

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Union High School	13631151333004	May 18, 2020	June 23, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Central's Mission

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School 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. The School Plan for Student Achievement is updated to reflect current school data. The approval of the plan is a multi-step process that involves representatives from stakeholder groups. Initially, a team reviews and discusses the current school data, and then the data is presented to the staff and community. After the data review, a team updates the SPSA to reflect the new data. From there, stakeholders review the plan and provide input on the actions.

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# 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).

Based on surveys from teachers, parents, and all stakeholder groups at the site level, the data from the survey identified highlights and areas of need for additional supplemental concentration support. The vast majority of parents and students feel that their student has access to high quality textbooks or instructional materials. In addition, they believe that their child's teacher is providing a high quality education. Furthermore, they believe that their student has access to a broad course of study, including college preparatory and enrichment offerings, such as English, Mathematics, Social Science, Science, Career Technical Education, World Language, Visual and Performing Arts, and Physical Education/Health. There were several areas of needs including the need to continue to improve CAASPP scores, with a particular focus on ensuring that English Language Learners and Special Education students are not falling behind. As a result, our site will continue to support teachers through comprehensive professional development. The site will also continue to implement staff development activities and add additional services for ELL and Special Education students. Needs as determined by surveys include: Improvement of CAASPP scores, with a particular focus on ensuring that English Language Learners and Special Education students are not falling behind. There is also a need for extra security staff at the school site. In addition, there is a need to improve connectivity, particularly with regards to student wifi. Stakeholder engagement, LCAP activities, and SPSA activities will continue to be enhanced through our Parent and Community Engagement efforts. Furthermore, supplemental materials will be provided to enhance English Language Development, Mathematics instruction and Science support. Technology device replacement and supports will continue to be made through device purchases.

## Classroom Observations

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

School site administration does classroom observations on a weekly basis. The school site also participates both in site created Instructional Rounds and District based Instructional rounds. Professional Learning at Central Union High School, supported by the Instructional Support Team of Instructional Coaches, has centered around math & English Instructional Rounds. The Instructional Rounds have delved into the areas of student engagement, instructional strategies, digital tools for formative assessment, and the work of John Hattie and Karin Hess. The effect sizes of various instructional strategies impacting student achievement and Dr. Hess' Cognitive Rigor Matrices were considered.

## **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**

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

Central Union High School uses CAASPP, ELPAC, California Science Test (CAST) and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement. In addition, Central Union High School offers rich and varied courses and pathways. Our focus is to ensure all students are college and career ready, thus, continuing to increase our graduation rate. Through monthly collaborative meetings, teachers, and leadership team work hand-in-hand to share and implement best practices, strategies, and common assessment analysis. In addition, pull-out sessions and summer institutes are conducted by instructional coaches in which 21st Century tools and strategies are shared with teachers.

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

Utilization of data from CAASPP is used to monitor curriculum based assessments, facilitate content team discussions, and progress monitor English Learners. Instructional decisions and modifications will be made as we consider data from formative assessments, including classroom assessments, district common-assessments and data through IOS reports.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and appropriately assigned. Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology. Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Social Science, Science, Integrated and Designated ELD, and Technology.

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

Staff is encouraged and funding is set aside for professional development. Ongoing instructional assistance and support for teachers is provided with the use of content experts and instructional coaches. Instructional Coaches offer training, coaching, and feedback in all subject areas while also providing professional learning presentations and workshops. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

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

Staff development has been aligned to content standards, assessed student performance, and professional needs through the following means: Next Generation Science Standards (NGSS), National Council of Teachers of Mathematics (NCTM), Beginning Teacher Support and Assessment (BTSA), support for new teachers, and Advancement Via Individual Determination (AVID). The Instructional Support Team (IST) provides on-going coaching and support to all staff.

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

District instructional coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis.

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

Regularly scheduled time for teacher collaboration is set aside on early release dates throughout the school year. Teachers plan and reflect on lessons in order to strengthen instruction. Teachers collaborate and plan for instructional alignment between school sites, such as formative/summative assessments, curriculum and syllabi.

## Teaching and Learning

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

All textbooks used at Central Union High School in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

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

All schools in the Central Union High School District adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

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

All schools in the Central Union High School District provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

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

All students are given standards-aligned textbooks or instructional materials in core subjects for use in the classroom and for access at home.

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

All schools in the Central Union High School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses.

## **Opportunity and Equal Educational Access**

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

All students, inclusive of English Learners and students with disabilities, are grouped heterogeneously in general settings and grouped homogeneously by language levels during English Language Development (ELD).

The Central Union High School District (CUHSD), is committed to ensuring equal, fair, and meaningful access to employment and education services. CUHSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

Evidence-based educational practices to raise student achievement

Staff have been trained in research based student engagement and instructional educational practices to raise student achievement. Some of these strategies include AVID, Depth and Complexity Icons, RACE and SDAIE strategies. Some of the pedagogy that supports the educational practices include John Hattie's work.

## Parental Engagement

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

We work closely with the EL Centro Police Department, Imperial County Behavioral Health Department, Imperial County Public Health Department, and Imperial County Office of Education among others. All entities contribute in one way shape or form to assist our students, whether it's through community service opportunities, mental health services, or other. All parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites. Parents/guardians have the following opportunities to share their voice and become advocates for their student's education: Coffee with the Superintendent- On the first Tuesday of each month, the superintendent meets with parents/guardians, and community members at the local Starbucks located on the corner of 4th Street and Wake Avenue. Coffee with the superintendent provides the opportunity for stakeholders to voice their concerns, ask questions, and provide feedback. Monthly- Parent Workshops - On the first week of the month, school sites host parents/guardians workshops. Parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. Migrant Parent Meetings - Migrant parents/guardians participate in six meetings held throughout the school year to provide parents with the resources needed to support their students achieve the state's challenging academic achievement standards with high-quality curriculum and instruction. Resources available include after-school tutoring, online courses, summer school programs, health services, and the opportunity to participate in the Migrant Speech and Debate Team. The English Learner Advisory Committee (ELAC) meetings - a group of parents/guardians that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities. School Site Council (SSC) - On a monthly basis, School Site Council (SSC) parents elected by their peers work with a group of teachers, students, administrators, and interested community members to develop and monitor the school's improvement plan. It is a legally required decision-making body for any school receiving federal funds. LCAP Advisory Committee - Parents/guardians meet at least three times per year. During the meeting, parents/guardians receive information about the following: the LCAP 8 state priority areas as a metric to measure the quality of our educational programs: 8 state priorities: 1. Basic Services, 2. Academic Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement, 6 School Climate, 7. Course access, and 8 other pupil outcomes such as College and career indicator; six LCAP goals; allocations of funds for the school year. Based on this information and the needs assessment data, parents/guardians provide input/feedback for next-steps in meeting student needs. WASC Focus Groups - Parents/guardians play an important role in the implementation of the WASC self-study and review. Parents/guardians participate in the monitoring process and evaluation of the school-wide action plan to support learner outcomes and critical learner needs.



