
Chapter 5: Schoolwide Action Plan

Goal 1
Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for Goal 1
There is a need to provide professional development and coaching to support teacher's ability to address the academic needs of their students. Based on the academic achievement data, professional development must continue to address ELA, Mathematics and language acquisition and skill for English Language Learners. Specific strategies for designing instruction and using formative assessment will be embedded in all training.

Expected Outcome
By June of 2019:
The number of students scoring meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -15)
The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC Math assessments (DFM - 94.6)

Strategy/Activity 1
Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration in to their lessons.

Timeline
7/1/2018 - 6/30/2019

Person(s) Responsible
Teachers and Administration

Resources
LCFF funding; PLC training; supplemental materials; meeting time

Strategy/Activity 2
Central High School will provide teachers with release time to calibrate assessments.

Timeline
7/1/2018 - 6/30/2019

Person(s) Responsible
Teachers and Administration

Resources
LCFF funding; release time; department planning time
<table>
<thead>
<tr>
<th>Strategy/Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS will provide intervention courses for at-risk student focusing primarily on tier 1 and 2 students to help close the achievement gap.</td>
</tr>
</tbody>
</table>

**Timeline**  
7/1/2018 - 6/30/2019

**Person(s) Responsible**  
Teachers and Administration

**Resources**  
LCFF & Title 1 funding; Intervention courses; intervention curriculum - Language Live

<table>
<thead>
<tr>
<th>Strategy/Activity 4</th>
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</thead>
<tbody>
<tr>
<td>CHS administrators and teachers will be provided planning time to co-plan/co-teach for students learning and increase the positive school culture for academically at-risk students.</td>
</tr>
</tbody>
</table>

**Timeline**  
7/1/2018 - 6/30/2019

**Person(s) Responsible**  
Teachers and Administration

**Resources**  
Title 1 funding; Provide PD; planning time; substitutes; training for teachers and administration

<table>
<thead>
<tr>
<th>Strategy/Activity 5</th>
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</thead>
<tbody>
<tr>
<td>Provide supplemental materials and resources for additional opportunities to improve student learning</td>
</tr>
</tbody>
</table>

**Timeline**  
7/1/2018 - 6/30/2019

**Person(s) Responsible**  
Teachers and Administration

**Resources**  
LCFF funding; Math 180 and Foundations curriculum

<table>
<thead>
<tr>
<th>Strategy/Activity 6</th>
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</thead>
<tbody>
<tr>
<td>CHS will provide supplemental materials to enhance literacy in AP course content.</td>
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</table>

**Timeline**  
7/1/2018 - 6/30/2019
Since the last WASC mid-cycle progress report, Central High School teachers and staff concluded there needed to build a better understanding across and among core subject areas. This specifically included creating a monitoring system for all intervention and support classes. CHS was able to monitor these classes and systems by implementing a more effective drop-in and evaluation tools to provide immediate feedback for teachers and provided leadership with data for planning purposes. In addition, CHS teachers continued to work on alignment of curriculum, instruction, pacing, assessments and practices with common core standards. They were provided release time to work on their standards maps, create common assessments, common scoring sessions, and calibration for writing.

Teachers and leadership met to reframe new ESLRs for CHS into statements that define the outcomes students will demonstrate at the completion of their high school education. Our new ESLRs were embedded into all our professional development throughout the year. A major focus continues to be mathematics; therefore, our teachers were provided supplemental materials and manipulatives to incorporate the 8 Math Practices and professional development to increase student discourse and student engagement.

**Progress Monitoring for Goal 1**

- CHS teachers and administration will work together to review student performance data based on grades, common assessments, formative assessments, state assessments, and drop-in data. In addition, counseling teams will continue to meet with students to ensure proper placement and completion of requirements.
- Site administration and department chairs meet monthly in Academic Council to plan professional development based on site needs and student performance.
- In collaboration with district administration, CHS principals participate in Principal’s Roundtable at the beginning of the year to review the Single Plan for Student Achievement goals, strategies, and proposed expenditures to ensure alignment with LCAP and district goals. In addition, CHS principals participate in a subsequent Principal’s Roundtable at the end of the year to review outcomes and actual expenditures.
- Site administration also attends monthly Curriculum Instruction Academic Council meetings to review district-wide student performance data and ensure alignment of goals and intended outcomes.
Goal 2:
Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for Goal 2
Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16) Current dropout rate for the district is 2.1% for High School and 0.2% for Middle School (2015-16). While this is below the county average the district still considers this an area to improve. High School graduation rate is 82.8%, a decrease from 2014-15 rate of 84.4% and is an area of greatest need.

Expected Outcome
By June of 2019:
Suspension Rate will decrease by 0.5% (to 6.3%) Expulsion Rate will decrease by 0.1% (to 0.21%) Attendance Rate will increase to 97% or higher (increase by 1.46 %) Chronic Absenteeism will decrease by 1% (to 13.1%)

Strategy/Activity 1
Provide additional counseling resources and related services and experiences to engage students for College and Career readiness.

