

# The Single Plan for Student Achievement

**School:** Central High School  
**CDS Code:** 10-73965-1030626  
**District:** Central Unified School District  
**Principal:** Robert Perez  
**Revision Date:** 10/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Robert Perez  
**Position:** Principal  
**Phone Number:** (559) 276-0280  
**Address:** East Campus 3535 N. Cornelia, Fresno Ca. 93722, (559) 276-0280  
West Campus 2045 Fresno Ca. 93723; West Art Center 10950 W. M. Dickenson, Fresno  
Ca. 93723 (559) 276-5276  
**E-mail Address:** rperez@centralusd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data) .....	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance .....	19
Goal: English Language Arts .....	19
Goal: Mathematics .....	22
Goal: English Language Development .....	25
Goal: School Culture .....	28
Goal: Parent Engagement.....	33
Summary of Expenditures in this Plan.....	34
Total Allocations by Funding Source .....	34
Total Expenditures by Funding Source .....	34
Total Expenditures by Object Type.....	35
Total Expenditures by Object Type and Funding Source.....	36
Total Expenditures by Goal .....	37
School Site Council Members .....	38
Recommendations and Assurances.....	39

## School Vision and Mission

### Central High School's Vision and Mission Statements

Guiding Principles

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

Goal 1: Learning for Academic Excellence: Every year every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Development for Academic Excellence: Every year every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision making, and continuous improvement for increased student learning.

Goal 3: Support System for Academic Excellence: Every year every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

## School Profile

### School-Community Profile: Data and Findings

Central High School is located in Fresno, California, in the center of the San Joaquin Valley. It is the only comprehensive high school in the Central Unified School District, a rural district covering 88 square miles that was established in 1922. For much of its history, CHS served predominantly agriculture-based families west of Fresno. Over the course of the last ten years, CHS has experienced a transformation in growth as it now serves nearly 4,210 students. It is located in a growing area of Fresno County, serving students from both rural and suburban communities. Although there are a wide range of socio-economic backgrounds served by the district, the majority of the residents in this area would be classified as middle to lower income. 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 Harvest Elementary School in the fall of 2007, Glacier Point Middle school in fall of 2011, and an additional elementary and high school will open as growth demands and funding becomes available. The Central Unified community successfully passed a \$152 million bond in November 2008. This bond is helping to fund district-wide projects such as the modernization of current facilities including a multi-million dollar upgrade to Central High School West Campus. Upgrades include new athletic fields for baseball, softball, soccer, and basketball courts, as well as a new parking lot and loading zone which were completed in the fall of 2011. New infrastructure for the addition of new buildings, including a cafeteria with a production kitchen and new classrooms and labs, are scheduled to be completed.

Central High School is composed of three campuses, East, West, and the West Arts Center (WAC). Central High School West Campus was constructed in 1922. East Campus opened in 1996 to accommodate rapid growth. In 2014, the West Arts Center (WAC) was opened to accommodate the Performing Arts. West Campus was renovated and re-opened in 1999. At that time, all freshmen at the high school began to attend West Campus, along with tenth through twelfth graders who chose to stay at West Campus. There are currently 732 freshmen and approximately 825 tenth through twelfth graders at West Campus. In the fall of 2015-16, 406 freshmen attended East Campus to participate in academies focusing on Applied Technology, Health Careers and Consumer Family Services. In 2016/2017 there approximately 400 freshmen attending Academies in Applied Technology, Health Careers and Child Family Studies. The Business Entrepreneurship Academy was moved to West Campus in 2014/2015. In addition to the 400 freshmen, there is a total of 2,200 of 10th - 12th graders at East Campus bringing the total enrollment for the 2016/2017 school year at approximately 2,600. Shuttle buses are provided between both campuses before each period. This transportation affords students the opportunity to take classes at either campus.

Central High School serves a diverse student population consisting of 46% Hispanic, 27% Caucasian, 16% Asian, 10% African American, and 1% other ethnic groups. Of the 4,210 students attending Central High, 66% 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 2007-2008 the CHS API score was 668. In 2008-2009, CHS had a 36 point growth to 704. In 2009-2010 our API continued to grow to 715. The API score decreased by one point to 714 in 2010-2011 however, Central had a 24 point increase for the 2011-12 school year. In 2012-13. Central High school increased another 15 points to 753.

Central Unified adopted an Instructional Action Plan (IAP) in fall 2006. This plan was created with facilitation from Pivot Learning Partners, formerly Springboard Schools. This has become the focus for professional development at Central High School and in the district. A component of the IAP are the five instructional best practices which include: 1) posting and teaching a learning objective, 2) the use of the direct instruction teaching model, 3) learning academic vocabulary, 4) student engagement strategies and 5) checking for understanding. Professional development is centered on these best practices. In 2010, Central Unified in conjunction with Pivot Learning Partners, implemented a co-teaching model to integrate Special Education students within general education classes in Algebra. Implementation occurred in English Language Arts courses the following year.

In the summer of 2007, Central Unified began an annual three day Administrative Leadership Summer Institute 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 2007, the CUSD Summer Institute objective was to gain additional knowledge of the IAP, best practices, Direct Instruction, classroom observation protocols and teaching to an objective. 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 a focus on literacy and writing. The 2013/2014 school year focused on professional development and preparation of the CHS staff for the integration of tablets as an instructional tool. In addition the staff received professional development in inquiry based model. The 2014/2015 Summer and Fall Institutes focused on connections, engagement, and opportunities. This past summer, Central Unified began work with Visible Learning and will continue this work to build connections within every site.

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 provide rigorous, relevant, standards based learning as stated in our CUSD Guiding Principles. The master schedule has been modified to provide common preparatory periods for most core subject areas, and extended staff meetings have been added to the staff development calendar, which provide teachers time to collaborate in PLCs.

