SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Central High School East/West

East - 3535 N. Cornelia, Fresno, CA 93722

West - 2045 N. Dickenson Ave., Fresno, CA 93723

Central Unified School District

March 3 - 6, 2019

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Preface

The school worked on the critical areas since the WASC visit. The WASC Leadership Committee and Professional Development time was devoted to meetings where school staff worked on the self-study report. Parents, students, and community were not actively involved in the self study. There are students who meet with the principal on a regular basis and contribute their ideas to improving the school. Parents are members of the SSC and review and discuss school related issues. The community was not involved. The report was developed by classified and certificated staff. At the beginning of this SY a leadership team was selected and interdisciplinary Focus Groups were developed and department-based Home Groups were formed. After the Leadership group reviewed Critical Areas for Follow-Up from the 2013 and 2016 visits, they analyzed the academic performance of all student groups and considering the effectiveness of key elements of the instructional program for students failing to meet growth targets, all stakeholders contributed in some way to revamping the following Schoolwide Learning Outcomes:

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

Data was analyzed by both home and focus groups to identify specific areas of concern. It was evident throughout the report that the school used a variety of methods to gather and analyze data. Some examples include, but are not limited to: the work of the PLCs, State Test results, teachers observations, surveys of all stakeholders, discipline, attendance, grading, and focus group discussions.The Action Plan clearly establishes areas for focus and growth. There was a collaborative effort from all stakeholders to establish the school goals in the action plan.

In drafting the report itself the school used another school's (Burlingame High School) report as a guide for how to write the report. As a result large portions of the draft of the report compiled in September 2018 draft report was an exact copy of the Burlingame report. After meeting with the WASC chair in November, where the school was told to write their own report and not have any of the report copied from the Burlingame report, the school submitted future drafts with original work. No one at the school had attended a WASC training on how to conduct a self study. The final product which was sent to the VC in February, was authentic.

Chapter I: Progress Report

Major Changes
- Since the last visit the school leadership worked with all stakeholders to ensure that the LCFF is aligned to the LCAP, SPSA, and the WASC Self Study.
- Both school sites now have their own Principal.
- All departments have standards mapping.
- Students are more connected with an adult support system in the newly Instituted University System.
- The school has instituted structured after school tutoring.
- The school has partnered with California Teaching Fellows to provide tutors, which are each assigned to each of the Universities to provide academic support to students.
- Additional classrooms were added at both at east and west campuses to accommodate a growing student population.

Critical Areas Addressed in Action Plan from the 2013 Full Self Study:

Increase access to and the use of upgraded technology in the classroom.
The district upgraded the district and sites technology infrastructure and in 2017-18 purchased Chromebooks and carts for all core, SPED, and World Languages classes. The school's professional development focused on technology integration, which resulted in Google Classroom by teachers.

The district consider the feasibility of creating two comprehensive high schools instead of the current one comprehensive high school on two separate campuses.
This critical learner need is beyond the scope of site leadership. The district has taken steps to ensure the community's needs are being met with the construction of a new high school by 2020-21.

Recognize and/or develop curricular/instructional leaders from among the teaching staff on-site to further enhance professional development.
The school's Curriculum Teacher Leader team led break-out sessions during on-site PD regarding technology. Teachers are now elected by their peers to participate in PCCs

CHS teachers should increase consistency of rigorous, challenging, learning experiences across the curriculum.
In 2015-16 CUSD instituted drop in and evaluation forms based on Continuum of Practice/CSTPs to provide a coaching model. In 2017-18, 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. Teachers who teach Advanced Placement meet periodically to calibrate expectations of AP courses. Since 2016 the CHS math teachers have received ongoing professional development with a focus in improving student discourse and engagement. CTE classes began the process with the local community colleges to establish dual enrollment. After visiting the classrooms at both school sites and speaking with students, the VC determined that there is still a need for "**consistency of rigorous, challenging, learning experiences across the curriculum."**

The school community, with the support and assistance from the district, assess the progress of students meeting the expected schoolwide learning results.
In 2013 the SLOs were revised to align with districts guiding principles and be more student centered. The 2016 Mid-term visiting recommended SLOs be outcome based.

Increased student access to counselors during non-instructional time.
In 2013-14 evening counseling opportunities were made available to families. In 2017-18 the school made a designated a NCAA counselor available and an additional career center teacher hired to enable to full time career centers teachers at both campuses. An additional academic counselor to east and west was added in 2018-19. Counselors now have a schedule for access to students during lunch time. Although

the school has an expectation that the counselors to get back to a parent within 24 hrs. of a request, parents reported that their calls to a counselor went unanswered.

Chapter II: Student/Community Profile

Central High School, established in Fresno in 1922, is the only comprehensive high school in CUSD. For years CHS served predominantly agriculture-based families. In the last ten years, CHS has experienced a transformation in growth as it now serves nearly 4,300 students from both rural and suburban communities. The majority of the residents are middle to low income. CHS has shifted from a majority of Caucasian students to predominantly Hispanic students. The school is composed of 3 campuses, East, West, and the West Arts Center. The administration is composed of 2 principals, one at the west campus and one at the east campus. One Assistant Principal, 5 Vice Principals 2 at the west campus and 3 at the east campus, and five Guidance Instructional Advisors with the same split between the two campuses. West Campus' total enrollment for the 2018-19 school year is approximately 1,677. East Campus has academies focusing on Applied Technology, Health Careers and Business Entrepreneurship with a total enrollment for the 2018-19 school year of approximately 2,560. 59.6% of the students qualify for the free and reduced lunch program. The student population consists of 53.6% Hispanic, 17.1% White, 14.4% Asian, 9.5% African American, 0.3% Pacific Islander, 1.0% Filipino, and 1.3% of 2 or more races. Students are scheduled eight classes per semester on an alternating block schedule. There is a 280 unit graduation requirement. All academic content classes are Common Core aligned. There are AP classes, Dual Enrollment classes and five pathway programs. Two CTE classes are dual enrolled with Fresno CC. Since the midterm visit, there is greater inclusion of EL students in all classes. Besides professional development on the new ELD standards and SDAIE training, the staff adopted the EDGE curriculum.

LCAP Identified Needs & Goals

Staff, and parents provided input at site-based meetings for SPSA and WASC Self-study goals which are aligned with the District LCAP goals.

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

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.

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

Goal 4: Assure 1 year of growth in language acquisition for every EL student.

Dashboard Indicators: SBAC

- CAASPP assessment results in ELA show 11th graders performing at or near the state averages on the English SBAC.
- Students meeting or exceeding standards on the math SBAC is 13.6% .
- 2018 CAASPP math assessment data: CHS maintained at 103 points below the standard.
- The three-year average of students meeting or exceeding standards on the math SBAC is 13.6%
- In the last 3 yrs the # of graduates and the graduation rate has increased. EL, SED, and SPED show a smaller percentage of being prepared for college and career.
- In 2016, a significant number of students in typically underperforming subgroups successfully completing requirements for Measure A - Career Technical Education Pathway Completion with a C minus or better in the Capstone Course.
- 2016 - 86 out of 296 graduates were prepared by meeting Measure B.
- In 2017 there was an overall decline on students prepared through AP. There is an increase of 9% in the AP percentage passing rate from 2016 to 2018.
- 242 out of 296 seniors in the class of 2016 completed the UC/CSU criteria under Measure E.
- 119 out of 266 graduates were prepared by scoring a 3 or more on ELA and Math SBAC.
- 10th grade students failing two or more classes is consistently higher than the other 3 classes.
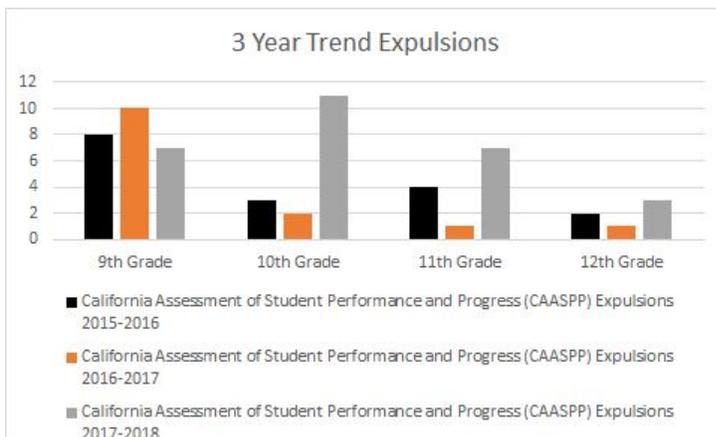
Findings

- ●   Reading and writing claims show the lowest performance average of the four claims both at a 25% average of students scoring above.
- ●   CAASPP results in math are below state averages.
- ●   Three-year average for CHS students meeting or exceeding standards on the English SBAC is 52%.
- ●   11th grade students are below county and state averages for math.
- ●   The math SBAC claims for three years show that in all three claim areas less than 10% of 11th grade students meet or exceeds standards.
- ●   There are significant student learner needs to be met within some subgroups.
- ●   For four years the percentage of seniors who graduate meeting UC/CSU requirements has increased, while the total number of students prepared via the CTE measure declined.