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)

Central Union High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core State Standards. The compact describes the following items in addition to items added by parents of Title I students. The school's responsibility to provide high-quality curriculum and instruction. The parents' responsibility to support their children's learning. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, opportunities to volunteer and participate in and observe the educational program. The accessibility, to the extent practicable, to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a formal and, to the extent practicable, in a language parents of Title I students understand. In addition, parents and community members participate and are invited to conferences, School Site Council Meetings, School social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

## Funding

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

Central Union High School District reserves at least one percent of its allocation to carry out the following parent and family engagement opportunities: California Association for Bilingual Education Conference (CABE) School Site Council, ELAC, and Migrant committees are encouraged to attend and learn about activities which focus on evidence-based strategies for more effective parental involvement. Parents/Guardians peer representatives in these committees represent and are the voice in revising the parent and family engagement policy. Materials and resources necessary to help parents/guardians work with their children to improve their children's achievement. Monthly-Parent Workshops where parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. In addition, Central Union High School employs many programs to provide services to our under-performing students. One of these is the Agile Minds math program to augment the regular program to help under-performing students to meet standards and to help accelerate students who are performing at grade level in math. We also purchase supplemental material which includes interventions, for ELA, ELD, and Math.



## Fiscal support (EPC)

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

As described on the California Department of Education website: A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented SWP touches on all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving. All in all, the Central Union High School District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, Title III and Title IV funds support for academic and intervention needs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Parent, student and teacher involvement is critical for students to achieve academic success. Throughout the 2019-20 school year the following stakeholder meetings were held in which input from stakeholders was part of the planning process for this SPSA Annual Review and Update:

#### School Site Council Meetings:

- October 7, 2019, a School Site Council meeting was held to provide training to elected school site council members, election of officers, and review of by-laws.
- November 4, 2019, a School Site Council meeting was held to review, vote and provide input for CUHSD Title I Parent and Family Engagement Policy (Essa Section 1116 a CE 01)
- December 2, 2019, a School Site Council meeting was held to review implementation of SPSA actions: reviewed CDE Dashboard data results, presentation by Link Crew, Technology Team, Library Media Center, and Foster Youth and Homeless services was provided and were evaluated.
- February 3, 2020, a School Site Council meeting was held to review current implementation and effectiveness of the A.V.I.D Program, School Safety Plan, Site Parent Involvement Policy, and Foster Youth and Homeless Services.

- March 9, 2020, a School Site Council meeting was held to review current implementation and effectiveness of the EL Program and Progress, District Parent and Family Engagement Policy, Foster Youth and Homeless services, intervention programs, and continued reviewed of implementation and effectiveness of SPSA actions.
- April 29, 2020, a School Site Council meeting was held to review current implementation and revisions of proposed 2020-21 SPSA and budget.
- May 18, 2020, a School Site Council meeting was held to approve proposed 2020-21 SPSA and budget.

#### District EL Advisory Council and Site-Based EL Advisory Council Meetings:

Parent Meetings are held at the site and as a district five times per year. The dates of these meetings and location are as follows:

- DELAC- CUHS Library- August 6, 2019 @ 5:30 pm
- ELAC- CUHS Library- October 15, 2019 @ 5:30 pm
- ELAC- CUHS Library- January 21, 2020 @ 5:30 pm
- ELAC- CUHS Library- Martch 17, 2020 @ 5:30 pm
- DELAC - SHS Library - May 21, 2020 @ 5:30 pm

#### Title I and LCAP Stakeholder Meetings:

- September 30, 2019 - Title I Parent Engagement and Involvement informative meeting.
- October 3, 2019 - LCAP Data Driven Presentation to Department Chairs - Data Analysis and Feedback
- October 10, 2019 - LCAP Student informational presentations. Inform students of the eight state priorities, current funding and LCAP Goals, and CASPP ELA and Mathematic data.
- October 26, 2019 - LCAP Student informational presentations. Inform students of the eight state priorities, current funding and LCAP Goals, and CASPP ELA and Mathematic data.
- October 28, 2019 - LCAP Stakeholder/Community meeting. Informational presentation for parents, guardians, community members, teachers, and students of the eight state priorities, current funding and LCAP Goals, and CASPP ELA and Mathematic data.
- October 31, 2019 - LCAP Student Survey collect input from students to support the success and implementations of allocated services.
- November 6, 2019 - LCAP stakeholder presentation to collect input from parents and community members to support the success and implementation of allocated services.
- November 8, 2019 - LCAP Teacher Survey to collect input from teachers to support their needs in implementing the success of allocated services.
- February 6, 2020 - LCAP Stakeholder meeting was held to inform about LCAP Goals and gather input on programs implemented on campus to better support our students.
- February 24, 2020 - LCAP Stakeholder meeting was held to inform about CDE Dashboard. Provided data on English Language Learners, Socioeconomically Disadvantaged, and Suspension Rate. Collected feedback and input on programs implemented on campus to better support our students.
- March 5, 2020 - LCAP meeting ECSTA Consultation to gather input and feedback on programs and services currently in place to better support our students.
- Due to CDE's change in LCAP Submission date to December 15th the May 21, 2020 - LCAP Stakeholders meeting has been cancelled. An updated date will be provided and shared with all stakeholders. .

#### Stakeholder Meetings:

- September 4, 2019, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parent had the opportunity to learn how to utilize the AERIES Parent Portal.

- October 2, 2019, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about stress management tools to support his or her student.
- November 6, 2019, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the Opportunity to learn and provide input in the Local Control and Accountability Plan (LCAP)
- December 4, 2019, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to take a tour of our campus Career Technical Education (CTE) courses.
- January 13, 2020, Career Technical Education night – Meeting was held in the multipurpose room and provided our stakeholders with technical opportunities offered at C.U.H.S.
- January 27, 2020, Advanced Placement night – Meeting was held in the multipurpose room and provided our stakeholders with Advanced Placement courses offered at C.U.H.S.
- February 4, 2020, Dual Enrollment night – Meeting was held in the multipurpose room and provided our stakeholders with information regarding dual enrollment courses offered at C.U.H.S by Imperial Valley College Instructors.
- February 5, 2020, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about the different courses, pathways, CSU/UC requirements, and graduation requirements.
- March 4, 2020, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about techniques and strategies to facilitate identifying and speaking with his or her student about bullying.

#### Feeder School Visits – Administration, Counselors, and Program Coordinators

In the following visits to feeder schools information regarding courses, pathways, mathematics placement, and summer school dates was provided to our incoming 9th graders.