In the spring of 2012, the district leadership announced a high school administrative reorganization. Administrators were notified of the changes and the need to interview for many of the new positions. The two principal concept was eliminated in favor of one principal to serve both campuses. Administrators were reassigned, moved to other campuses, or remained in their previous roles. An assistant principal/school director was added at each campus. The goal is to provide each site an instructional leader focusing on classroom instruction and student learning. The role of the principal is 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.

Progress indicators include CELDT, EAP, AP passing rates, performance task data and grades that have been evaluated by teachers, administrators, counselors, and parents (SSC). In 2016, 11th grade students were assessed by the Smarter Balanced Assessment Consortium. The results of this assessment will be used as a baseline for CHS. Minimally these indicators are evaluated annually, and often are ongoing connected to performance tasks and released test questions.

Central High School employs the use of five instructional best practices. These are instructional components that are expected to be used in every classroom in Central Unified School District. They are:

1. Posting a learning objective for that day. Not a generic objective but one that applies to that day. Students should know what they are learning. Simply posting it does not teach students what they are about to learn. Continually refer back to the objective so that progress is measured and learning is focused.
2. Use of the Direct Instruction Model.
  - a. I do (teacher demonstration)
  - b. We do (teacher modeling with student input and student modeling with teacher input)

c. You do (student mastery)

3. Learning academic vocabulary appropriate to the lesson

4. Student engagement strategies. Adults and emerging adults learn through social interaction, reflection, making judgments, and justification of positions.

5. Checking for understanding. This is an ongoing and engaging activity. Use cards, seating charts, Popsicle sticks, and other efforts to call on non-volunteers and engage with students checking for understanding.

Central Unified School District has adopted guiding principles to focus our efforts in all aspects of the educational services we provide. Our decisions are driven by these beliefs and values.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Please see attached 2015-16 Central High School Parent survey results.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

2015-16 classroom observation data will include evidence of use of instructional best practices and integration of common core lesson designs. Administration and staff will continue work with best first teaching, assessments, standards mapping, and classroom management procedures.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

1. State and local assessments data sent to each student and parent
2. Goal setting with students in classroom
3. State and local assessments reviewed by teacher and department
4. Use of Illuminate to inform instruction for student needs
5. Analysis of benchmark data
6. Use and analysis of common formative assessment data
7. Development of common formative assessments in the core

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system (Illuminate) which provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments such as Smarter Balanced Assessment & CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system (Aeries) is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

On and off site professional development provided to staff on Wednesday and three times a year by Educational Services.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development at site and district level. Teachers get support on the use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

1. Instructional Action Plan aligned with best practices.
2. Analysis of student testing data including state and local assessments, benchmarks in ELA and Math. .
3. Implementation of Central Unified's PLC model school wide
4. Advanced Placement subject matter training, AVID methodologies workshops, and all provided for teachers.
5. ELD teacher professional development with "Edge" ELD curriculum.
6. Professional development for SDAIE and ELD on effective instructional strategies.
7. Teacher professional development with the integration of instructional technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and Benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of site based professional development to efficiently ensure the training to practice of instructional best practices and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides targeted PD with the site to support greatest needs. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

1. Minimum course of study outlines.
2. District adopted standard based core texts.
3. Performance tasks in ELA and Math
4. PE curriculum aligned with state framework.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Through the school's master schedule, the school allocates adequate instructional time for the adopted basic core grade level 9th and 10th ELA and Math 1 programs and intensive interventions. In addition, the school allocates additional time as appropriate for strategic support, ELD for identified ELs. These programs provide all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

ELA:Core--Grades 9-10- one block

Academic Lit - Grades 9-10 - one block linked to a grade level core English course

ELA Intensive-per IEP

ELD Grades 9-12 - one block per appropriate language proficiency level

Math 1---one block

Math Support---one block additional strategic support linked to Math 1 course

Curriculum Support for IEP students to support Math and ELA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district instructional/assessment curriculum map for the standards-aligned ELA core, strategic support and the intensive reading intervention courses and for the standards-aligned Math I CC, and Math I CC strategic support, in order for all teachers to follow a common sequence of instruction and assessment.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

1. Central Unified School District and the Central Unified governing board adopt standards-based texts and materials for all core areas.
2. Central Unified School District currently has PCC model for input and to increase collaboration.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs. This also includes ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials are used to provide ELD instruction to ELs. Edge is currently used as our EL Supplemental curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

1. ELD companion courses. English Language courses which are paired with regular English classes and provide intensive support and instruction.
2. Universal access to core materials for Special Education classes.
3. Academic Lit (ELA), Math 1 CC Support. Co-teaching in Math 1 and English 9, 10, 11, and push-in support for 12. Academic Literature is an intensive intervention Language Arts course and provide intensive support and instruction. Math 1CC intervention for students who require additional instruction and support.
4. After school re-teaching and tutorial - Tutorial efforts to provide instructional support outside the regular school day for high need students. Teaching Fellow will assist with monitoring and support, both inside and outside of classroom.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ELAC

Parent EL Series

District and site website

Career Center

Parent information nights

Counseling parent information nights

New student orientation, Back to School night, Open House

Connect Ed- a mass media message to distribute information through phone, text and email to the community

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council serves as the school community representative body for determining the focus of school's academic instructional program and all related categorical resources. SSC evaluates school's academic instruction program, recommends, approves and monitors categorical budget expenditures in accordance with the laws.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Academic Lit- Academic Literature is a double blocked Language Arts instruction where courses are paired with regular English classes and provide intensive support and instruction.
2. Instructional aids in ELD classes- To provide small group and one on one support for students in the ELD setting.
3. Post secondary opportunities
- 4, Math 1 CC support, and Academic Lit. providing the curricular support for high need students to close the achievement gap.
5. ELD classes offered for original credit in summer school.
6. After school programs- tutorial and preparation
7. Language Live- Strategic reading program at West and East Campus for students two or more grade levels below in reading
8. Credit recovery(E20/20)- An inside and outside of the school day program in which students can attain credit for courses in which they have previously failed.