Student Discipline

There was an increase in suspensions across significant subgroups.

3 Year Trend Suspensions

(Bar chart showing suspension counts by grade level)

- ■ California Dashboard Indicator: Suspensions 2015-2016
- ■ California Dashboard Indicator: Suspensions 2016-2017
- ■ California Dashboard Indicator: Suspensions 2017-2018

Expulsions

3 Year Trend Expulsions

(Bar chart showing expulsion counts by grade level)

- ■ California Assessment of Student Performance and Progress (CAASPP) Expulsions 2015-2016
- ■ California Assessment of Student Performance and Progress (CAASPP) Expulsions 2016-2017
- ■ California Assessment of Student Performance and Progress (CAASPP) Expulsions 2017-2018

Teacher Credentials

Teacher Credentials			
Central High School East & West Campus	**16-17**	**17-18**	**18-19**
With Full Credential	173	188	193
Without Full Credential	8	5	7
Teaching Outside Subject Area of Competence	0	1	0
Central Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

English Learner Enrollment
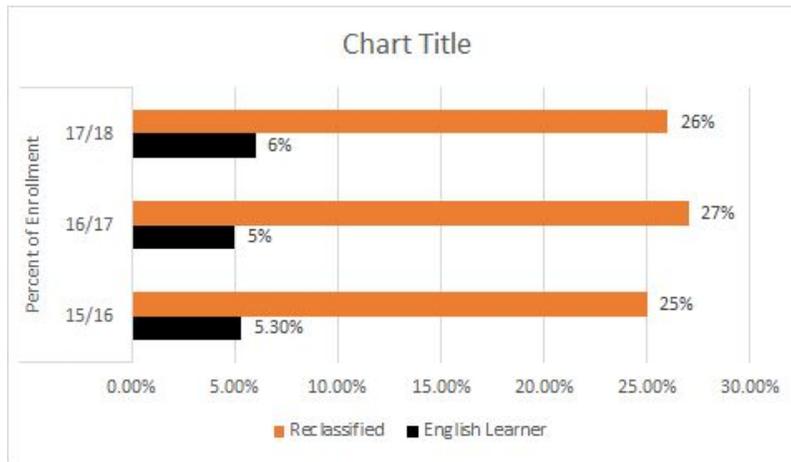
Enrollment by Grade Level

Attendance

2017-18 Chronic Absenteeism by Ethnicity
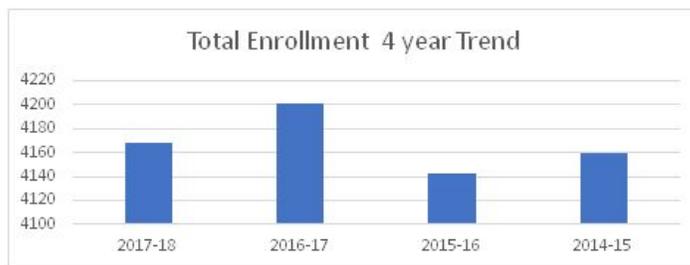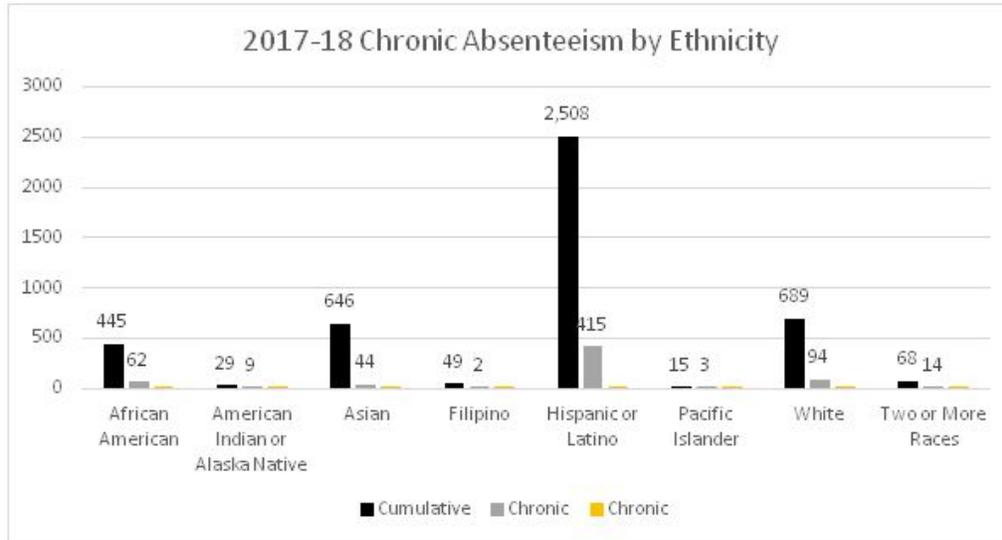
Three Year CHS Attendance Rates

2015-2016	9	10	11	12	Total
Cumulative Enrollment	1220	1153	1102	943	4418
Avg Daily Attendance	95.24%	95.25%	95.49%	95.02%	95.26%
2016-2017	9	10	11	12	Total
Cumulative Enrollment	1299	1175	1038	1006	4518
Avg Daily Attendance	94.33%	94.84%	95.13%	94.64%	94.72%
2017-2018	9	10	11	12	Total
Cumulative Enrollment	1251	1238	1047	925	4461
Avg Daily Attendance	95.02%	94.97%	95.23%	95.11%	95.07%

Dropout Rates

2016-17 Dropout Rate: Hispanic 17, Asian 6, African American 1 and White 3

Appropriateness of identified critical student learning needs and their linkage to schoolwide learner outcomes

Academic Findings

The emphasis on Common Core State Standards in math has increased the focus on conceptual understanding of math concepts. Because data show that students are still below county and state averages the administration and teachers are working with outside consultants to calibrate classroom observations, feedback, lesson planning, instructional strategies and new curriculum and professional development focused on a student centered classroom and a deeper understanding of mathematical concepts. The College and Career Indicator data reveals that CHS is not preparing EL students for college and career readiness highlighting the need to look at resource allocations for increased professional development for staff and a need to determine whether the current curriculum and instruction

supporting the needs of EL students and what needs the staff has to support student learning. In order to address this, the school has expanded their counseling center staffing and has approved the hiring of another counselor at each of the two school sites.

Discipline
- A three year tends shows a decrease of expulsions in grade 9 and an increase in grades 10-12.
- Over the past three years there has been an increase in suspensions among subgroups.

Graduation Rate
Over the past three years there is and increase in the graduation rate and number of students enrolling in the CSU system. There is a consistently high rate of Fs in the 10th grade.

Safety
- Parents – majority believe that CHS staff *cares* and the school is a safe place.
- Staff – The majority believe that learning at CHS is supportive, inviting and a safe place for students.
- Students – Based on the survey perceptions about connectedness, safety, and meaningful participation between students varies based on grade level; lower classmen (9th grade) have a more generally positive outlook about CHS, while upperclassmen (11th grade) tend to have a more critical outlook of CHS.