Timeline
7/1/2018 - 6/30/2019

Person(s) Responsible
Teachers and Administration

Resources
Provide evening academic, college and career, and NCAA counseling services

Strategy/Activity 2
Supplemental reading, reference, and technology to expand student’s use of library media center to assist student in meeting class, as well as, state requirements.

Timeline
7/1/2018 - 6/30/2019

Person(s) Responsible
Teachers and Administration

Resources
Purchase supplemental reading, reference, and technology
<table>
<thead>
<tr>
<th><strong>Strategy/Activity 3</strong></th>
<th>Provide technology and supplies to increase student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>7/1/2018 - 6/30/2019</td>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Provide technology to enhance learning environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategy/Activity 4</strong></th>
<th>Central High School will provide academically at-risk students with intervention, counseling, and courses/tutoring to increase student learning and close the achievement gap.</th>
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</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>7/1/2018 - 6/30/2019</td>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Hire Teaching Fellows from FSU to support with classroom push-in, after school tutoring, counseling, and monitoring of at-risk students. Intervention specialists to identify, assess, and counsel students and families with academic and/or attendance problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategy/Activity 5</strong></th>
<th>Purchase technology for low-income students to increase student learning and close the achievement gap.</th>
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<td><strong>Timeline</strong></td>
<td>7/1/2018 - 6/30/2019</td>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Provide low-income students with Chromebooks and technology to ensure access and equity in learning.</td>
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<p>| <strong>Strategy/Activity 6</strong> | Provide opportunities and materials for Seven Hundred and Twenty New Days mentoring program. |</p>
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<th><strong>Timeline</strong></th>
<th>7/1/2018 - 6/30/2019</th>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Purchase materials and supplies for STND program at both sites.</td>
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**Strategy/Activity 7**
Central High School administrators and teachers will be provided professional development, workshops, planning time, and support to enhance student learning and positive school culture.

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<th><strong>Timeline</strong></th>
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<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Provide administrators, teachers, and students learning opportunities. Hire part-time technology aides for both sites. Agendas to help students and teachers reinforce the CLAWS and plan daily for a positive culture.</td>
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</table>

**Strategy/Activity 8**
Embed Positive Intervention Behavior Supports in CHS instructional program.

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<th><strong>Timeline</strong></th>
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<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Purchase materials and supplies.</td>
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**Strategy/Activity 9**
Provide students with credit recovery opportunities in order to increase graduation rate.

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<th><strong>Timeline</strong></th>
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<td><strong>Person(s) Responsible</strong></td>
<td>Teachers and Administration</td>
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</table>
**Resources**

*Provide students with access to credit recovery*

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**Strategy/Activity 10**

*Purchase a technology-based application that allows staff members to use their technology to monitor students for safety and attendance purposes.*

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**Timeline**

7/1/2018 - 6/30/2019

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**Person(s) Responsible**

*Teachers and Administration*

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**Resources**

*Purchase application, services, and technology to implement program school-wide.*

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With the addition of one more counselor at both East and West sites the specificity and number of meetings with students has increased and improved. Also, hiring a full time Career Counselor at both sites has increased the focus on the college, career, and community readiness for the students at CHS. Behavior intervention teams continue to identify and assist the students with behavioral needs. The system of Positive Behavior Intervention and Supports is continuing build steam with the increased focus on restorative practices in the behavior system, professional learning, positive reinforcement, and messaging. Pathways and progressions for CTE and ROP programs continue to be refined and targeted toward increased College and Career readiness. The implementation of the University system at both campuses has increased team building and autonomy at the same time. Student recognition has also increased because of the University system and the more personalized attention given to specific students by specific adults. Leadership teams also continue to be refined with a focus on students and learning.

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**Progress Monitoring for Goal 2**

- Site administration gathers feedback from annual parent survey and Principal/Student Roundtables.
- Site administration and department chairs meet monthly in Academic Council to plan professional development based on site needs and student performance.
- Site administration also attends monthly Curriculum Instruction Academic Council meetings to review district-wide student performance data and ensure alignment of goals and intended outcomes.
- School Site Council and English Learners Advisory Committee are designed to receive input and feedback from parents on site budget, planning, and overall equality of access of educational opportunities.
- CHS receives input from Home Liaisons that work at both sites to provide translation services for parents, support teachers and students as language brokers, and
- Site principals meet weekly to discuss alignment of educational opportunities, goals, programmatic planning, personnel issues to ensure alignment of mission and vision.
Goal 3
Engage families in system-wide programs ensuring students/families access to support for academic, social/emotional and physical well-being.

Basis for Goal 3
Central USD and Central High School will continue to engage families in educational programs to support student wellbeing and academic success. Central Unified School District has a full-time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Central High School will continue providing quality parent education based on parent interest and need. Central High School will encourage parent participation in providing input and being a part of the decision making process. At Central High School, the parent involvement consists of workshops, ELAC, SSC, information nights, communication from school to home, counseling, orientation meeting, Parent Portal, and parent-teacher conferences as needed.