### 18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SSP is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

## **Description of Barriers and Related School Goals**

Achievement gap is a continuing concern

High incidence of free and reduced lunch (socio-economically disadvantaged)

Parent education levels

High student mobility  
Foster Youth and Group home needs

Need for greater focus on connectivity, engagement, and opportunities for students.  
Greater emphasis on best first teaching  
Need for strong RtI for academics and behavior supports  
Transform students into active learners  
Strong teams and intentional PLCs

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	917	960	886	917	877	916	96.6	95.5
All Grades	917	960	886	917	877	916	96.6	95.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2569.2	2587.4	12	17	34	38	32	28	20	17
All Grades	N/A	N/A	12	17	34	38	32	28	20	17

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	22	55	59	22	19
All Grades	23	22	55	59	22	19

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18	26	54	55	27	20
All Grades	18	26	54	55	27	20

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	16	63	69	23	15
All Grades	14	16	63	69	23	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	30	59	56	17	14
All Grades	23	30	59	56	17	14

**Conclusions based on this data:**

1. There has been an overall improvement in % At or Near Standards/%Above Standards.
2. In writing, % Below Standard decreased.
3. 81% of our students are At/Near or Above Standards in Writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	917	960	887	921	860	913	96.7	95.9
All Grades	917	960	887	921	860	913	96.7	95.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2519.3	2524.6	1	2	11	11	28	29	58	57
All Grades	N/A	N/A	1	2	11	11	28	29	58	57

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	4	5	33	29	62	66	
All Grades	4	5	33	29	62	66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3	5	52	50	43	45
All Grades	3	5	52	50	43	45

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	4	64	59	34	37
All Grades	2	4	64	59	34	37

#### Conclusions based on this data:

- 46 students did not test
- 88% of students did not meet or exceed standards
- 62% of 11th grade CHS students were Below Standard in Applying mathematical concepts and procedures.



## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>			2	24	30	22	48	38	46	23	20	17	5	13	13
<b>10</b>		3	3	30	27	8	55	39	62	9	21	19	6	10	8
<b>11</b>	2	6	5	49	35	33	30	39	35	11	10	18	9	10	9
<b>12</b>	21	11	5	45	30	24	23	23	39	11	28	11		8	21
<b>Total</b>	5	5	4	36	30	23	40	34	45	14	20	16	5	10	13

#### Conclusions based on this data:

1. There was a three percent increase in students at levels intermediate and above from 14/15 to 15/16. More purposeful support in the form of professional development is needed for the SDAIE teachers.
2. Overall 15/16 data shows 72% of all high school students at intermediate or above.
3. Increased sections offered for AELD students which provided smaller class sizes.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	2			22	27		48	33		21	20		7	20	
10		3		27	23		51	40		10	19		12	16	
11	2	5		43	34		29	34		11	12		15	14	
12	19	10		46	26		22	23		11	26		2	15	
<b>Total</b>	5	4		33	27		39	33		14	19		9	16	

#### Conclusions based on this data:

1. Overall, the largest percentage of students were found at the Intermediate level.
2. 23% of EL students are beginning or intermediate. 62% of our EL students are Intermediate or below.
3. 6.8% of our students are EL students.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	232	209	184
Percent with Prior Year Data	100.0%	99.5%	98.4%
Number in Cohort	232	208	181
Number Met	121	96	78
Percent Met	52.2%	46.2%	43.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	53	199	73	160	80	141
Number Met	6	86	8	63	7	40
Percent Met	11.3%	43.2%	11.0%	39.4%	8.8%	28.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	

#### Conclusions based on this data:

1. The 2015/2016 AMAO 1 target goal of 62% was not met and in addition there was a 3.1% decrease from 2014/2015. ELD PLC meeting minutes were inconsistent. ELD curriculum was adopted for the 2014/2015 school year.
2. The 2015/2016 AMAO 2 target goal for students less than 5 years and more than 5 years in program was not met. Progress monitoring and PLC minutes were inconsistent
3. CHS teachers will focus on more intentional PLCs and data review to guide and inform instruction.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
<b>NCLB Target</b>	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	No		N/A

#### Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016 Title III Year 4 Plan is a focus in the District