EL Population
- EL population has remained consistent over the past three years.
- SBAC data indicates that EL students show the most proficiency with communicating concepts/problem solving in math, and in listening in ELA.
- A small percentage of EL students have met standards on the ELA SBAC assessment and majority have not met have met the standard in math. Learning gaps.

Chapter III: Quality of the School's Program.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1.   Vision and Purpose Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile 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. CHS has integrated all EL students into mainstream classes in accordance to research-based best practices. The school identified learning gaps between the student population as a whole and specific subgroups. There is a recognized need to focus on "Every Student." As a result the school adopted student focused SLOs.

Vision – Mission – Schoolwide Learner Outcomes – Profile The district's Guiding Principles and the school's vision, mission and SLO statements were developed with input from school staff, parents, students and community members involved in SSC and ELAC. Each year the District conducts regional LCAP meetings and student LCAP meetings throughout the district to solicit input into the various State Priorities and LCAP goals aligned with State standards expectations. The LCAP actions pertaining to goals are adjusted each year based upon said feedback from parents, staff, students, and community members.

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

The District Handbook is given yearly to every family. In addition, the teachers teach the Guiding Principles in their classroom. They are also observed on the schoolwide CTV/CWTV shows. They have been in place for years and the school feels that since no one has expressed not understanding the meaning and content of the Guiding Principles, they must understand them.

A2. Governance Criterion

Governing Board and District Administration Board policies and administrative regulations and and employee agreements clearly state administrative duties and roles in support of student learning, including the provision of instructional support and services to schools.

Governing Board and Stakeholder Involvement Stakeholders are nominated and selected for the membership on the SSC and the ELAC based on their interest and commitment to the roles in which they serve. The school has a dedicated Family Outreach Community Liaison who is bilingual and communicates with the Spanish speaking families. Other groups include CHS Parent Booster and Advisory groups, the Agriculture department at the West Campus, CTE/ROP advisory groups and a diverse group of random students who meet monthly with the Principals' of both campuses. As far as the self study, only staff were actively involved in analyzing data, however, community and students were involved in a less active role.

Uniform Complaint Procedures Complaints are directed to the office of Human Resources for an investigation and response to the complainant. Williams Settlement Complaints are reviewed and reported to the board of trustees on a quarterly basis. Based upon the number of resolution that have resulted from these complaints, it works.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

Broad-Based and Collaborative Input from staff, student and parent from the annual LCAP meetings is collected and submitted to the Educational Services division. Areas of need are determined. An example was the need for additional student academic counseling. Other avenues include Behavior Intervention Team, the AP teacher group, WASC Leadership, School Site Council and the curriculum and instruction team. The VC noted that the parent group that are involved are not representative of the make-up of the school student population.

Single School Plan for Student Achievement Correlated to Student Learning: At the beginning of each year the school reviews the outcomes from each of the previous years' goals and makes necessary adjustments based on those outcomes and student needs. Also the site administration meets with district departments to align the budget to the school goals. These learning needs were developed into the LCAP goals in the SPSA. A subsequent Principal Roundtable is conducted with same groups at the end of the school year to determine the effectiveness of the tactics, what worked or did not work, and what tactics need to be modified or eliminated.

Staff Actions/Accountability to Support Learning   The school's PLCs were created for content specific groups to standardize lessons, create common assessments, review student data, and make necessary adjustments to instruction based on student learning results. There is a need to put more emphasis on accountability on the dissemination of information from the Academic Council meetings, functioning of the PLCs and the consistency of the site leadership Curriculum and Instruction team in order to support student learning throughout all programs.

Internal Communication and Planning   The school is divided into 5 universities to create a personalized system for communication and resolving conflicts. The reduced student adult ratio provides greater access to supports and positive relationships between adults and students. A weekly management meeting provides an opportunity for effective communication.

A4.   Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff: The district Human Resources department has a strict vetting process to check their qualifications to teach before the site administration is allowed to interview candidates. After the site selects a candidate they are again interviewed by the district personnel and then the Superintendent. After hiring a teacher, they are sent to New Hire Training. At our site there are also additional trainings. Department chairs work with the new teachers in their departments. New teachers participate in new teacher induction where they are assigned a mentor teacher who provides support and monitors individualized goals.

Defining and Understanding Practices/Relationships: Regular school communication is conducted through school staff meetings, Academic Council, department meetings, and Google Classroom. Responsibilities, board policies, operational practices, decision-making processes are defined in the CUSD Handbook. There are also a classified and certificated Bargaining Agreements that dictate other employment processes. 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. There is a Professional Learning calendar that is given to the staff at the beginning of the year.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school does support professional development, but the focus group determined that learning gaps in certain student populations shows a need for more implementation and reinforcement of what teachers had been exposed to in professional develop. The recent focus has been of meeting ELD needs. The focus group came to the conclusion that prior EL PD has been ineffective in improving student learning for the EL population. The VC did not observe all teachers implementing strategies cover in the EL PD. In addition to assessment data the administration works with an outside consultant group on English learners and do observation/drop-ins to identify the effectiveness of EL instruction and focus areas addressed in professional development. EL coaches provide individual teachers with specific strategies to improve their instruction.

Supervision and Evaluation:The school has a defined process for teacher evaluation. The VC's concern after visiting the classrooms, is that there are teachers who are still not implementing best teacher strategies. In those classrooms teachers are sitting behind their desks and the students are not engaged in the expected classroom behaviors.

A5.   Resources Criterion

Allocation Decisions and Their Impact: Analysis of data from classroom observations, CAASPP, the Dashboard, and ELCAP CHS revealed the need for allocation of resources in specific areas for growth including: the Math Solutions program, a contract with the English Learner Group and the identification of the school's critical learner needs.

Practices: There are multiple approval points as a check for all purchases. Beside the Principal District Roundtable, the school has School Site Council, Student Roundtable, ELAC, Academic Council, and Management meeting as checkpoints.

Facilities: The schools have safe, functional and well-maintained facilities at both sites that meet the students' learning needs and support the educational program.

Instructional Materials and Equipment: Contracts are vetted by a Professional Consultation Committee to ensure that purchasing decisions, including technology and textbook adoption, are collaborative and include the impacted stakeholders.

Well-Qualified Staff: As was reported in A4 the district and school does have processes in place to assure their are resources for hiring qualified staff. The school also uses the coaching model to provide support where needed.

Long-Range Planning: Every spring the school and district conduct LCAP input meetings that ensure that all stakeholders have a voice in the process of evaluating the effectiveness of school programs to support students' achievement of the critical learner needs, the academic standards, college-and career-readiness standards, and the schoolwide learner outcomes.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- 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.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- 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.
- The focus group determined that learning gaps in certain student populations shows a need for more implementation and reinforcement of professional development. There has been a recent focus and implementation of a new approach meeting ELD needs. The VC came to the conclusion that it is still too early to determine the effectiveness of this new approach in improving student learning for the EL population.

Evidence

SLOs, AC Agendas and notes, Academic Council agenda and minutes, Administrative Council, Principal's In-Depth, ASB Student Minutes, BIT agenda and minutes, CAASPP data, CHS Handbooks, CHS Management & C & I agendas and notes, CSEA and CTA contract, CUSD Board Agenda and minutes, CUSD evaluation documents, DAC Minutes, DELAC Minutes, District PD calendar, ELAC meeting agendas, ELPD for admin and teachers. English Learner Group minutes, Facilities Planning Committee Minutes, Guiding Principles, Induction policies and documentation, LCAP Plan, Math Solutions PD and lesson studies, Parent Engagement Policy, Parent Meeting Agendas, PBIS minutes and agenda, PD

Agenda and presentations, PLC agendas/ minutes, AP meeting agendas, Principal's Roundtable, Safe School Plan, SARC, Site PD calendar, SSC meeting agendas, Standards Maps & Pacing Guides, Student performance data, Student Roundtable Agenda, English Learner Group training and feedback, Uniform complaint procedure, University org chart

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

B1.1 Current Educational Research and Thinking Departments and teachers take initiative and use the PLC process to select research valuable and applicable specific to their curriculum. Emphasis has shifted to college and career readiness standards. Available outside training is utilized to focus learning, as are connections and courses at CSU Fresno. English, ELD, Social Science departments have undergone curriculum and regular textbook review and revision processes. The Math department is currently undergoing textbook review and revision process. They are effective with their use of current educational research with their curriculum to main viable and meaningful instructional programs for their students. A number of staff have master's degrees in education and have taken advantage of professional development opportunities to bring materials and content back into the classroom. CTE Department uses advisories from industries and higher education to maintain relevance and use current practices to guide learning. World Languages Department has introduced courses in Punjabi and Hmong and reached out to nearby districts for best practices in teaching these languages. The Special Ed department is somewhat effective in the use of current educational research to support their curriculum. The department does recognize the need for continued professional development. The Visiting Committee observed that there is a culture of collaboration amongst staff across both sites.