- January 9, 2020 – De Anza, Seeley, Heber, and Meadows Wilson Junior High School, Heber, and Corfman Junior High School.
- January 10, 2020 – Wilson Junior High School and Kennedy Junior High School.
- January 14, 2020 - Corfman Junior High School
- January 24, 2020- Wilson Junior High School
- January 29, 2020- Heber Junior High School
- February 4, 2020- Meadows School
- February 6, 2020- Corfman Junior High School
- February 7, 2020 - Wilson Junior High School
- February 11, 2020 - Seeley School
- February 12, 2020 - De Anza School
- February 13, 2020 - Kennedy Middle School
- February 14, 2020 - Heber Junior High School
- February 18, 2020 - Seeley School
- February 20, 2020 - De Anza School
- February 21, 2020 - Corfman Junior High School
- February 24, 2020 - Meadows School

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The comprehensive needs assessment involved examining data from the California School Dashboard; district assessments/benchmarks, and conversations with the School Site Council (SSC), English Language Advisory Committee (ELAC), and other stakeholders. No resource inequities were identified; however, the school has identified the need to continue to support students in the area of mathematics by adding a third year of mathematics as a graduation requirement. This will give all 11th graders the opportunity to better prepare for the Mathematics-CAASPP exam. In addition, the Accrediting Commission for Schools, Western Association of Schools and Colleges, the Self-Study Visiting Committee (3/18/18-3/21/18) Report presented the following WASC Recommendations:

## School-Wide Areas

- Improve relationships between staff and administration.
- Increase use of availability of technology by staff for instruction and information purposes.
- Focus on implementing the project based learning approach.
- Increase the number of students satisfying the University of California A-G requirements prior to graduation.
- Formalize collaboration among departments to analyze data and use it to drive differentiated instruction for all students.
- Provide professional development on academically rigorous, standards-based strategies for rigorous teaching and learning for all students.
- Increase access to Honor and Advanced Placement classes for all students.
- Increase access to all school communications for second language families.
- Implement a systemic approach to early intervention for students struggling with academic and personal issues.

## Organization

- To develop structures to build capacity in teacher leadership to increase effective strategies that motivate students to succeed in a rigorous environment.
- To include various stakeholders (e.g. Community members, parents, students, and staff) in the review and implementation of the WASC and LCAP processes.
- To revisit the progress of the WASC critical areas annually
- To provide professional development on the effective use of data and utilizing collaborative summative assessments to inform and drive instruction.

## Curriculum

- To implement cross curricular lessons to increase student engagement and support critical thinking skills.
- To incorporate interventions school-wide to support students who are below grade level in reading and math.
- To implement updated curriculum (outlined in the current state frameworks) for science, history and world languages.
- To create differentiated pathways for students to successfully bridge from middle school math to the high school math program.
- To explore options to increase accessibility to math courses aligned with STEM and other CTE/career pathway programs.

## Instruction

- To use a diverse variety of instructional strategies, rather than lecture, bookwork, and/or worksheets, that encourage structured student communication, collaboration, critical thinking, and creativity and are responsive to varying student needs.
- To continue to expand the integration of technology into instruction to further increase student engagement.
- To increase the use of collaboration with colleagues and district academic coaches to provide targeted support and professional development on instructional strategies that motivate students and provide rigorous learning experiences.
- To create school-wide differentiation implementation strategies that benefit students at all learning levels.
- To implement research-based strategies in math instruction that support student achievement, minimize remediation, and enhance the STEM program.

#### Assessment and Accountability

- To implement a process to use a wide variety of assessment data to effectively modify instruction.
- To investigate a system for obtaining dis-aggregated data from district common assessments by demographic groups (e.g. EL, special needs, foster youth, low income) to better meet the needs of students.
- To utilize the STAR Exam Lexile reading levels across curriculum to differentiate instruction and assist students in improving their Lexile reading levels.
- To analyze the divide between students achievement on the math portion of CAASPP and the grade distribution in math courses.

#### Culture

- To continue improved communication between parents, students, and the school.
- To support students in meeting A-G requirements for college.
- To increase the student engagement opportunities for all students.
- To improve maintenance of the 4-year graduation plan after 9th grade year introduction.

The Visiting Committee concurs with the School's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Through the use of a variety of strategies, the school needs to ensure all students have engaging, rigorous, differentiated learning experiences that require structured student communication, collaboration, critical thinking, and creativity.
2. Using data to drive decision, the school needs to establish a site-based, systematic process for evaluating and monitoring the effectiveness of the current various instructional and program initiatives.
3. Through the use of collaboration with colleagues and district academic coaches, the school needs to provide targeted support and professional development on instructional strategies that motivate students and provide rigorous learning experiences.
4. Through the adoption and implementation of student support programs, the school needs to ensure that students' socio-emotional and academic needs are proactively identified to maintain positive school culture.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.05%	0.16%	0.21%	1	3	4
African American	0.86%	0.76%	0.74%	16	14	14
Asian	0.27%	0.05%	0.11%	5	1	2
Filipino	0.05%	%	0%	1		0
Hispanic/Latino	95.51%	95.89%	96.42%	1785	1,775	1,832
Pacific Islander	%	0.11%	0.11%		2	2
White	2.94%	2.65%	2.11%	55	49	40
Multiple/No Response	%	%	0.26%			1
<b>Total Enrollment</b>				1869	1,851	1,900

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	573	503	568
Grade 10	461	510	452
Grade 11	422	435	456
Grade 12	413	403	424
<b>Total Enrollment</b>	1,869	1,851	1,900

### Conclusions based on this data:

1. Within the three school year comparison, total enrollment has slightly decreased by 21 students from 2016-17 to 2018-19 school years.
2. The number of 9th graders enrollment has decreased and the number of 10th graders has increased from 2016-17 to 2018-19 school years.
3. Based on these demographics, the vast majority of CUHS's expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on a school wide basis. As promoted by the federal Title I program design (described in the Board Approved 6/25/2019) and corroborated by scholarly research, a "school wide" approach is a proven strategy for educational agencies such as CUHS, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While school wide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of un-duplicated students. Many students who are not included in an un-duplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and



outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	458	425	486	24.5%	23.0%	25.6%
Fluent English Proficient (FEP)	856	853	834	45.8%	46.1%	43.9%
Reclassified Fluent English Proficient (RFEP)	89	83	32	20.2%	18.1%	7.5%

### Conclusions based on this data:

1. The percentage of ELL students has decreased by .06% over the 2016-17 through 2018-19 school years.
2. The percentage of FEP students has increased by 0.9% over the 2016-17 through 2018-19 school years.
3. The percentage of RFEP students has decreased by 2.3% over the 2016-17 through 2018-19 school years. EL Program is based on the simultaneous model. ELs acquire English and learn grade-level academic content at the same time. The core courses reflect curricular lessons, materials, and teaching strategies that are designed for ELs and are appropriate to the ELs' English proficiency levels. Specially Designed Academic Instruction in English (SDAIE) and primary language instruction are also used to ensure that ELs are mastering grade-level core content state standards. Core courses designed for English learners have the same power standards as those courses designed for English Only students. For example, the power standards in Algebra I Bilingual, Algebra I SB, and Algebra I mainstream are the same. Required courses at a particular grade are also offered in bilingual or SEI form, or both. For example, World History is required in the sophomore year. To ensure that ELs have access to the core content in this area, it is delivered in three different modalities: bilingual, SEI (Structured English Immersion), and mainstream. All site teachers are provided with the linguistic levels of all their students including the listening, speaking, reading, and writing levels, as reported by the Summative ELPAC. Teachers then modify their lessons as they deem appropriate to ensure that the students' linguistic levels do not present a barrier to academic achievement. The site teachers and administrative staff review semester data on a course-by-course level to ensure that all students-at all different linguistic levels- are succeeding. For courses where a disproportionate amount of ELs are not succeeding, teachers work with the Director of Instruction and EL Programs and site administration to adjust teaching methodologies and materials to better suit the needs of the students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*				
Grade 11	401	415	421	394	404	414	394	404	414	98.3	97.3	98.3
All	402	416	421	395	405	414	395	405	414	98.3	97.4	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2613.	2600.	2605.	25.13	21.04	23.43	40.36	39.36	39.37	24.37	24.75	23.43	10.15	14.85	13.77
All Grades	N/A	N/A	N/A	25.32	20.99	23.43	40.25	39.26	39.37	24.30	24.69	23.43	10.13	15.06	13.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	32.74	26.98	28.99	51.27	52.48	48.31	15.99	20.54	22.71
All Grades	32.91	26.91	28.99	51.14	52.35	48.31	15.95	20.74	22.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	36.55	30.45	34.06	49.49	52.48	53.86	13.96	17.08	12.08
All Grades	36.71	30.37	34.06	49.37	52.35	53.86	13.92	17.28	12.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	21.83	21.53	20.29	65.74	65.35	67.15	12.44	13.12	12.56
All Grades	22.03	21.48	20.29	65.57	65.43	67.15	12.41	13.09	12.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	38.07	34.90	32.61	50.76	50.00	52.17	11.17	15.10	15.22
All Grades	38.23	34.81	32.61	50.63	49.88	52.17	11.14	15.31	15.22