## Planned Improvements in Student Performance

### Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading & mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
CHS students will be able to build understanding across and among core subjects. Teachers will create literacy rich environments across all content areas as measured by student growth, observations, and PLCs.
<b>Data Used to Form this Goal:</b>
Performance tasks Curriculum Embedded Common Assessments
<b>Findings from the Analysis of this Data:</b>
Performance task data, and curriculum embedded assessments indicate that students require increased exposure to expository text and texts illustrating the complexity, quality and range of student reading.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards 2. Performance tasks will be used to measure the progress towards the mastery of standards. 3. Smarter Balanced Assessments (SBAC)  Group data needed to measure gains: 2016 SBAC Results 2015-16 Performance tasks/BM common assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration in to their lessons.	8/1/2016 6/30/2017	School staff	PLC training with a focus on implementation of common core	5000-5999: Services And Other Operating Expenditures	LCFF	2500.03
Central High School English Language Arts and Special Education teachers will receive professional development.	8/1/2016 6/30/2017	School and Ed services staff	Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	LCFF	2000.00
			Substitute teachers, PD, and materials for training.	1000-1999: Certificated Personnel Salaries	LCFF	400.00
Central High School will provide teachers with release time to calibrate assessments.	8/1/2016 6/30/2017	School staff	Provide release time for teachers to calibrate performance tasks.	1000-1999: Certificated Personnel Salaries	LCFF	4000.00
Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.	8/1/2016 6/30/2017	School Staff	Intervention courses	1000-1999: Certificated Personnel Salaries	LCFF	21000.00
			Intervention curriculum - Language Live	4000-4999: Books And Supplies	LCFF	15000.00
			Implement student nest tutoring program	4000-4999: Books And Supplies	SES-Tutoring	1587.50
Central High School will create extending learning opportunities for English teachers to build their capacity with the newly adopted ERWC curriculum.	8/1/2016 6/30/2017	School Staff	Provide professional development, planning time, and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	LCFF	3000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.	8/1/2016 6/30/2017	School Staff	Provide professional development, planning time, substitute and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25000
CHS administrators and teachers will be provided ELA professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2016 6/30/2017	School Staff	Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	23000
CHS will provide supplemental materials to enhance literacy in AP Course content	8/1/2016 6/30/2017	Teachers & Students	Purchase On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	LCFF	4000

## Planned Improvements in Student Performance

### Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
CHS students will be able to build understanding across and among core subjects as well as 21st century interdisciplinary themes.
<b>Data Used to Form this Goal:</b>
Performance tasks Curriculum Embedded Common Assessments
<b>Findings from the Analysis of this Data:</b>
Performance task data and curriculum embedded assessments indicate that students require increased exposure to the eight math practices.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards 2. Performance tasks will be used to measure the progress towards the mastery of standards.  Group data needed to measure gains: 2015 Smarter Balanced Results 2013-14 Performance tasks

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers and administrators will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons.	8/1/2016 6/30/2017	School Staff	PLC training with a focus on implementation of common core.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
Central High School will provide teachers with release time to calibrate performance tasks and scoring them using rubric.	8/1/2016 6/30/2017	School staff	Provide teachers with release time to calibrate performance tasks and scoring them using a rubric	1000-1999: Certificated Personnel Salaries	LCFF	2000.00
Central High School math and Special Education teachers will receive professional development in the co-teaching model.	8/1/2016 6/30/2017	Site and Ed services staff	Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures  1000-1999: Certificated Personnel Salaries	LCFF  LCFF	2000.00  500.00
Central High School will provide supplemental materials and manipulatives to teachers and students to incorporate the 8 Math Practices and Common Core	8/1/2016 6/30/2017	School staff	Provide supplemental materials and manipulatives to teachers and students.	4000-4999: Books And Supplies	LCFF	1000.00
Create extended learning opportunities for math teachers to build their capacity with the newly adopted integrated math curriculum - Carnegie	8/1/2016 6/30/2017	School staff	Provide professional development for teachers	5000-5999: Services And Other Operating Expenditures	LCFF	3000.00
Provide supplemental intervention materials and resources to improve student learning.	8/1/2016 6/30/2017	School Staff	Provide students with supplemental resources and additional opportunities to improve student learning - ST Math	4000-4999: Books And Supplies	LCFF	7000.00
Central High School will provide academically at-risk students with intervention courses/tutoring to increase student learning and close the achievement gap.	8/1/2016- 6/30/2017	School staff & Teaching Fellows	Implement nesting tutoring program	4000-4999: Books And Supplies	SES-Tutoring	15857.50

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Purchase extra Chromebooks for low-income students to increase student learning and close the achievement gap.	8/1/2016-6/30/2017	School staff and students	provide low-income students with Chromebooks to take home to work on support curriculum.	4000-4999: Books And Supplies	Title I Part A: Allocation	48000.00
CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.	8/1/2016-6/30/2017	School staff and students	Provide professional development, planning time, substitutes and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25000.00
CHS administrators and teachers will be provided Math professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2016-6/30/2017	School staff	Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	22000

## Planned Improvements in Student Performance

### Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional and physical well being. P LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL</b>
Every CHS English Learner will 1 year of growth in language acquisition as measured by CELDT,ELD Benchmark, BM, and student work.
<b>Data Used to Form this Goal:</b>
CELDT Performance tasks ELD Benchmark Curriculum Embedded Common Assessments
<b>Findings from the Analysis of this Data:</b>
ELD teachers will continue to get training and PD to ensure all student needs are met.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards 2. Performance tasks will be used to measure the progress towards the mastery of standards. 3. CAHSEE will indicate the percent proficient on 9th and 10th grade standards. 4. CELDT  Group data needed to measure gains: 2015 SBAC 2014-15 Performances results

2015 CELDT  
EDGE assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
1.ELD and SDAIE teachers will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training of English Language Development (ELD) and SAIDE instructors in research-based methodologies proven to be effective in serving English Learners (ELs). 2. Provide ELD teachers with collaboration and planning time to assess students, analyze student data,and plan instruction.	8/1/2016 6/30/2017	Administrators SAIDE teachers ELD teachers	Professional development for teachers on English Learner Professional Development, SDAIE, and direct instruction strategies that will improve student learning and close the achievement gap.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
				1000-1999: Certificated Personnel Salaries	LCFF	5500.00
All English Learners will be placed in the appropriate level of English Language Development.	8/1/2016 6/30/2017	Counselors-Identify students according to the LAC screen and place them in appropriate classes. ELD teachers-Assist counselors with placement of EL students.	EL teachers-Partially funded FTE for EL teachers to offer supplemental support class for ELs during the school day.	1000-1999: Certificated Personnel Salaries	LCFF	7000.00
Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.	8/1/2016 6/30/2017	Administrators SDAIE teachers ELD teachers	Purchase of additional supplies and equipment to support student learning	4000-4999: Books And Supplies	LCFF	4901.69
			EDGE supplemental materials.	5000-5999: Services And Other Operating Expenditures	LCFF	135.00
Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.	8/1/2016 6/30/2017	School staff	Parent education opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	3000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Translation services	5900: Communications	LCFF	2000
CHS administrators and teachers will be provided ELD professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2016 6/30/2017	School staff	Professional development for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	21993