B1.2 Academic and College-and-Career-Readiness Standards for Each Area The Counseling Department guides students in making choices to prepare them for college and career readiness options. Students are made aware of the range of choices through 9th grade orientation, course handbook, and availability of teachers at Open House and Back to School Night. Grade level information is available online. Options available for remediation include summer school and online credit retrieval class. Advanced learners are able to prepare for post-secondary education through the State Center Community College District. Guest speakers on college and career opportunities are made available by the CHS Career Coordinators, who are certificated staff with teaching backgrounds. While there is no official record of students accessing Career Center services, the Career Center teacher at CHS East indicated a range of usage levels dependent upon deadlines. For example, a typical week might see 25-30 students, where a week with a FAFA, scholarship, or college application deadline might bring up to 200 per week. Not included in that number are students who may show up to use Career Center computers, or Chromebooks, typically about 30-40 per week. Presentations to classrooms by Career Center teachers number above twenty per year. Visiting Committee observed that Career Centers at both campuses are well equipped, well supported, and staffed with highly qualified teachers. CHS provides opportunities for meeting College and Career Readiness, including Dual Enrollment and additional Career Technical Education pathways.

B1.3 Congruence with Student Learner Outcomes and Standards All departments work to align SLOs with Standards. In the Applied Technology and Business departments, competencies are used to measure student learning in light of industry sector expectations. Project based assessments are used in Consumer Family Studies, English Language Arts, Social Science, Visual and Performing Arts, Science, enhanced Math courses and Career Technical Education. Cross curricular work is done within VAPA and between English and Social Studies. Many CTE programs offer learning experiences aligned with and integrated into field work in career sectors.

B1.4 Integration among Disciplines Evidence of cross-curricular work is done in Applied Technology, including math and history in Sports Medicine; use of project based learning in Introduction to Technology uses skills in Physics and Math; Consumer Family Studies integrates advanced writing, mathematics, economics, geography, history, and art; the English Department plans with themes relating to social science in mind and aligns units with the Social Science Department, and the same writing system; the Library facilitates connections between curricular departments through literature selection, and has worked directly teaching lessons in ELA, science, SPED, World Languages, agriculture, visual and performing arts, physical education,

career-technical, AVID and math; Math uses applied situations to predict and measure math application on real world problems; Visual and Performing Arts integrate P.E. into dance, art history into visual art, and writing across the curriculum; World Languages incorporates authentic visual and performing expressions with culturally relevant celebrations, and employs history as a way of deepening cultural understanding of language groups. Focus groups reported a variety of cross curricular work of varying depths, and evidence of this was observed on campus.

B1.5 Community Resources and Articulation and Follow-up Studies CHS recognizes a need for improved collaboration with middles schools to register incoming freshmen for classes. CHS articulates with both Fresno CC and CSU Fresno in application and enrollment processes. The main source of data on these issues comes from an exit survey given to seniors before graduation.

B2.1 Access to Curriculum Criterion A variety of opportunities are available for students to access information and contact with post-secondary education and career opportunities. These include visits by representatives from technical and vocational sch fools as well as community colleges, and public and private universities. Students begin using an online site called Career Cruising in the 9th grade to help them recognize their strengths and connect with careers. The ASVAB is offered in September, and helps students identify future possibilities. Several career fairs are held throughout the year. Several visits to area universities are made throughout the year. Dual enrollment at Fresno City or Reedley College is available to students in a number of CTE courses. The High School Enrichment Program allows juniors and seniors to get a head start on college; it is not clear how many students take advantage of this. Several area colleges and universities work with CHS at the Grizzly Application Fair and throughout the year to provide admission services for interested students.

Accessibility of All Students to Curriculum, including Real World Experiences Applied Technology courses utilize project based learning strategies in combination with state standards. Business courses use simulation software, case studies to create experience in actual business management practices. The Consumer Family Services department uses strategies and curricula that are directly applicable to related industry. ELD students are integrated with grade level peers in both core and elective courses. Teacher Librarians work with students from ELA, Science, SPED, World Languages, Agriculture, VAPA, PE, CTE, AVID, and math. Lessons in digital citizenship and literacy are taught. Math uses hands on strategies. VAPA courses are connected to professional fields. World languages (Spanish and French, Hmong and Punjabi) uses effective strategies to develop fluency.

Student-Parent-Staff Collaboration Formal and informal structures for collaboration between students, parents, and staff are coordinated by the counseling department. These include intervention team, mental health assessments, behavioral intervention, SST, IEP and 504 processes. In addition, services are in place to help students and families transition to post-secondary educational opportunities, including testing, FAFSA, Dream Act, and other details related to further student success. Visiting committee observed that parent participation is a matter of parent choice, often a result of participating in athletics or other extracurricular activities. There is room for growth in how CHS can involve parents more directly in terms of direct outreach across a variety of channels for a broad range of purposes.

Post High School Transitions Evidence suggests strong support for students in selecting and preparing for post high school opportunities, including dual enrollment in Applied Technology, connections to industry sectors and business community in the Business Department, Consumer Family Services, and Health Academy. The report makes mention of adapting 21st century skills to ELD level. English students are guided through a unit entitled "What's Next? Thinking about Life After High School" during their senior year. Plans are being developed to offer dual enrollment with Fresno City College for English 1A. Seniors are given a student ID number for Fresno City College to access college resources while still in high school, and are assisted in

accessing these resources by CHS librarians. Advanced and AP Art students create portfolios and study art careers to prepare them for education and employment in art fields.

Visiting committee and staff observations both indicate a need for focus on ELD development. The schools self-study indicates that "ELD students are absolutely capable of performing 21st century skills which have been adapted to their level." Continued work in developing curriculum to address this need will benefit all students. This includes identifying specific kinds of technology as well as the purposes for technology use in both academic and work application.

Areas of strength for Standards-Based Student Learning: Curriculum:
● Decisions for curriculum approaches and research are trusted to the teachers and departments rather than imposing a "one size fits all" approach across curriculums where effective fit might not always work.
● There is evidence that strong connections to industry is in place in Applied Technology and Consumer Family Services in particular. The library program has an active and qualified staff; it enhances and supports learning. Curriculum itself appears to be based on real-world connections, including both theoretical and practical content. The Career Cruising site appears to have real value and is used authentically in several departments, lending credibility and consistency to its use.
● Emphasis has shifted to college and career readiness standards.
● Available outside training is utilized to focus learning, as are connections and courses at CSU Fresno.
● World Languages Department has introduced courses in Punjabi and Hmong. Guest speakers on college and career opportunities are made available by the CHS Career Coordinators, who are certificated staff with teaching backgrounds.
● Visiting Committee observed that Career Centers at both campuses are well equipped, well supported, and staffed with highly qualified teachers. Project-based assessments are used in Consumer Family Studies, English Language Arts, Social Science, Visual and Performing Arts, and Career Technical Education. Cross curricular work is done within VAPA and between English and Social Studies.
● Many CTE programs offer learning experiences aligned with and integrated into field work in career sectors.
● Use of integrated Math across all math classes and levels to combine algebra, geometry, and trigonometry into practical uses. Some math classes are participating in "enhanced math" that involves a more hands on, real world problem approach.
● CHS articulates with both Fresno CC and CSU Fresno in application and enrollment processes.
● A variety of opportunities are available for students to access information and contact with post-secondary education and career opportunities.