Expected Outcome
By June of 2019:
Number of Parent meetings/trainings/workshops will increase
Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that:
1. "There are ways to be involved at my child's school" will increase to 95 %
2. "The school is a safe place where bullying and disrespect are not tolerated" will increase to 65.95%

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<thead>
<tr>
<th>Strategy/Activity 1</th>
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<tr>
<td>Central High School will host parent information workshops to support parents of academically at-risk students including technology information nights, college and career readiness, Positive Intervention and Supports, and literacy in the 21st century.</td>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Materials and supplies along with outside services to provide parents engagement sessions.</td>
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<tr>
<th>Strategy/Activity 2</th>
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<tbody>
<tr>
<td>Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with Central High School</td>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
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<td><strong>Resources</strong></td>
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</table>

CHS has made efforts to improve its connection with parents and parent groups. It has been an ongoing challenge to get a representation of parents to attend workshops and events at the campuses. The recent hiring of two full time career center counselors and academic counselors will aide in developing relevant college and career workshops. Although evening counseling has provided our students and parents with additional counseling opportunities, we have added ongoing classes for our parents to build their capacity in our school systems.

CHS continues to utilize both voice, text, and email messages to communicate to stakeholders. The addition of one home school liaison for both campuses has been helpful in improving the connection for Spanish speaking parents. There has been and continues to be a focus on building student and parent awareness of the students current academic standing in their classes. In addition, teachers have been encouraged to keep their grades updated in parent portal. Teachers also effectively utilize Google Classroom to communicate with students.

**Progress Monitoring for Goal 3**

- CHS receives input and feedback from Home Liaisons that work at both sites to provide translation services for parents, support teachers and students as language brokers.
- Site administration gathers feedback from annual parent survey and Principal/Student Roundtables.
- School Site Council and English Learners Advisory Committee are designed to receive input and feedback from parents on site budget, planning, and overall equality of access of educational opportunities.
- School Site Council and English Learners Advisory Committee are designed to receive input and feedback from parents on site budget, planning, and overall equality of access of educational opportunities.
- Receive feedback and data from both College and Career specialist teachers at both sites to gauge level of participation and involvement from our community members.
- Behavioral Intervention team meetings with referrals to family and resources.
- Continue to provide Parent Safety Night trainings for our community to increase awareness of safety protocols and current issues.
**Goal 4:**
Every CHS English Learner will experience 1 year of growth in language acquisition as measured by CELDT, BMs, and student work.

**Basis for Goal 4**
There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long-term English learners. Central USD has 7.4% LTELEs (6+ years) and 5.1% At Risk for LTELE (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Central High School, 2 % of English Learners have met or exceeded ELA standards as measured by SBAC compared to 57% non-EL students who have met or exceeded. This data indicates an achievement gap for ELs at Central High School of 55%. In addition, EL graduation rate for ELs is reported at 86.2% while all other students are graduating at the rate of 90.9% indicating a gap for ELs of 47.7%.

**Expected Outcome**
By June of 2019:
ELPI will increases by 12.2% to 70.9%
EL Graduation Rate as reported on the 2018-19 CA Dashboard will increase by 5% to 91.2%

<table>
<thead>
<tr>
<th>Strategy/Activity 1</th>
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<tbody>
<tr>
<td>1. Designated ELD and Content area teachers will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training of designated English Language Development (ELD) and Content area teachers (integrated ELD) in research-based methodologies proven to be effective in serving English Learners (ELs).</td>
</tr>
<tr>
<td>2. Provide designated ELD teachers with collaboration and planning time to assess students, analyze student data, and plan instruction.</td>
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<table>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>LCFF funding; PD for teachers</td>
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<table>
<thead>
<tr>
<th>Strategy/Activity 2</th>
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</thead>
<tbody>
<tr>
<td>Staff release time to administer and be trained in ELPAC administration</td>
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<tr>
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</table>
CHS recognizes the continuous need to improve language acquisition for all English Learners. In 2017 - 2018 site leadership and ELD teachers received professional development that focused on the recent changes in ELD organization and assessment of language acquisition. The teaching fellows from CSU, Fresno were utilized to monitor ELD progress. In the Fall of 2017 EL students were scheduled into integrated core classes, this was a transition from pure SDAIE core classes from previous years. In addition, in the Spring of 2018 plans were developed to move newcomers from being only in designated ELD all day to a schedule that would also include integration into core classes and electives. Ongoing professional development for staff to best
practices and strategies to provide EL students with opportunities to improve their language acquisition.

**Progress Monitoring for Goal 4**

- Collecting data from teachers with input concerning student progress language acquisition
- Working to create system to collect and review ELPAC data with teachers and parents
Appendices:
O. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district’s website; provide link
P. Results of student questionnaire/interviews
Q. Results of parent/community questionnaire/interviews
R. The most recent California Healthy Kids Survey
S. Master schedule
T. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
U. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/
V. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
W. California School Dashboard performance indicators
X. School accountability report card (SARC)
Y. CBEDS school information form
Z. Graduation requirements
AA. Any pertinent additional data (or have on exhibit during the visit)
BB. Budgetary information, including school budget
CC. Glossary of terms unique to the school.