## Planned Improvements in Student Performance

### Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being. LCAP Goal 7: Close the experience gap for English Learners, students of poverty & foster youth.
<b>SCHOOL GOAL</b>
CHS students will be exposed to a positive, relevant and safe learning environment that will provide them with a culture to improve student learning.
<b>Data Used to Form this Goal:</b>
High school graduation rate
<b>Findings from the Analysis of this Data:</b>
Teachers and administration need to be more intentional with student monitoring, data decision-making, and classroom/school management.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: The entire Central High School community will raise expectations and increase support.  Group data needed to measure gains: Senior exit survey results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
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. The counselors will provide families with information and resources to assist them with planning for students.	8/1/2016 6/30/2017	School Staff	Provide evening academic counseling services to student and parents.	1000-1999: Certificated Personnel Salaries	LCFF	17000
			Provide childcare, clerical/counseling	2000-2999: Classified Personnel Salaries		1000
Support the current AVID programs at Central High School.	8/1/2016 6/30/2017	School Staff	AVID Renewal and training to provide students with the opportunity to be prepared for college.	1000-1999: Certificated Personnel Salaries	LCFF	3804
Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.	8/1/2016 6/30/2017	School Staff	Supplemental reference and resource materials for the career centers to assist students in choosing post secondary curricular pathways.	4000-4999: Books And Supplies	LCFF	2000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Supplemental reading, reference, and technology to expand student use of the library media center to assist students in meeting class as well as state requirements.	4000-4999: Books And Supplies	LCFF-SLIP	7359.68
			Technology, materials and supplies	0000: Unrestricted	LCFF	3553.96
Integrate seamless progression through Career Technical Education (CTE) courses culminating in a Regional Occupational Program (ROP) course.	8/1/2016 6/30/2017	School Staff Ed. Services Staff	Supplementary resource and reference materials to support seamless integration through CTE courses by providing students with the skills to be critical thinkers, communicators, and collaborators that will prepare them for success in college, career, and community.	4000-4999: Books And Supplies	LCFF	1000.00
Technology and supplies to increase student learning by providing additional opportunities to engage students in learning through collaboration, critical thinking and problem solving, creativity and communication.	8/1/2016 6/30/2017	School Staff	Provide technology to enhance the learning environment.	4000-4999: Books And Supplies	LCFF	66000.00
Provide every student with opportunities and resources to develop real life applications for preparedness for college, career, and community readiness. Including lab classes.	8/1/2016 6/30/2017	School staff	Materials and supplies to support lesson design and student learning	0001-0999: Unrestricted: Locally Defined	LCFF	3000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS administrators and teachers will be provided professional development, workshops, planning time, and trainings to enhance student learning and increase the positive school culture.	8/1/2016 6/30/2017	School staff	Provide administrators and teachers with professional development opportunities. Instructional rounds and leadership.	5000-5999: Services And Other Operating Expenditures	LCFF	8250
Provide students and staff with technology support.	8/1/2016 6/30/2017	School staff	Employ a part-time technology aide for both East and West campuses.	2000-2999: Classified Personnel Salaries	LCFF	25000
Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors	8/1/2016 6/30/2017	School staff	Professional development	5000-5999: Services And Other Operating Expenditures	LCFF	1500
			materials and supplies	4000-4999: Books And Supplies	LCFF	1000
1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs. 2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance. 3. Home school liaison to assist with assessment, placement and counseling for EL students	8/1/2016 6/30/2017	School staff	Primary Language Tutor	2000-2999: Classified Personnel Salaries	LCFF	32000
			Intervention Specialist, materials, trainings, and equipment to assist at-risk students with academic planning to prepare them to be success in college, career, and community.	2000-2999: Classified Personnel Salaries	LCFF	92704
			Home School Liaison to assist with placement, counseling, and assessments.	1000-1999: Certificated Personnel Salaries	LCFF	15000
CHS will provide students intervention courses to increase student learning and close the achievement gap	8/1/2016 6/30/2017	School staff	Intervention courses	1000-1999: Certificated Personnel Salaries	LCFF	4000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Hire Teaching Fellows to support with classroom push-in and after school tutoring. Will assist with the monitoring of student progress	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	49999
CHS will provide students with credit recovery opportunities in order to increase the graduation rate.	8/1/2016 6/30/2017	School staff	Provide student with access to credit recovery	1000-1999: Certificated Personnel Salaries	SES-Tutoring	23730
Central High School will provide tutoring and reteaching for students after school in order to increase student learning and close the achievement gap.	8/1/2016 6/30/2017	School staff	Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	SES-Tutoring	50000
Central High School will provide supplementary materials and manipulatives to teachers and students to incorporate the Common Core State Standards	8/1/2016 6/30/2017	School staff	Provide supplemental materials and manipulatives to teacher and students.	4000-4999: Books And Supplies	LCFF	2500

## Planned Improvements in Student Performance

### Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
Connect parents to CHS through communication, parent education, and creating community expectation as measured by sign-in sheets, feedback, and student growth.
<b>Data Used to Form this Goal:</b>
Parent surveys SSC Minutes Back to School Night and Open House sign in sheets
<b>Findings from the Analysis of this Data:</b>
Parent survey data indicates that on average 60% of parents feel strongly that the CHS effectively communicates with them.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Analysis of parent survey data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS will host quarterly parent education nights to support parents of academically at risk students. 1st - Technology information night 2nd - College, career, and community readiness 3rd - PBIS and connections to home 4th - Literacy in 21st Century	8/1/2016 6/30/2017	School staff	Parent education and engagement sessions	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	9827.00