Key issues for Standards-Based Student Learning: Curriculum:
● Additional focus is needed relative to ELD strategies.
● While the fact that staff appear to choose their own best practices and curriculum approaches is a strength, perhaps more clarity is needed in how curriculum is selected, filtered, and implemented.
● There is room for growth in how CHS can involve parents more directly in terms of direct outreach across a variety of channels for a broad range of purposes.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following: AP Course list, California Dashboard, Common assessments, Common units, PLCs work toward aligning California PE standards around units of stud, Project-based courses, Senior exit surveys, Advisory minutes, Back to School agendas, BTS and OH agendas, Cross curricular lesson plans, Department meeting minutes, EL strategies ELA PCC agendas, FAFSA Workshops, Industry advisory minutes, Master schedules, Orientation agendas, PCC agenda and minutes, PD agendas, Pictures of bulletin boards displays that reflect school/site and world events/supporting literacy and learning, PLC minutes, Project-based

learning/assessments, Staff meeting agendas, Student portfolios, Town Hall lecture schedule, Unit plans/modules, Vertical alignment notes, Workshop calendar, Writing projects

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Challenging and Relevant Learning Experiences Criterion.

Results of Student Observations and Examining Work

The adoption of new textbooks and curriculum focusing on addressing college and career options, the PLC's mapping relevant and rigorous units that adhere to the common core and ELD state standards have contributed to the school's focus on preparing students for college, careers, real world applications and citizenship. There are examples from various departments where teachers' observe and evaluate students as they are engaged in project based learning, student discourse (math Talk Moves), listening and speaking in the desired language (World Languages). The ELA department in PLCs has examined student benchmarks, calibrated their rubric scoring and revised instruction to enhance student writing.

Student Understanding of Learning Expectations:

When objectives are consistently posted students better understand the standards/expected performance levels for each area of study. Classes from each department are provided with syllabi outlining student learning outcomes. Some departments post and review daily lesson objectives. Various assessments are administered such as the ELA Illuminate benchmarks which generate reports that are given to students and are used by PLCs to analyze data. Science uses a seven-point rubric for student lab write-ups. Math gives common standards based CFAs. Social studies offers study guides before tests to help focus learning. Special Ed uses IEPs while the visual and performing arts use self-critiques and partner critiques.Department PLC meetings continue to refine pacing, grading policies, common formative assessments and bring them into greater uniformity so that data analysis is more productive for modifying instruction to meet students needs.

Differentiation of Instruction: The school's instructional staff members work at differentiating instruction by integrating multimedia and technology, and evaluating its impact on student learning. Students use their Google accounts on Chromebooks to interface with teachers offering digital assignments and feedback as well as 24/7 access to assignments. Some teachers scaffold instruction using EL strategies such as sentence frames. Online programs such as Quizlet, CommonLit, Desmos, are used to engage learners. Newsela allows reading level adjustments while Khan Academy allows individualized progression through content as a means to differentiate. CADD software, virtual labs, and Google Earth all help with real world applications. The use of Google translate, Spanish versions of online textbooks, note-taking templates, and Total Physical Response (TPR) also help to differentiate for second language learners. School-wide focus of stating objectives, using sentences frames and frequent use of structured student talk enhance retention for all students but especially support the needs of EL students. The Math Solutions and English Learner Group coaching models seem to helping to build capacity for effective instructional strategies for the staff. ELD teachers are meeting with other departments during their PLCs to help reinforce specific strategies for core teachers with integrated ELD students.

Student Engagement Criterion

Current Knowledge and integrated technology: Teachers are integrating multimedia and technology more consistently. Most core content teachers use Chromebooks to deliver content. Ag uses SmartBoard technology to deliver both direct and discovery type learning opportunities. The business department incorporates the practice of using touch-tying methodologies to digitally create industry related documents. ELA department has students accessing an online textbook for audio and video lesson enhancement as well as annotations. Math is piloting two curriculums

that have technology integration with homework help embedded in each lesson. World language students use video conferences with students/classes from other countries.

Teachers as Coaches: Teachers use of coaching strategies to facilitate student learning include questioning strategies intended to engage students. When students do self-evaluations of Project Based Learning (PBL) then teachers can be learning partners. Scaffolding input helps guide the learners toward successful outcomes. Frequent Checks For Understanding (CFU) help teachers know when to intercede and assist students as they work to comprehend the content. Utilizing a "I do, we do and you do" strategy helps teachers model new learnings before students practice them in a group and then individually perform learning tasks. In classrooms where teachers facilitate learning, student centered learning is the focus and seating arrangements are often in groups rather than facing forward.

Examination of Student Work: Samples of student work demonstrates that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Ag students create floral arrangements and fabrication products. Hands on real-world projects include role plays and case-study analysis in business classes. All ELA classes require research and writing projects while some social studies students do in-depth research to complete History Day Projects. ELA and Math departments review data from benchmarks to identify shortfalls in instruction and find ways to re-teach standards.

High Level Thinking and Problem Solving Skills:

Representative student samples demonstrate some higher level thinking and problem solving skills within a variety of instructional settings such as individual and group inquiry investigations. Economics classes do a career budget project and government students do a Senior Civic Portfolio. ELA students research, write and debate ERWC units like Juvenile Justice which ask higher level thinking questions. Math students solve word problems and justify their answers. ELD students are expected to write argumentative essays which cite evidence to support claims and give the opposing viewpoint.

Use of technology:

Students use of technology to support their learning is demonstrated through consistent use of Google accounts and AERIES in all CHS departments and growing use of Google Classroom. This allows students digital access to content, assignments, assessments and grades. Chromebook cart availability in core classrooms offers one-to-one opportunities that many are utilizing daily. Use of shared editing features of Google Docs and anti-plagiarizing aspects of turnitin.com help enhance student writing. Additional technology such as plasma cutters in Ag and video recordings in dance help students create real-world final products. Remind App helps Ag students in livestock and orchard projects. Monitoring of students online requires teacher mobility.

Resources beyond the textbook:

Students at CHS in all departments use a variety of materials and resources beyond the textbook that link students to the real world. Educational experiences outside of classrooms include field trips, student competitions and internships. Guest speakers from industry partners in CTE classes help promote the real world connection as does the requirement to do hand-on projects and portfolios. Additional supplemental material includes documentary videos, audio texts, stock simulation experiences, and virtual museums. Access to primary source documents and Google Earth help students connect beyond the textbook in Social Studies. Visual and Performing Arts demonstrate many areas where students have used resources beyond the textbook including Theatre productions of plays and musicals from scripts as well as dance and choir performances that showcase student work which are adjudicated by professional companies and colleges. The science department engages students in weekly labs including virtual PHET labs.

Real World Experiences: Students have access to and are engaged in career preparation activities in many departments. The ag department runs a school farm with acreage for livestock and permanent crops that help students investigate potential ag careers. Welding, Vet Science and other CTE courses require portfolio work including cover letter, resume, references, and job

application. Sixteen Leadership and Career Development Events are held at post-secondary sites to develop industry based skills and career awareness. Career Tech Expo and Sports Medicine Symposium offer opportunities for students to investigate internship and initiate job shadowing. The college/career teacher presents information and students access Career Cruising site and set personal career goals. CHS academies include nursing, criminology, business, engineering and teachers of tomorrow. Career Day and Career Week are hosted annually. Interact Club offers student volunteer hours in the community. Social studies department also offers mock interviews, personal budget projects, and Civic Engagement portfolios. Hmong students are offered a course in their native language classes and learn about their history. Approximately 200 students in the Interact Club log volunteer community service hours and about 30 students each year receive awards for making 100 volunteer hours during their time at Central High School. Leadership and Career Events available draw hundreds of students and dozens of colleges, military recruiters and business partners to campus.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:
- Use of technology to support learning has increased with more Chromebook carts in core, SPED and World Languages classrooms and more teachers utilizing Google Apps.
- Use of resources beyond the textbook that link students to the real world are evident in many of the CTE courses as well as social studies.
- Students have access to career preparation activities through CTE pathways and ROP programs at both campuses, but CHS would like a better system for collecting CTE pathway data.
- Teachers are offered a variety of professional development opportunities to improve instruction. Math Solution consultants and English Learner Group coaches have been contracted to follow up on PD implementation.
- An increase in project based, inquiry type, and problem solving lessons across content areas was noted. Increased technology usage has enhanced real-world scenario relevance.
- Targeted professional development is planned for core teachers about instructional strategies for reaching English Learners that is intended to increase their graduation rate.
- Department PLCs are examining CFA student data to strategize for standards requiring reteaching and designing lessons to readdress.