**Conclusions based on this data:**

1. From 2017-2018 to 2018-19, there was an increase in mean scale score from 2600.6 to 2605.3 in Overall Achievement.
2. From 2017-2018 to 2018-19, there was an increase in percentage above standard from 26.91 to 28.99 in Reading and from 30.37 to 34.06 in Writing.
3. CUHS takes great pride in the strides that have been made over the past five years to increase and/or improve the breadth and depth of services provided to its low income students, English learners, and foster youth. Efforts geared toward areas such as improved attendance, safety, curriculum, interventions, student support systems, parent involvement, and access to technology have generated positive outcomes for which the schools deserve to be commended. The redesign and improvement of its comprehensive program for English learners. Updated English support classes are targeted to student language levels and offer specialized curricula designed to supplement the students' ability to develop their speaking, reading, listening and writing skills, and succeed in their regular ELA course. Tutoring is available during and after school to assist with English learners' unique needs as they grapple with the challenges of learning rigorous course content while at the same time developing academic language in English. The district's three Instructional Coaches provide ongoing support for district-wide and school level initiatives through provision of workshops, facilitated group discussions, modeling, and individualized Assistance. Additionally, workshops focusing on AVID, AP, CTE, Common Core Standards, data-driven instruction, formative assessment, and PBIS continue to be priorities.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*				
Grade 11	399	416	422	392	402	412	392	402	411	98.2	96.6	97.6
All	400	417	422	393	403	412	393	403	411	98.3	96.6	97.6

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2548.	2539.	2546.	5.10	6.47	5.60	20.41	11.69	15.82	26.02	28.11	31.14	48.47	53.73	47.45
All Grades	N/A	N/A	N/A	5.09	6.45	5.60	20.61	11.66	15.82	25.95	28.04	31.14	48.35	53.85	47.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	10.97	12.44	12.41	33.16	23.88	31.14	55.87	63.68	56.45
All Grades	10.94	12.41	12.41	33.33	23.82	31.14	55.73	63.77	56.45

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	7.91	8.21	8.76	47.70	45.02	47.69	44.39	46.77	43.55
All Grades	7.89	8.19	8.76	47.84	44.91	47.69	44.27	46.90	43.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*	*		*	*		*	*	
Grade 11	8.93	9.20	9.49	61.73	54.48	58.64	29.34	36.32	31.87
All Grades	8.91	9.18	9.49	61.83	54.34	58.64	29.26	36.48	31.87

**Conclusions based on this data:**

1. From 2017-18 to 2018-19, there was an increase in mean scale from 2539.4 to 2546.9 in Overall Achievement.
2. From 2016-17 to 2017-18, there was an increase in percentage above standard from 10.94 to 12.41 and it remained at 12.41 in Concepts and Procedures.
3. From 2016-17 to 2018-19, there was an increase in percentage above standard from 8.91 to 9.49 in Communicating Reasoning. Professional Learning at Central Union High School, supported by the Instructional Support Team of Instructional Coaches, has centered around math & English Instructional Rounds. The Instructional Rounds have delved into the areas of student engagement, instructional strategies, digital tools for formative assessment, and the work of John Hattie and Karin Hess. The effect sizes of various instructional strategies impacting student achievement and Dr. Hess' Cognitive Rigor Matrices were considered. The school year started with a district-wide professional development day focusing on data and its use to drive instructional decisions. Teachers were able to choose from several relevant breakout sessions including question formulation technique (QFT), Google Classroom, self-assessment, and more. The Instructional Support Team has continued to work with Curriculum and Assessment Teams (CAT) for the departments of English, Mathematics, Science, and Social Studies. Each group is responsible for working in different categories ranging from curriculum maps, data, vertical alignment, district common assessments, new course additions, and textbook adoption. Furthermore, the mathematics department has implemented Agile Minds, a conceptual approach, designed by Joe Boaler, Professor at Stanford University Graduate School of Education. In addition, the mathematics department has participated in Jo Boaler's "Growth Mindset" professional development. The mathematics department has taken on different approaches to impact students' learning.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 9</b>	1543.0	1539.4	1529.3	1526.8	1556.1	1551.5	181	163
<b>Grade 10</b>	1534.0	1555.4	1512.6	1542.4	1555.0	1567.8	88	122
<b>Grade 11</b>	1552.7	1537.8	1539.7	1511.8	1565.2	1563.2	71	61
<b>Grade 12</b>	1550.1	1565.9	1548.3	1546.5	1551.3	1584.9	50	62
<b>All Grades</b>							390	408

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	25.97	15.34	33.15	33.13	18.23	26.38	22.65	25.15	181	163
<b>10</b>	29.55	29.51	21.59	22.95	20.45	22.13	28.41	25.41	88	122
<b>11</b>	32.39	11.48	32.39	24.59	*	34.43	22.54	29.51	71	61
<b>12</b>	*	27.42	36.00	24.19	32.00	24.19	*	24.19	50	62
<b>All Grades</b>	27.18	20.83	30.77	27.45	19.49	25.98	22.56	25.74	390	408

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	39.78	26.38	22.10	26.99	21.55	25.77	16.57	20.86	181	163
<b>10</b>	36.36	31.97	21.59	22.95	13.64	21.31	28.41	23.77	88	122
<b>11</b>	47.89	11.48	23.94	40.98	*	18.03	18.31	29.51	71	61
<b>12</b>	48.00	29.03	36.00	30.65	*	19.35		20.97	50	62
<b>All Grades</b>	41.54	26.23	24.10	28.43	16.92	22.30	17.44	23.04	390	408

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	42.54	6.75	37.57	67.48	19.89	25.77	181	163
10	40.91	21.31	31.82	55.74	27.27	22.95	88	122
11	35.21	1.64	45.07	47.54	19.72	50.82	71	61
12	30.00	9.68	54.00	53.23	*	37.10	50	62
All Grades	39.23	10.78	39.74	58.82	21.03	30.39	390	408

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.96	49.08	34.81	26.38	18.23	24.54	181	163
10	36.36	45.90	35.23	25.41	28.41	28.69	88	122
11	60.56	47.54	22.54	27.87	16.90	24.59	71	61
12	72.00	56.45	24.00	25.81	*	17.74	50	62
All Grades	50.26	49.02	31.28	26.23	18.46	24.75	390	408