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
LCFF	371,248.68	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	7,359.68	0.00
Title I Part A: Allocation	214992.00	0.00
Title I Parent Involvement	9,827.00	0.00
SES-Tutoring	91175.00	0.00

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF	371,248.68
LCFF-SLIP	7,359.68
SES-Tutoring	91,175.00
Title I Part A: Allocation	214,992.00
Title I Parent Involvement	9,827.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	3,553.96
0001-0999: Unrestricted: Locally Defined	3,000.00
1000-1999: Certificated Personnel Salaries	153,934.00
2000-2999: Classified Personnel Salaries	210,530.00
4000-4999: Books And Supplies	177,206.37
5000-5999: Services And Other Operating Expenditures	144,378.03
5900: Communications	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF	3,553.96
0001-0999: Unrestricted: Locally Defined	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	80,204.00
2000-2999: Classified Personnel Salaries	LCFF	150,704.00
4000-4999: Books And Supplies	LCFF	104,401.69
5000-5999: Services And Other Operating	LCFF	27,385.03
5900: Communications	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF-SLIP	7,359.68
1000-1999: Certificated Personnel Salaries	SES-Tutoring	73,730.00
4000-4999: Books And Supplies	SES-Tutoring	17,445.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	49,999.00
4000-4999: Books And Supplies	Title I Part A: Allocation	48,000.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	116,993.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	9,827.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal: English Language Arts</b>	101,487.53
<b>Goal: Mathematics</b>	127,357.50
<b>Goal: English Language Development</b>	45,529.69
<b>Goal: School Culture</b>	410,400.64
<b>Goal: Parent Engagement</b>	9,827.00

## School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Perez	X				
Brad Edmunds					
Hannah Henry					X
Matt Abajian		X			
Donna Green		X			
Thomas Burkhart		X			
Armondo Martin		X			
Dave Holterman			X		
Cherie Smith				X	
Denisha Walls					X
Lauren Lake					X
Betty Barajas				X	
Lizetti Lorenti				X	
Flor Antonio			X		
Sumeet Kaur					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>4</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Budget By Expenditures

## Central High School East Campus

**Funding Source: LCFF**

**\$371,248.68 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	\$4,000.00	English Language Arts	CHS will provide supplemental materials to enhance literacy in AP Course content
PLC training with a focus on implementation of common core.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Teachers and administrators will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons.
Provide teachers with release time to calibrate performance tasks and scoring them using a rubric	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	Central High School will provide teachers with release time to calibrate performance tasks and scoring them using rubric.
Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Mathematics	Central High School math and Special Education teachers will receive professional development in the co-teaching model.
	1000-1999: Certificated Personnel Salaries	\$500.00	Mathematics	Central High School math and Special Education teachers will receive professional development in the co-teaching model.
Provide supplemental materials and manipulatives to teachers and students.	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Central High School will provide supplemental materials and manipulatives to teachers and students to incorporate the 8 Math Practices and Common Core
Provide professional development for teachers	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Mathematics	Create extended learning opportunities for math teachers to build their capacity with the newly adopted integrated math curriculum - Carnegie
Provide students with supplemental resources and additional opportunities to improve student learning - ST Math	4000-4999: Books And Supplies	\$7,000.00	Mathematics	Provide supplemental intervention materials and resources to improve student learning.
Professional development for teachers on English Learner Professional Development, SDAIE, and direct instruction strategies that will improve student learning and close the achievement gap.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Development	1.ELD and SDAIE teachers will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training

## Central High School East Campus

	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Development	1.ELD and SDAIE teachers will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training
EL teachers-Partially funded FTE for EL teachers to offer supplemental support class for ELs during the school day.	1000-1999: Certificated Personnel Salaries	\$7,000.00	English Language Development	All English Learners will be placed in the appropriate level of English Language Development.
Purchase of additional supplies and equipment to support student learning	4000-4999: Books And Supplies	\$4,901.69	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
EDGE supplemental materials.	5000-5999: Services And Other Operating Expenditures	\$135.00	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Parent education opportunities	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Development	Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.
Translation services	5900: Communications	\$2,000.00	English Language Development	Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.
PLC training with a focus on implementation of common core	5000-5999: Services And Other Operating Expenditures	\$2,500.03	English Language Arts	Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration in to their lessons.
Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Central High School English Language Arts and Special Education teachers will receive professional development.
Substitute teachers, PD, and materials for training.	1000-1999: Certificated Personnel Salaries	\$400.00	English Language Arts	Central High School English Language Arts and Special Education teachers will receive professional development.
Provide release time for teachers to calibrate performance tasks.	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Central High School will provide teachers with release time to calibrate assessments.
Intervention courses	1000-1999: Certificated Personnel Salaries	\$21,000.00	English Language Arts	Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.
Intervention curriculum - Language Live	4000-4999: Books And Supplies	\$15,000.00	English Language Arts	Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.