Key issues for Standards-Based Student Learning Instruction:
- Student understanding of content standards and expectations could be more explicit. More differentiation for ELD, GATE and SpEd would be helpful in all classrooms.
- Students work that demonstrates their ability to apply knowledge at the higher cognitive levels needs addressing but is showing growth with PBLs.
- Demonstrating students higher level thinking and problem solving skills needs support in math and improvement in special populations.
- Increasing math performance for all students is needed, especially African American students, the socioeconomically disadvantaged, and students with disabilities.
- In an attempt to improve graduation rates for English Learners and students with disabilities, targeted professional development for core teachers is being implemented.
- Instruction and curriculum needs to be aligned to support EL needs and language development across all content areas.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
Argumentative essays, assessment examples and results, benchmark assessments, career portfolios, common assessments, co-teaching lesson plans, curriculum maps/pacing guides, fieldtrip documentation, integrated ELD framework, Interact club activities, pacing guides, PBL

lesson plans, PCC Agendas, PLC Minutes & notes, rubrics, scaffolding strategies for ELs, senior portfolio, standards based projects, Standards map, student portfolios, student work showing use of technology, transition plans, virtual Labs , vocational and practical job experience

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1 Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Professionally Acceptable Assessment Process

The school's systems in place to collect and disaggregate performance data is mostly limited to two departments: Math and ELA. These seem to be limited to State testing information and results. Various departments use district level benchmarks, summative assessments such as quizzes and tests, (There is ELPAC summative assessment for English Learners) and teachers collect and analyze the data from the student work to inform next steps. The focus group did have a concern about the ability of teachers to access the data in a timely manner is a concern. The AP pass rate for CHS has increased by 9% from last school year. IEP goals are assessed and reported to parents. Some departments have common unit plans that address CCSS and content standards. It is unclear how the school and each department relate the data to all stakeholders. It is also unclear what disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities takes place and how the data is analyzed and feedback provided to the students as to how they are meeting the expectations of the academic standards. The school and each department relates the data to stakeholders in Academic Council, ELAC meetings, SSC meetings and at staff professional development during these meetings in order to discuss the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities. There is some discussion of indicator data by using the California School Dashboard during staff development meetings. Department chairs participate in the creation of the master schedule each year ensuring that common preparation periods are considered. Common preparation periods are used to review common assessments in subject areas. PLCs are also an avenue through which some data analysis takes place.

Basis for Determination of Performance Levels: 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. Report cards are mailed home to all students every six weeks. CTE pathways end in a capstone class requiring a B or better grade. Counselors meet with freshman classes and individually with 10th-12th graders to monitor progress toward graduation. Career interest inventories are taken by students. ELA uses curricular maps as well as district benchmarks and performance tasks to monitor performance. Math uses AERIES to post grades so parents can view and monitor. Science uses summer school courses to improve course performance. Three years of math and science are required to graduate. Social studies uses common assessments to compare student growth as well as study session and tutoring to encourage struggling students. Case managers work with SPED students and parents regarding IEPs. ELD program moved from designated ELD to integrated ELD. There is some frustration about how this change was rolled out. There is a need to evaluate the effectiveness of this initiative by surveying students, staff and parents.

Monitoring of Student Growth: The school does not have 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. The school is working with the district to develop a system for monitoring student growth. School leadership plans to use the "Aeries Analytics" feature in Aeries to create customizable dashboards that can track growth. The feature will also serve the school leadership team as an early warning system of potential student dropouts.

Assessment of Program Areas: 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. CHS utilizes the AERIES program to monitor graduation requirements, credits, course completion and grading policies. Curriculum and Instruction Team, Academic Councils and PLCs discuss, evaluate and review current programs to determine areas of need. Weekly management meetings focus on addressing concerns.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Math assessments indicating a lack of student engagement and mastery resulted in a partnership with Math Solutions to provide professional development for math teachers. CHS is hoping to close the learning gap for underperforming English Learners by hiring English Learner Groups to coach administrators and teachers on best practices. The KTEA and WIAT assessments for SPED show a learning gap.

Evaluation of Process for Reviewing effectiveness of Curriculum and Instruction:
All administrators attend monthly professional development meetings focused on instruction and curriculum. Some themes in professional development include educational philosophy, data analysis and re-teach cycle. These themes are modeled by administrators for teaching staff. Peer selected teachers determine new textbook adoptions. CHS uses the opportunities that School Site Council, Academic Council and WASC provide to review their program and student outcomes. A Professional Consultation Committee evaluates new adoptions.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction. District benchmarks and curriculum embedded assessments are used in math and ELA to modify instruction and help students understand instruction. CTE and ROPs use a summative skills assessment to demonstrate standards mastery. Placement in 9th grade courses is based on a diagnostic assessment, final grade and CAASPP scores. Math allows assessment retakes if students have reworked the material. PE targeted their assessments to the six units which they aligned to their standards and uses Fitness Gram testing to develop fitness goals. Social Studies uses Google Forms, Illuminate, and Quizlet Live as review tools that also provide valuable data collection to gauge student success. Performance tasks and document based question analysis along with Google Apps for Education help students demonstrate their learning goals. In Special Education RSP and SDC student progress is evaluated 3 times a year along with annual IEP assessments.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Twice a month PLCs dedicate time to analyze data, adjust instruction, plan lessons and create common assessments in department groups. CTE measures skill mastery for certifications and disseminates results to stakeholders.

AP courses carry significant weight on student outcomes so teachers with high pass rates are chosen to teach these courses. ELD uses PLC time to analyze and integrate new ELD strategies that they're learning from professional development. Math uses curriculum embedded quizzes to reteach and reassess students. Since many PE teachers also coach, they have trouble finding time to meet because coaching assignments conflict with PLC meetings. Science curriculum is divided into units with periodic quizzes to check for understanding of the NGSS performance expectations.

Teacher and Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Both campus principals hold roundtables or advisories to ask students questions about their academic readiness for college and career. The student perception survey showed a moderate rating for frequent teacher feedback concerning student progress.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:
- CHS departments use assessment data to inform instruction.
- Standards guide the planning of instruction as well as the creation of assessments.
- A system for identifying students not meeting graduation requirement is in place.
- AP score data has shown a steady increase in pass rate from 2016 to 2018.
- Teachers, through their departments chairs, are given a voice in the design of the master schedule so that more common prep periods are accommodated. Opportunities to discuss assessment data happen often in common preps.
- The organization of the school into the university system allows for improved oversight of student monitoring and accountability.
- Teachers spend time mapping standards in content areas so that the instructional program of the school is in alignment with CCSS.
- Administration shares California School Dashboard data with staff during staff development meetings.