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	23.76	11.66	33.15	53.37	43.09	34.97	181	163
10	22.73	28.69	28.41	39.34	48.86	31.97	88	122
11	15.49	13.11	47.89	49.18	36.62	37.70	71	61
12	*	22.58	48.00	45.16	48.00	32.26	50	62
All Grades	19.49	18.63	36.67	47.30	43.85	34.07	390	408

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	24.86	6.75	56.91	69.94	18.23	23.31	181	163
10	17.05	13.11	59.09	63.11	23.86	23.77	88	122
11	21.13	1.64	57.75	80.33	21.13	18.03	71	61
12	*	19.35	72.00	66.13	*	14.52	50	62
All Grades	21.79	9.80	59.49	68.87	18.72	21.32	390	408

### Conclusions based on this data:

1. The total number of students tested has increased from 390 students in 2017-18 to 408 students in 2018-19 school year.
2. The Overall Language Percentage of students at each performance level has decreased in Level 4 from 27.18% in 2017-18 to 20.83% in 2018-19 school year.
3. In the Writing Domain, the percentage of students with Somewhat/Moderately performance level has increased from 59.49% in 2017-18 to 68.87% in 2018-19. We believe that we're doing well with identifying our EL students and providing services. We work very diligently to talk with them regularly if they are experiencing difficulties with their classes, helping to find tutoring, and recommending summer program services to students in the greatest need. Once identified, we make program recommendations based on students' level of learning that are useful to counselors in making decisions about student placement. We have tested over 95% of our students using the ELPAC Summative Assessment during the last two years. We are also working with teachers to provide them with PD to better understand the ELD Content Standards as well as the ELPAC domains and the types of skills that our EL students need in order to attain the goal of English language fluency. Our students are very comfortable in their use of Spanish. Teachers are finding it increasingly difficult to have students practice in English during class time. Teachers also feel that they need to cover all materials in the pacing guide rather than go into depth with EL students to help them to develop their reading, writing, listening, and speaking skills. This is true throughout the content areas, even with our EO students. Breadth vs depth is always the question for our teachers, so some discussions have been started with teachers to see if we can work with our curriculum to provide the depth that students need to achieve proficiency in English and life-long skills that will serve them post-high school.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1851	77.4	23.0	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	425	23.0
Foster Youth	12	0.6
Homeless	161	8.7
Socioeconomically Disadvantaged	1432	77.4
Students with Disabilities	151	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	0.8
American Indian	3	0.2
Asian	1	0.1
Hispanic	1775	95.9
Two or More Races	7	0.4
Pacific Islander	2	0.1
White	49	2.6

### Conclusions based on this data:






1. More than 77% of students are socioeconomically disadvantaged.
2. 23% of students are English Language Learners, 8.2% are students with disabilities, and 8.7% are homeless students.
3. Based on these demographics, the vast majority of CUHS's expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on a school wide basis. As promoted by the federal Title I program design (described in the Board Approved 6/25/2019) and corroborated by scholarly research, a "school-wide" approach is a proven strategy for educational agencies such as CUHS, where the majority of students and families are subject to the impacts of

poverty, language barriers, and/or migratory lifestyle. While district-wide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of un-duplicated students. Many students who are not included in an un-duplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. In English Language Arts, Graduation Rate, and College and Career Overall Performance, we are in GREEN.
2. In Mathematics, we are in Yellow and in Suspension Rate, we are in Orange.
3. CUHS takes great pride in the strides that have been made over the past year to increase and/or improve the breadth and depth of services provided to its low income students, English learners, and foster youth. Efforts geared toward areas such as improved attendance, safety, curriculum, interventions, student support systems, parent involvement, and access to technology have generated positive outcomes for which the school deserves to be commended. There are, however, four particularly notable areas about which CUHS is very proud. These include: The expansion of high quality course offerings that support college and career readiness. New CTE courses, new Advanced Placement/Honors courses, two new intervention/support courses, a freshman Success 101 course, and a new music course have been developed and included in the schools' Master Schedules. The redesign and improvement of its comprehensive program for English learners. Updated English support classes are targeted to student language levels and offer specialized curricula designed to supplement the students' ability to develop their speaking, reading, listening and writing skills, and succeed in their regular ELA course. Tutoring is available during and after school to assist with English learners' unique needs as they grapple with the challenges of learning rigorous course content while at the same time developing academic language in English. Provision of ongoing high quality professional development. The district's three Instructional Coaches provide ongoing support for district-wide and school level initiatives through provision of workshops, facilitated group discussions, modeling, and individualized assistance. Additionally, workshops conferences focusing on AVID, AP, CTE, Common Core Standards, data-driven instruction, formative assessment, and PBIS continue to be priorities.



# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 24.1 points above standard Increased ++5.7 points 405	<p><b>English Learners</b></p>  Orange 37.2 points below standard Maintained ++2.8 points 119	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 30.1 points above standard Increased Significantly ++40.8 points 38	<p><b>Socioeconomically Disadvantaged</b></p>  Green 14.7 points above standard Increased ++9.9 points 325	<p><b>Students with Disabilities</b></p>  No Performance Color 122.3 points below standard Declined Significantly -28.4 points 27

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.2 points above standard Increased ++8.6 points 389	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 43.8 points above standard Declined Significantly -64.2 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
91 points below standard Declined Significantly -18.2 points 55	9 points above standard Increased ++14.1 points 64	39.3 points above standard Increased ++4.3 points 133

**Conclusions based on this data:**

1. In English Language Arts, the student performance increased by 5.7 points for all students and it also increased by 9.9 points for the Socioeconomically Disadvantaged. In the Homeless indicator it increased significantly by 40.8 points.
2. The Reclassified English Learners increased by 14.1 points compared to the English Only with an increase of 4.3 points.
3. The implementation of the EL Program based on the simultaneous model. ELs acquire English and learn grade-level academic content at the same time. The core courses reflect curricular lessons, materials, and teaching strategies that are designed for ELs and are appropriate to the ELs' English proficiency levels. Specially Designed Academic Instruction in English (SDAIE) and primary language instruction are also used to ensure that ELs are mastering grade-level core content state standards. Core courses designed for English learners have the same power standards as those courses designed for English Only students. For example, the power standards in Algebra I Bilingual, Algebra I SB, and Algebra I mainstream are the same. Required courses at a particular grade are also offered in bilingual or SEI form, or both. For example, World History is required in the sophomore year. To ensure that ELs have access to the core content in this area, it is delivered in three different modalities: bilingual, SEI (Structured English Immersion), and mainstream. All site teachers are provided with the linguistic levels of all their students including the listening, speaking, reading, and writing levels, as reported by the Summative ELPAC. Teachers then modify their lessons as they deem appropriate to ensure that the students' linguistic levels do not present a barrier to academic achievement.