## Central High School East Campus

Provide evening academic counseling services to student and parents.	1000-1999: Certificated Personnel Salaries	\$17,000.00	School Culture	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. The counselors will provide families with information and resources to assist them with planning for students.
Provide childcare, clerical/counseling	2000-2999: Classified Personnel Salaries	\$1,000.00	School Culture	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. The counselors will provide families with information and resources to assist them with planning for students.
AVID Renewal and training to provide students with the opportunity to be prepared for college.	1000-1999: Certificated Personnel Salaries	\$3,804.00	School Culture	Support the current AVID programs at Central High School.
Supplemental reference and resource materials for the career centers to assist students in choosing post secondary curricular pathways.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.
Technology, materials and supplies	0000: Unrestricted	\$3,553.96	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.
Supplementary resource and reference materials to support seamless integration	4000-4999: Books And Supplies	\$1,000.00	School Culture	Integrate seamless progression through Career Technical Education (CTE) courses culminating in a Regional Occupational Program (ROP) course.
Provide technology to enhance the learning environment.	4000-4999: Books And Supplies	\$66,000.00	School Culture	Technology and supplies to increase student learning by providing additional opportunities to engage students in learning through collaboration, critical thinking and problem solving, creativity and communication.
Materials and supplies to support lesson design and student learning	0001-0999: Unrestricted: Locally Defined	\$3,000.00	School Culture	Provide every student with opportunities and resources to develop real life applications for preparedness for college, career, and community readiness. Including lab classes.
Provide administrators and teachers with professional development opportunities. Instructional rounds and leadership.	5000-5999: Services And Other Operating Expenditures	\$8,250.00	School Culture	CHS administrators and teachers will be provided professional development, workshops, planning time, and trainings to enhance student learning and increase the positive school culture.
Employ a part-time technology aide for both East and West campuses.	2000-2999: Classified Personnel Salaries	\$25,000.00	School Culture	Provide students and staff with technology support.

## Central High School East Campus

Professional development	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors
materials and supplies	4000-4999: Books And Supplies	\$1,000.00	School Culture	Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors
Primary Language Tutor	2000-2999: Classified Personnel Salaries	\$32,000.00	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and counseling for EL students
Intervention Specialist, materials, trainings, and equipment to assist at-risk students	2000-2999: Classified Personnel Salaries	\$92,704.00	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and counseling for EL students
Home School Liaison to assist with placement, counseling, and assessments.	1000-1999: Certificated Personnel Salaries	\$15,000.00	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and counseling for EL students
Intervention courses	1000-1999: Certificated Personnel Salaries	\$4,000.00	School Culture	CHS will provide students intervention courses to increase student learning and close the achievement gap
Provide professional development, planning time,and training for administrationand teachers.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Arts	Central High School will create extending learning opportunities for English teachers to build their capacity with the newly adopted ERWC curriculum.

## Central High School East Campus

Provide supplemental materials and manipulatives to teacher and students.	4000-4999: Books And Supplies	\$2,500.00	School Culture	Central High School will provide supplementary materials and manipulatives to teachers and students to incorporate the Common Core State Standards
---	-------------------------------	------------	----------------	--

LCFF Total Expenditures: \$371,248.68

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$7,359.68 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental reading, reference, and technology to expand student use of the library media center to assist students in meeting classes as well as state requirements.	4000-4999: Books And Supplies	\$7,359.68	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.

LCFF-SLIP Total Expenditures: \$7,359.68

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: SES-Tutoring

**\$91,175.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement student nest tutoring program	4000-4999: Books And Supplies	\$1,587.50	English Language Arts	Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.
Implement nesting tutoring program	4000-4999: Books And Supplies	\$15,857.50	Mathematics	Central High School will provide academically at-risk students with intervention courses/tutoring to increase student learning and close the achievement gap.
Provide student with access to credit recovery	1000-1999: Certificated Personnel Salaries	\$23,730.00	School Culture	CHS will provide students with credit recovery opportunities in order to increase the graduation rate.
Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	\$50,000.00	School Culture	Central High School will provide tutoring and reteaching for students after school in order to increase student learning and close the achievement gap.

# Central High School East Campus

SES-Tutoring Total Expenditures: \$91,175.00

SES-Tutoring Allocation Balance: \$0.00

**Funding Source: Title I Part A: Allocation \$214,992.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide professional development, planning time, substitute and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	\$25,000.00	English Language Arts	CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.
Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$23,000.00	English Language Arts	CHS administrators and teachers will be provided ELA professional development for student learning and increase the positive school culture for academically at-risk students.
provide low-income students with Chromebooks to take home to work on support curriculum.	4000-4999: Books And Supplies	\$48,000.00	Mathematics	Purchase extra Chromebooks for low-income students to increase student learning and close the achievement gap.
Provide professional development, planning time, substitutes and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	\$25,000.00	Mathematics	CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.
Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$22,000.00	Mathematics	CHS administrators and teachers will be provided Math professional development for student learning and increase the positive school culture for academically at-risk students.
Professional development for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$21,993.00	English Language Development	CHS administrators and teachers will be provided ELD professional development for student learning and increase the positive school culture for academically at-risk students.
Hire Teaching Fellows to support with classroom push-in and after school tutoring. Will assist with the monitoring of student progress	2000-2999: Classified Personnel Salaries	\$49,999.00	School Culture	CHS will provide students intervention courses to increase student learning and close the achievement gap

Title I Part A: Allocation Total Expenditures: \$214,992.00

Title I Part A: Allocation Allocation Balance: \$0.00

# Central High School East Campus

**Funding Source: Title I Parent Involvement**

**\$9,827.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education and engagement sessions	2000-2999: Classified Personnel Salaries	\$9,827.00		CHS will host quarterly parent education nights to support parents of academically at risk students. 1st - Technology information night 2nd - College, career, and community readiness 3rd - PBIS and connections to home 4th - Literacy in 21st Century

Title I Parent Involvement Total Expenditures: \$9,827.00

Title I Parent Involvement Allocation Balance: \$0.00

Central High School East Campus Total Expenditures: \$694,602.36



# CENTRAL HIGH SCHOOL

## Parent Involvement Policy

### 2016-2017

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

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

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

This Parent Involvement Policy has been developed jointly with the English Learner Advisory Committee and the School Site Advisory.