Key issues for Standards-Based Student Learning: Assessment and Accountability:
- A need exists for more consistent practices for reviewing and using assessment data.
- A school-wide system for monitoring student progress for all student populations is needed.
- More academic targeted interventions are needed to increase student achievement for socially economically disadvantaged students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
PLC meeting minutes and AERIES student portal , Implementing a new school accountability system through College and Career Indicators (CCI), Every teacher administers semester finals, Academic council agenda/minutes, Aeries Gradebook, AERIES Student Portal, A-G graduation requirement tracker sheets, Assessment/Benchmark data, Benchmarks Scores, CAASPP Score Summaries, Career interest inventories, School site council agenda/minutes, Common Assessment Data, CTE Pathways, Curriculum maps, Department Formative and Summative Assessments, Department grading policies, District benchmarks, PLC Common assessments, PLC Notes Reviewing Assessment Data, Standards Maps, Student Information Packets, Student journals, Summative Assessments, WASC student input survey

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

The school's process for involving parents and community is mostly done by communicating through publications, electronic technology (social media), public meetings to disperse important information to parents, along with other members of the community. Platforms include Facebook, Twitter, Remind app messages, ConnectEd accounts, and the PeachJar Flier. Connect Ed is sent out via mass communications through phone call and email formats. The district notices are provided in several languages: English, Spanish, Hmong, and Punjabi. Emergency cards in these languages are in the process of creation. There is a welcome week at the beginning of the year, as well as Back to School Night, yearly College and Career Fair and ongoing parent workshops throughout the school year. The School Site Council at CHS meets 4 times a year. The school has two Home-School Liaisons who work to better communication and engagement with the Spanish speaking parents and families of ELLs. In addition, ELAC coordinators discuss programs that are in place to help ELs improve in their education, as well as prepare them for college, career and community. Home Hospital and IEP meetings are provided services on campus. Digital and hard copies of school events are posted throughout campuses as well as communicated through platforms such as PeachJar, Facebook, Twitter, Remin as well as on the school website. Student progress is communicated through the Student and Parent Portals. CTE courses and pathways regularly meet with their respective industry advisors to ensure that their programs are relevant. Many parents are involved in the learning and teaching process by providing cultural background to language classes and support for the agriculture CTE. Boosters clubs have a strong presence.The Visiting Committee found that there is a need to involve more parents, especially those from underrepresented groups. The school has taken steps to reach out to cultural community initiating a necessary link.

Use of Community Resources:

CHS has College and Career Fairs twice a year at both sites, as well as Leadership Development Events. There are partnerships with local businesses through CTE, the STEAM Fair, Interact Club, FFA as well as guest speakers, field trips and video-conferencing. The Library Media Center has been instrumental in connecting CHS with businesses and community resources to support and extend student learning. Partnership with CSU Fresno through the "Teaching Fellows" and "Student Ambassadors" not only supports students academically, but can build relationships which are foundational for moving into higher education as does the AVID program. CUSD and CHS has partnered with Cencal Mentoring that focuses on providing social and emotional supports for the school's most at-risk student. After a baseline behavioral assessment, mentors meet students individually or in groups to provide and execute an established social and emotional support plan. The community has been very giving when the school seeks it. The Interact club has received strong community support in a number of their events and fundraisers.

E2. School Environment Criterion

Safe, Clean, and Orderly Environment

Every year the CUSD's Board of Trustees and CHS' School Site Councils approve the Safe School Plan. Each site employs a site lead custodian with an assigned Vice Principal to oversee and address any facility concerns. 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. The school has existing policies and regulations

and uses of Internet Safety and technology. There are Chromebook carts for all core content areas, including World Languages. Classroom Orchestrator, which allows each teacher to remotely monitor students' computers. The VC observed that the application of Classroom Orchestrator is not consistent. It has been observed in some classes that students are not on task; Classroom Orchestrator could have been used to rectify it. To address bullying, CHS staff and administration are effective in creating awareness and monitoring bullying both on campus and social media. CHS administration has developed Memorandum of Understanding agreements to address bully-like behaviors that are signed by both administrator and the student as well as shared out with parents. The school implemented a "universities" system to reduce class size and increase teacher-student ratios. This was meant also to help address conflict at an initial level. Every fall, social and emotional staff along with peer connectors have a bullying awareness week. Other weeks that are celebrated include Autism Awareness, Suicide Prevention, and "See Something, Say Something" Week. Conflict resolution is provided in bullying incidents and students are required to sign a memorandum of understanding. On a district-wide basis and at CHS, Uniform Complaint Procedures are outlined in the District Handbook and electronic and hard copies are available on sites. CHS has one Guidance Learning Director, five fully-credentialed Guidance Instructional Advisors, six counselors, two intervention specialists, two intervention counselors, and three school psychologists. that help students with conflict resolutions, social, emotional and academic counseling, and scheduling. The school is in the process of adding one more counselor to each school site. SST are established to help struggling students. Parents, teachers, and administrators can refer a student to SST, where the team identify strengths and areas for growth and consider options for intervention. A culture of safety, "See something, say something," is being fostered by CHS. The VC observed that many students feel safe on campus. Furthermore, CHS has an anonymous WeTip line that the community can use to increase safety on campus.

High Expectations/Concern for Students:

There is a system known as Behavior Intervention Team in place to monitor the social/emotional, academic and attendance needs of students. The team meets weekly to discuss and provide interventions for tier 2 and 3 behavior intervention students.The school uses the "Teaching Fellows" to monitor an academic Tier System, pushing in for support and facilitating after school tutoring. Another system in place is the Student Assistance Program. The program provides a layer of support for students who struggle with a variety of issues such as grief, divorce and other varied concerns. There is also PBIS program and CenCal Mentoring to provide most at-risk students with an environment of care and concern. It has been a powerful tool to support students who are involved in gangs and/or lack social emotional supports at home. Full-time School Resource Officers and one Probation Officer are also present and involved on campus, providing teaching opportunities to the school community. The University System fosters a culture of self-advocacy among students to take responsibilities. CHS also has a system known as Central Supports & Intervention, accessed through Google Classroom, to help provide social and emotional support to students if needed.

Atmosphere of Trust, Respect, and Professionalism:

CHS has provided professional development through the operation of the PLCs. AP teachers meet frequently with the Principals in developing standards and expectation, not only for AP classes, but all classes as well. An academic council is formed to discuss general school business, programs and events, and academics. The council consists of department chairs and administrative staff. Regularly staff meetings also keep the staff up to date with school business and provide professional development. Each meeting a teacher is awarded a CLAWs trophy to recognize them for their outstanding efforts in the classrooms and specific programs. The VC observed that there is a strong staff culture on campus and support is there when sought out.

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support:

There are now expanded evening hours for Counselors to work with both students and their parents.The district has partnered with CenCal, a mentoring program, to provide support to CHS' most at-risk students, which include services such as area-specific classes, social-emotional counseling, and home visits. The SAP and BIT systems are also in place to provide individual support to students. Staff works closely with counselors to monitor student progress. The University System (Small Learning Communities) has allowed staff to be more intentional with their work, forging relationships with students and addressing their emotional needs readily. However, there is a gap in the process due to the move of sophomores to the East campus from freshman year on the West campus. VC members observed the need for greater rigor in academic language modeling and usage, both in terms of length of time and complexity of sentence structure. In January 2019, there was a focus on improving EL instruction by incorporating and implementing the use of three targeted EL strategies: Daily Objectives w/academic language, and structured student talk time with academic language. Administration is being intentional about doing walkabouts to observe these strategies and then sharing the data with teachers. Speech therapy is at a premium due to unfilled staff positions throughout the area. Both of these will lead to greater student self-advocacy.

Support and Intervention Strategies Used for Student Growth/Development:

CHS is working to improve strategies for personalizing multi-tiered intervention approaches to learning and alternative instructional options for students with tier 2 and 3 academic needs including math intervention, reading intervention, and curriculum support for special populations. Edgenuity is offered to students to complete deficient credits throughout the year and summer. Three alternative school sites are provided for students; however, space is limited so many students remain at CHS. It is noted by the school that more effort is needed to provide lunch and after school tutoring for students. So far, progress has been made by the school by providing targeted, mandatory multilingual after school tutoring for students below a 2.0 GPA as well as targeted lunch time tutoring varying days of the week.

Support Services – Multi-Tiered Interventions and Student Learning:

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 (i.e, within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs). Because of large enrollment, the master schedule, limited physical space, CHS is not able to always adequately meet the needs for every student who could benefit from intervention. It is hoped that adding another counselor at each school site that this issue will be improved. The district has identified EL support as a major goal and CHS is working towards meeting that goal by making sure there is more effective monitoring of all EL students.