The site teachers and administrative staff review semester data on a course-by-course level to ensure that all students-at all different linguistic levels- are succeeding. For courses where a disproportionate amount of ELs are not succeeding, teachers work with the Director of Instruction and EL Programs and site administration to adjust teaching methodologies and materials to better suit the needs of the students. Professional Learning at Central Union High School, supported by the Instructional Support Team of Instructional Coaches, has centered around math & English Instructional Rounds. The Instructional Rounds have delved into the areas of student engagement, instructional strategies, digital tools for formative assessment, and the work of John Hattie and Karin Hess. The effect sizes of various instructional strategies impacting student achievement and Dr. Hess' Cognitive Rigor Matrices were considered. The school year started with a district-wide professional development day focusing on data and its use to drive instructional decisions. Teachers were able to choose from several relevant breakout sessions including question formulation technique (QFT), Google Classroom, self-assessment, and more. The Instructional Support Team has continued to work with Curriculum and Assessment Teams (CAT) for the departments of English, Mathematics, Science, and Social Studies. Each group is responsible for working in different categories ranging from curriculum maps, data, vertical alignment, district common assessments, new course additions, and textbook adoption. Furthermore, continue to provide the opportunity for professional development to better support best teaching practices.

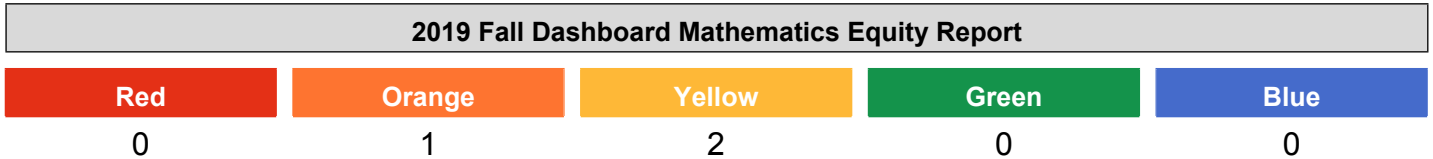
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 79.8 points below standard Increased ++7.4 points 403	<p><b>English Learners</b></p>  Orange 130.7 points below standard Increased ++5.4 points 119	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 95.3 points below standard Increased Significantly ++24.5 points 38	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 92 points below standard Increased ++6.4 points 323	<p><b>Students with Disabilities</b></p>  No Performance Color 225.4 points below standard Declined Significantly -37.2 points 27

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 81.3 points below standard Increased ++8.8 points 387	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 28.7 points below standard Declined -6.7 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
167.4 points below standard Declined -10.4 points 56	98.1 points below standard Increased Significantly ++15.8 points 63	61.5 points below standard Increased ++7.9 points 132

#### Conclusions based on this data:

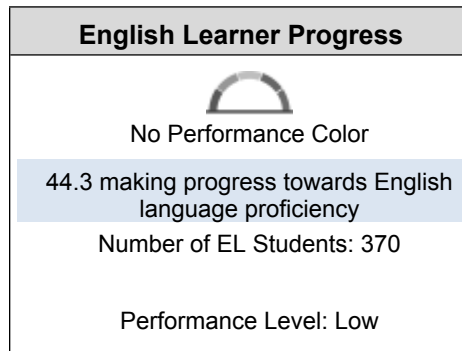
1. In Mathematics, the student performance increased by 7.4 points for all students and it also increased by 6.4 points for the Socioeconomically Disadvantaged. In the Homeless indicator it increased significantly by 24.5 points.
2. The Reclassified English Learners increased significantly by 15.8 points compared to the English Only with an increase of 7.9 points.
3. CUHS's overall performance was in the "Yellow" for one indicator, Mathematics. In response, the district has taken several steps to address achievement in this area. A new Summative Math course designed for 11th grade students has been developed for implementation in fall 2019. In addition, CUHS implemented an intensive two-hour Algebra I program that will utilize the highly acclaimed Agile Mind program. Furthermore, in-class and after-school college tutors support students with interventions, and peer-tutors support with after-school tutoring providing a more approachable peer-to-peer student friendly approach to mathematical concepts.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
69	137	26	138

#### Conclusions based on this data:

1. Academic Performance for English Learner Progress was Low.
2. The progress towards English language proficiency: 69 students decreased one level; 137 maintained; 26 maintained in Level 4; and 138 students progressed at least one ELPI Level.
3. EL Program is based on the simultaneous model. ELs acquire English and learn grade-level academic content at the same time. The core courses reflect curricular lessons, materials, and teaching strategies that are designed for ELs and are appropriate to the ELs' English proficiency levels. Specially Designed Academic Instruction in English (SDAIE) and primary language instruction are also used to ensure that ELs are mastering grade-level core content state standards. Core courses designed for English learners have the same power standards as those courses designed for English Only students. For example, the power standards in Algebra I Bilingual, Algebra I SB, and Algebra I mainstream are the same. Required courses at a particular grade are also offered in bilingual or SEI form, or both. For example, World History is required in the sophomore year. To ensure that ELs have access to the core content in this area, it is delivered in three different modalities: bilingual, SEI (Structured English Immersion), and mainstream. All site teachers are provided with the linguistic levels of all their students including the listening, speaking, reading, and writing levels, as reported by the Summative ELPAC. Teachers then modify their lessons as they deem appropriate to ensure that the students' linguistic levels do not present a barrier to academic achievement. The site teachers and administrative staff review semester data on a course-by-course level to ensure that all students-at all different linguistic levels- are succeeding. For courses where a disproportionate amount of ELs are not succeeding, teachers work with the Director of Instruction and EL Programs and site administration to adjust teaching methodologies and materials to better suit the needs of the students. Furthermore, continue to provide the opportunity for professional development to better support best teaching practices.

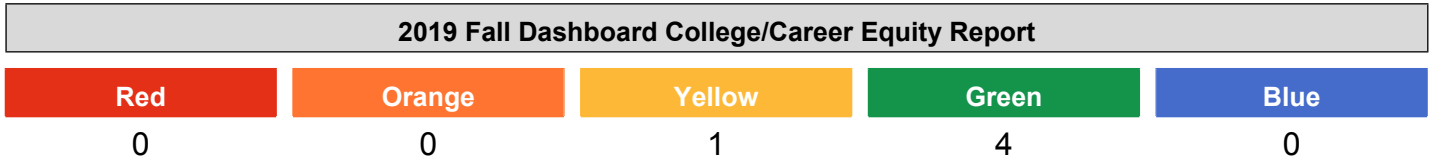
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Green 50.1 Increased Significantly +11.5 419	<p><b>English Learners</b></p>  Green 35.3 Increased +17.9 136	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p>  Green 44.7 Increased +15.6 38	<p><b>Socioeconomically Disadvantaged</b></p>  Green 48.9 Increased Significantly +13.8 356	<p><b>Students with Disabilities</b></p>  Yellow 15.8 Increased +13.3 38

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e0f0ff; padding: 2px;">49.6</span> Increased Significantly +11.1 395	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e0f0ff; padding: 2px;">53.8</span> Increased Significantly +15.4 13

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	38.6 <b>Prepared</b>	50.1 <b>Prepared</b>
<b>Approaching Prepared</b>	18.8 <b>Approaching Prepared</b>	17.2 <b>Approaching Prepared</b>
<b>Not Prepared</b>	42.6 <b>Not Prepared</b>	32.7 <b>Not Prepared</b>