#### **PART I. SCHOOL PARENTAL INVOLVEMENT POLICY**

- Central High School has involved the parents of participating students in the joint development and agreement of its School Parent Involvement Policy and its schoolwide plan, in an organized, ongoing, and timely manner:
- Central High School holds quarterly English Learners Advisory Committee (ELAC), and School Site Advisory (SSA) meetings to plan for school improvement efforts.
- After annual elections are done for ELAC and SSA, a review of the monthly meeting times and dates are then considered to accommodate participants' work schedules.
- The Parent Involvement Policy is distributed to each student in their homeroom or upon enrollment of all new students.
- The Parent Involvement Policy will be made available to local community agencies that request a copy.
- During the spring semester of every school year, the school will collaborate with parent groups to review and update the parent involvement policy to reflect the changes in school culture and program improvement status.
- Central High School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Central High School will provide opportunities for parents to make suggestions and to participate in decisions relating to their child's education, (i.e. School Site Advisory membership, ELAC membership, parent surveys).
- Central High School will submit to the district any parent comments if the school wide plan is not satisfactory to parents of participating children:

*SSA will review such comments and consider ways to resolve the disputed sections of the school plan.*

*Parent complaint letters will be forwarded to the local district coordinator of categorical programs.*

## **PART II. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

- Central High School will jointly develop and incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- The parent compact is disseminated to new and returning students in their homeroom in August.
- Signed compacts are collected and filed annually.
- Central High School will provide a supportive and effective learning environment with high standards of conduct for all students.
- Central High School will provide student centered instruction based on California State Standards, district curriculum, and research based methodologies to address all learning styles and modalities.
- Central High School staff will maintain regular communication with parents about their student's academic progress and the school's behavior expectations; frequent progress reports are sent to parents.
- Central High School will provide parents with reasonable access to staff through formal parent/teacher conferences and classroom observations, as well as, opportunities to volunteer on the school campus.
- Central High School parents will ensure that their teen attends school on time every day prepared to learn and has appropriate sleep, nutrition, clothing and school supplies.
- Central High School parents will monitor homework completion; and collaborate with teachers, counselors and school staff in decisions relating to their child's education.
- Central High School parents will set positive behavior and attire expectations and reinforce school policies about respecting people and property.
- Central High School students will come prepared to learn and take responsibility for their learning by coming to class on time with homework done and ask for help when needed. Central High School students will maximize opportunities to understand the subject area material, using strategies that best support their learning style.
- Central High School students will act safely and cooperate with their teachers and peers by pursuing positive relationships.
- Central High School students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others, communicate with their parents/guardians about school, and do their best in class every day.

## **PART III. BUILDING CAPACITY FOR INVOLVEMENT**

- Central High School, is committed to building parent involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:
- Central High School will provide formal parent conferences. At these meetings parents are provided with information regarding their child's progress towards proficiency in the state academic achievement standards.
- Central High School will provide information on student mastery of the state content standards through course-of-study letters, and on student progress through press reports and report cards, state and local assessment results, portfolios, and work samples.
- The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as Back to School Night; 9th Grade Orientation meetings;
- Senior Meetings; College Workshops; AVID meetings; ELAC meetings; AP parent meetings; Parent-Teacher Conferences; Open House; College Bound parent meetings, district sponsored workshops, communication techniques, parenting skills, literacy and math training), informational flyers and pamphlets, and using technology, as appropriate, to foster parental involvement.
- Central High School shall present professional development to the entire staff on developing effective communication between staff and parents in order to promote an equal partnership between the home and school.

- The school will, to the extent feasible and appropriate, disseminate information related to the school and parent-programs, meetings, and other activities, in an understandable format, and in a language the parents can understand.

***All school information is sent home via student, standard mail  
or the school's phone connect-ed system.***

- Central High School will provide support for parental involvement activities as requested by parent surveys.

#### **PART IV. ACCESSIBILITY**

Central High School will provide opportunities for participation by parents of students with limited English proficiency, parents of students with disabilities, and parents of socioeconomically disadvantaged and homeless students. This includes providing information and school reports in a format, and when possible, in a language such parents understand.

**SCHOOL - HOME COMPACT**

Three-Way School Pledge

**Student Section**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- arrive to class on time and prepared every day
- take all communication home to my parent(s) / guardian(s)
- return completed homework on time
- be responsible for my own behavior at all times
- be a cooperative and respectful student in and out of the classroom
- ask for help when needed
- do my best in class every day

**Grizzly Five**

**Come Prepared**

- Arrive to class on time and prepared every day.

**Live Responsibly**

- Be responsible for my own behaviors at all times
- Return completed homework on time
- Ask for help when needed

**Act Safely**

- Pursue positive relationships with staff and students

**Work Together**

- Take all communication back home to my parent(s)/guardian(s)
- Do my best in class everyday

**Show Respect**

- Be cooperative and respectful students in and out of class

---

Student's Signature

Date

**Parent/Guardian Section**

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- assure student arrives at school on time every day and prepared to learn
- provide a quiet place/time for my student to complete homework
- review all school communications and respond in a timely manner
- attend Back to School Nights, Parent-Teacher-Student Conferences, and other school events
- encourage my student to engage in reading activities everyday
- make sure my student gets adequate sleep and has a healthy diet
- support the school's/district's homework, discipline, dress code and attendance policies

---

Parent's/Guardian's Signature

Date

**Teacher Section**

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- provide a safe, positive, and healthy learning environment for our students
- clearly communicate homework and classwork expectations
- engage students in a standards-based, active learning curriculum
- strive to address the individual needs of our students
- correct and return work in a timely manner
- regularly communicate with parents regarding their student's progress

---

Teacher's Signature

Date