Equitable Support to Enable All Students Access to a Rigorous Curriculum:

Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. All students have access to all classes. With the exception of prerequisites, there are no restrictions in what can be taken.

Co-Curricular Activities:

CHS provides a range of sports and clubs, foremost among the academic ones is C.O.Y. where AP alumni tutor AP and AVID students. Students and CHS Alum seek involvement in the Leaders as Readers program. Students also participate in a variety of academic competitions and programs, such as Science Olympiad, History Day, Science Fair, Academic Decathlon, Chicken Week.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

- Areas of strength
- embedding PBIS into instructional programs;
- initiating expanded outreach through Spanish bilingual liaisons and hiring primary language tutors for Spanish, Hmong, Punjabi and Arabic;
- valuing diversity through many cultural fairs and WOW; Chicken Week
- teaming with CSU Fresno Teaching Fellows and Ambassadors to support students both in and out of the classroom through tutoring and monitoring
- providing a number of clubs-such as student led C.O.Y. (Tutoring AP and AVID students), as well as Peer-to-Peer Tutoring.
- VPA opportunities, strong CTE programs with counseling and sports activities.
- Safety Week (See Something Say Something)
- After School Tutoring available to all students with support in all core content areas.
- Partnership with CenCal Mentoring.

Key issues for School Culture and Support for Student Personal and Academic Growth:

- The need to engage 9th and 11th graders in more meaningful participation and school connectedness. (Only 9th and 11th grade students were surveyed. This survey doesn't fully take inventory of all students and their opinions).
- The presence of two, separate campuses, three in the near future, inevitably creates the potential of having two different campus cultures amongst students and staff.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Cal-SCHLS (California School Climate, Health and Learning Survey) results pgs. 63-66 of Self Study Academic Council Meeting Minutes, Anti-Bullying Week Flyers, Back to School Night Flyer/Agenda, Back to School Night flyer/schedule/sign-in sheet, Career Pathways and Info on Different College Majors/Minors, Club List, ELAC Agenda/minutes, FCOE Minutes, Minutes from ELAC , PBIS agenda/minutes, Safe School Plan Meeting Minutes/Staff Meeting agendas, SSC Meeting minutes/agendas, Tutoring sign-in sheets, Youth Court minutes/agendas

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. There is a strong visible culture among the staff and student community. Staff are proud to be a part of the school and the students embrace the campus culture and have a strong attachment to the school. There are plenty of (social-emotional) support systems in place to provide a safe and open environment for the students.
2. Visiting Committee observed that Career Centers at both campuses are well equipped, well supported, and staffed with highly qualified teachers who offer career and college exploration opportunities, events, and classroom presentations.
3. The shift to the university organizational system promotes student connectedness with caring adults. It allows counselors to build stronger relationships with their students and monitor their progress.
4. Counselor availability has expanded to include more student contact time during and after the school day.
5. The consultant work with Math Solutions and English Learner Group has resulted in the identification of a systemic focus of objective posting, sentence stem utilization and structured academic conversations implementation intended to enhance instruction and student outcomes.
6. Student diversity is not only promoted on campus through various student and community activities, but is actively celebrated.
7. The student support by the Behavioral Intervention Team for their academics and their ability to link students with resources in the school and community provide needed assistance.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Provide teachers with professional development on strategies for designing instruction, incorporating critical thinking skills and using formative assessment, time for collaboration and coaching to address the academic needs of EL students in order to make sure all students meet or exceed grade level core standards and are prepared for college, career, and community.
2. Provide additional counseling resources and technical resources and real world experiences to engage students for College and Career readiness in order to increase student engagement, reduce absenteeism rate, and reduce suspension/expulsion and dropout rates.
3. Provide parent education, and additional home school liaison and workshops to engage families in educational programs and decision making process to support student wellbeing and academic success and for the SSC to receive input and feedback from parents.
4. Provide teachers with PD on incorporating research-based methodologies into their lessons and increase their knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners in order for students to experience success in language acquisition.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. The administration follow the guidelines of the accrediting commission and ensure that the coordinator of the school's self study attends a training on how to conduct a successful self study prior to starting the self study process to make student outcomes more visible in the self study.
2. The administration and staff follow the guidelines of the accrediting commission and find more ways to engage all stakeholders including: parents, students and the community in analyzing and

reflecting on the school's progress and the impact on student learning as well as determining school needs as a part of the self study process.

3. The administration and leadership team continue to work with teachers and monitor their use of standards based formative and summative assessments in implementing effective teaching strategies (including: learning outcomes and success criteria, use of sentence stems, and structured academic conversations) and building rigor into their lessons that support the high achievement of students' progress toward specific learning targets.

4. The administration, leadership team and department chairs monitor and coach teachers on aligning their department's curriculum coverage and rigor in order to determine how much of the lesson content is being mastered and provide students with the same high quality education in every classroom.

5. The administration, leadership team and department chairs collaborate to create effective PLCs with flexible agendas (data analysis, common formative assessment development, standards map alignment, interventions) tied to accountable reporting.

6. Administration provide ongoing training opportunities for teachers to refine their student cooperative instructional strategies intended to increase student engagement that utilizes structured academic conversations more frequently throughout the entire length of the class period.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

1.   Provide teachers with professional development on strategies for designing instruction, incorporating critical thinking skills and using formative assessment, time for collaboration and coaching to address the academic needs of EL students in order to make sure all students meet or exceed grade level core standards and is prepared for college, career, and community.
Critical Areas Addressed
- Increase access to and the use of upgraded technology in the classroom.
- Central High School teachers should increase consistency of rigorous, challenging learning experiences across the curriculum.
- Expand use of individual student data in the classroom by teachers to identify individual student needs with an emphasis on student goals and strategies.
- Develop strategies to use maximize instructional minutes

2.   Provide additional counseling resources and technical resources and real world experiences to engage students for College and Career readiness in order to increase student engagement, reduce absenteeism rate, and reduce suspension/expulsion and dropout rates.
Critical Areas Addressed
- 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.
- 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.
- Increased student access to counselors during non-instructional time
- Equity between the two campuses, based upon student needs (i.e. communication, support, services, facility, human resources)

3.   Provide parent education, and additional home school liaison and workshops to engage families in educational programs and decision making process to support student wellbeing and academic success and for the SSC to receive input and feedback from parents.

Critical Areas Addressed
- 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.
- Need for increased parent participation that is representative of the student body.

4.   Provide teachers with PD on incorporating research-based methodologies into their lessons and increase their knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners in order for students to experience success in language acquisition.

Critical Learning Areas
- Central High School teachers should increase consistency of rigorous, challenging learning experiences across the curriculum.
- Central High School should use avenues to increase equity of availability of elective courses for all students.

- Expand use of individual student data in the classroom by teachers to identify individual student needs with an emphasis on student goals and strategies.
- Develop strategies to use maximize instructional minutes

- **Comments on the following school improvement issues:**
  - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
    - **Do the action plan sections address the critical areas for follow-up?**

Yes, the school agress with the critcal areas and has incorporated them into their action plan

    - **Will the action plan steps enhance student learning?**

Yes, all the goals are student centered

    - **Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives *(e.g., II/USP, technology plan, staff development plan)*?**

The district LCAO and school plan integrated all major scool initiative.

    - **Is the action plan feasible within existing resources?**

Yes

    - **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

The VC worked closely with the school leadership and district representatives to assure that there was commitment and agreement that this would be accomplished.

    - **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**
  - **Existing factors that will support school improvement**

Commitment by the superintendent and school administration and the fact that new initiatives are are already in place for school improvement.

  - **Impediments to improvement that the school will need to overcome**

The planning for the construction of a new high school in the next three years is needed and has begun, but working through all the different issues that that creates will create new issues for the school and district.

  - **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

There is a commitment by the administratyion and leadership team to improve the monitoring of each area of the action plan.