#### Conclusions based on this data:

1. The College and Career Indicator increased significantly for all students by 11.5 percent and for the Socioeconomically Disadvantaged increased significantly by 13.8 percent.
2. The college and Career Indicator increased from 38.6% prepared in 2018 to 50.1% prepared in 2019.
3. The College and Career Indicator for ALL Students, English Learners, Homeless, and Socioeconomically Disadvantaged students is in GREEN. CUHS takes great pride in the strides that have been made over the past year to increase and/or improve the breadth and depth of services provided to its low income students, English learners, and foster youth. Efforts geared toward areas such as improved attendance, safety, curriculum, interventions, student support systems, parent involvement, and access to technology have generated positive outcomes for which the school deserves to be commended. Two new CTE courses will be implemented in the Fall of 2020, and our new STEM building should be ready to support our Science, Mathematics, and CTE teams with state-of-the-art hands-on teaching practices. In addition, the Counseling and Special Ed staff has targeted efforts to place and monitor special needs students' progress in completing CTE pathway courses as one means of meeting a CCI criteria. In support of these efforts, continued implementation with greater fidelity of the Get Focused, Stay Focused (GFSF) program is expected to positively impact student outcomes related to CTE Pathway and/or UC/CSU required coursework completion. Initially offered in 2017-18, the Success 101 course for all freshmen, serves as the foundation of the program. In collaboration with GFSF Master Teachers, Special Education instructors will help support students in the development and annual review/update of their 10-year-plans.



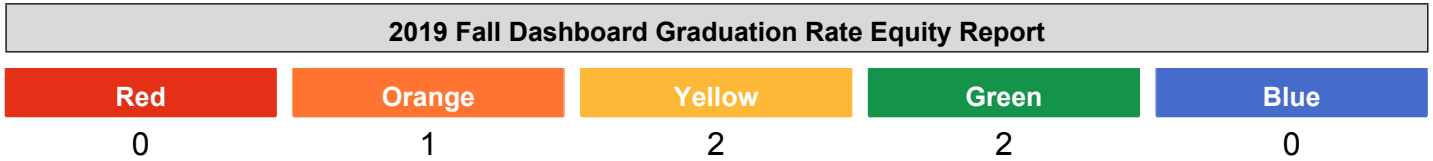
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>94.3</p> <p>Maintained -0.4</p> <p>423</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>90.6</p> <p>Declined -1.2</p> <p>138</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p><b>Homeless</b></p>  <p>Orange</p> <p>86.8</p> <p>Declined -9.1</p> <p>38</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>94.2</p> <p>Maintained -0.3</p> <p>360</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>94.9</p> <p>Declined -2.6</p> <p>39</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.5 Maintained -0.5 399	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 84.6 Maintained 0 13

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
94.7	94.3

**Conclusions based on this data:**

- The Graduation Rate for All Students and Socioeconomically Disadvantaged has maintained and it is in GREEN.
- The Graduation Rate by Year has Maintained by 94.7 in 2018 to 94.3 in 2018.
- Central Union High School offers rich and varied courses and pathways. Our focus is to ensure all students are college and career ready, thus, continuing to increase our graduation rate. Through monthly collaborative meetings, teachers, and leadership team work hand-in-hand to share and implement best practices, strategies, and common assessment analysis. In addition, pull-out sessions and summer institutes are conducted by instructional coaches in which 21 st Century tools and strategies are shared with teachers.

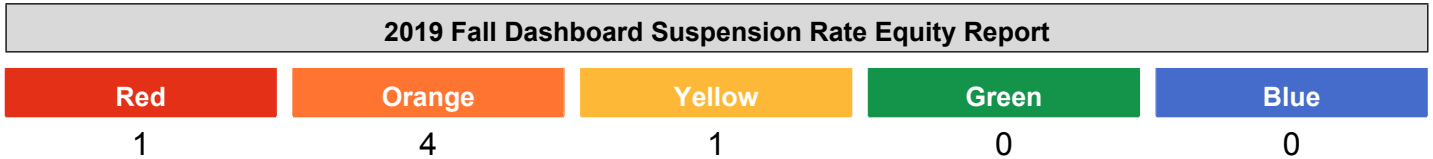
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 3.4 Increased +0.3 1974	<p><b>English Learners</b></p>  Orange 5.2 Increased +2.8 481	<p><b>Foster Youth</b></p>  No Performance Color 14.3 Increased +9.5 21
<p><b>Homeless</b></p>  Orange 4 Increased +1.3 177	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 3.7 Increased +0.3 1556	<p><b>Students with Disabilities</b></p>  Red 9.1 Increased Significantly +4.5 176

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> Maintained 0 15	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3</div> 3	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">1</div> 1	
 Yellow <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3.2</div> Maintained +0.2 1895	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">8</div> 8	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">2</div> 2	 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">10</div> Increased +3 50

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	3.4

#### Conclusions based on this data:

1. The Overall Suspension rate indicator is in Orange for all students, English Learners, Homeless and Socioeconomically disadvantaged.
2. The Suspension rate increased from 3.1% in 2018 to 3.4% in 2019.
3. In an effort to continue to improve in conditions and climate, Multi-tiered Systems of Support (MTSS) have been implemented and continue to be modified according to its effectiveness/success in implementation. Multi-tiered Systems of Support (MTSS): MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Positive Behavioral Interventions and Supports (PBIS): an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.
  - ‡ Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. ‡ Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. ‡ Tier 3 students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.
  - Tier 1 - Teacher-Student-Parent-Counselor Communication: ‡ Advisory Period: Accelerate, Remediate, Advice - Teachers build positive supportive relationships with students and monitor AERIES Student Portal with students on a weekly basis. Teachers ask students if they understand how to access Student Portal and guide students through their student portal. ‡ Teacher-Student-Parent Communication: AERIES Portal, Email, and phone communication to address student needs. ‡ Parent-Teacher Conference: Meeting with parent, teacher, counselor, and student to address student needs.
  - Tier 2 - Meetings with parents, teachers, counselors, and administrators: ‡ Student Attendance Review Team: Purpose to address Attendance and Behavior. ‡ District Administration Hearing Panel: Purpose to address Behavior. ‡ Student Intervention Team: Purpose to address Academics (Phoenix Rising, D.O.H.S., Valley Pathways). ‡ School Attendance Review Board: Purpose to address Attendance and Behavior. ‡ Threat Assessment Team: Purpose to

investigate Threats by Students. | Student Success Team: Purpose to address Attendance and Behavior. | Intervention Study Team: Purpose a meeting for students at risk of not graduating or passing their courses. Tier 3 - Check-in/Check-out Process - Focus groups of students with a 1.8 G.P.A or less. | Staff Member/Mentors hold once a week group sessions of 5-10 students per session and provide mini-lessons on the following topics: Agenda/Time Management Skills, Effective Communication skills, and Study Skills. | Staff Member/Mentors hold one-on-one individual student/mentor meetings to address specific needs. | Students check-in and check-out with their mentor twice a week with a weekly goal to monitor daily behavior and classroom productivity/engagement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7 Course Access

## LEA/LCAP Goal

LCAP Goal #1 Increase Achievement For All Students, Narrow The Gap Between High and Low Performing Student Subgroups, and Increase the Graduation Rate.

## Goal 1

SPSA GOAL #1 Implement a comprehensive approach to increase rigor across the curriculum (i.e. reading and writing across the curriculum, depth of knowledge, and critical thinking) to align with Common Core State Standards.

## Identified Need

Academic Engagement as measured by the California Department of Education Dashboard Graduation Rate Maintained by -0.4% with 94.3% students graduated and received a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard English Language Arts. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP increased 5.7 points with 24.1 points above standard with 62% Met or Exceeded Standard.

Academic Performance as measured by the California Department of Education Dashboard Mathematics. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP increased 7.4 points with 79.8 points below standard with 22% Met or Exceeded Standard.

In 2019-20, 77 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A  
In 2018-19, 80 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A.

Mathematics - Earned an "F"/failed course:

Due to Covid-19 Pandemic, 3rd Quarter Grades were used for 2019-20 data.

In 2019-20, 176 students enrolled in Algebra I and Math Support failed. 87 students enrolled in Algebra II failed. 136 students enrolled in geometry failed.

In 2018-19, 117 students enrolled in Algebra I failed. 64 students enrolled in Algebra II failed. 120 students enrolled in geometry failed.

English - Earned an "F"/failed course:

Due to Covid-19 Pandemic, 3rd Quarter Grades were used for 2019-20 data.

In 2019-20, 38 students enrolled in English 9 failed. 78 students enrolled in English 10 failed. 60 students enrolled in English 11 failed.

In 2018-19, 32 students enrolled in English 9 failed. 41 students enrolled in English 10 failed. 28 students enrolled in English 11 failed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP – Mathematics ALL	Distance from standard: 79.8 below standard. Increased 7.4 points (Yellow) 22% Met or Exceeded.	Decrease the distance from standard by 15 points. 32% Met or Exceeded.
CAASPP – Mathematics (English Learners)	Distance from standard: 130.7 points below standard. Increased 5.4 points (Orange)	Decrease the distance from standard by 15 points.
CAASPP – Mathematics (Socioeconomically Disadvantaged)	Distance from standard: 92 points below standard. Increased 6.4 points (Yellow)	Decrease the distance from standard by 15 points.
CAASPP – Mathematics (Students with Disabilities)	Distance from Standard: 225.4 points below standard. Declined 37.2 points	Decrease the distance from standard by 15 points.
CAASPP – English Language Arts ALL	Distance from Standard: 24.1 points above standard. Increased 5.7 points (Green). 62% Met or Exceeded.	Increase the distance above standard by 3 points and/or 65% Met or Exceeded.
CAASPP – English Language Arts (English Language Learners)	Distance from Standard: 37.2 points below standard. Maintained 2.8 points (Orange).	Decrease the distance from standard by 15 points.
CAASPP – English Language Arts (Socioeconomically Disadvantaged)	Distance from Standard: 14.7 points above standard. Increased 9.9 points (Green).	Increase the distance above standard by 3 points.
CAASPP – English Language Arts (Students with Disabilities)	Distance from Standard: 122.3 points below standard. Declined 28.4 points	Decrease the distance from standard by 15 points.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

1.1 Expand Academic Options in Science and Math:

a - Maintain two Science positions added in 2015-16

b - Maintain 2.2 FTE Math positions in order to provide additional sections and offer math support courses during the regular school day.

**MAINTAIN**

Math Support classes for Algebra I: AMAS Algebra I & Geometry Support periods  
c. Enhance Algebra/AMAS curriculum through implementation of the Agile Mind curriculum  
AGILE Curriculum Needs to be Purchased June 30, 2022

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
191,403	Supplemental/Concentration 1000
55,082	Supplemental/Concentration 3000

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

1.2 Assessment:

- a. Provide time for teacher teams to continue to evaluate validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction (Curriculum & Assessment Teams-CATs) (\$7,988 Hourly + \$1,800 Benefits Title II)
- b. Ongoing professional development for teachers in formative assessment.
- c. Provide materials for new teachers to assist with formative assessment strategy usage. (\$500 Title II)
- e. Provide substitute for year round professional development (\$3400 + 1268 benefits Title II)
- f. Renew Contract for EADMS assessment tool to support assessment administration and analysis (\$8,394 Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,388	Title II 1000
3,068	Title II



	3000
500	Title II 4000
2,300	Title II 5000
8394	Title I 5000

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

1.3 Tutoring:

a. After-School tutoring - SSS 2 Certificated Math teachers 4 days per week \*30 weeks \*\$42 per hour = \$13,950 (1000-Title I) + \$3,143 (3000- Title I) benefits.

b. In-class tutoring to provide support in selected English, math, and music classes. (2 Band Tutors 10 hours per week for 35 weeks \$17 per hour = \$11,900 (2000 LCFF) + Benefits \$1,229 (3000 LCFF)  
Provide in-class tutors for ALL Algebra I sections 2 days a week (3 college tutors 12 hours per week \*35 weeks \*\$17.50 per hour = 22,050 + \$2,278 benefits Title I)

c. Cross-age tutoring- 3 peer-tutors to provide after-school tutoring 4 times per week for 35 weeks. (Title I) (3 tutors\*4 hours per week \* 35 weeks\*\$13 per hour = \$5,460 + \$1,230 benefits. Title I)

d. A.V.I.D. Program Tutoring (budgeted in Action 5.7)

e. Virtual Tutoring for low-performing students not identified as un-duplicated pupils. Incentives for students who meet tutoring goals. (LPSBG)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3,600

#### Source(s)

Low Performing Students Block Grant  
1000  
Multi-funded – Low Performing Student Block Grant

746

Low Performing Students Block Grant  
3000  
Multi-funded – Low Performing Student Block Grant

13,950	Title I 1000
6,651	Title I 3000
27,510	Title I 2000
11,900	Supplemental/Concentration 2000
1,283	Supplemental/Concentration 3000
500	Low Performing Students Block Grant 4000
7,500	Low Performing Students Block Grant 5000

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

##### Strategy/Activity

1.4 English Learner Tutoring:  
a. After-School Tutoring – Certificated  
b. In-Class- A.V.I.D. Trained College Tutors

##### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,050	Title III 1000
25,334	Title III 2000
8,192	Title III

3000

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low, Income, Foster Youth, and English Language Learners

#### Strategy/Activity

1.5 Intervention for Failed Coursework:

Provide Opportunities for students who have earned D/F grades to make-up credits and/or improve GPA in order to meet graduation and a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs)

- a. Offer on-line intervention offerings during the regular school year and during summer. (1 teacher after-school 4 hours per week for 35 weeks @ \$42 or \$45 per hr. = \$5,880 + \$1,367 Benefits Title I) ( Summer 6 teachers with 123 hours @ \$42 per hr. = \$30,996 + \$7202 Benefits- Title I)
- b. Provide Adult Ed Services for 17 year old seniors needing to make-up course work necessary for graduation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
63,097	Supplemental/Concentration 1000
19,682	Supplemental/Concentration 3000
35,600	Title I 1000
8,271	Title I 3000

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

1.6 Intervention and Support:

- a. Implement the Reteach/Retake/Replace (RRR) strategy during after-school/Summer intervention in Math in order to allow struggling students opportunity to relearn content and improve grades.

Host after-school targeted support for Algebra I – (1 certificated 3 days a week for \*35 weeks \*\$42 per hour = \$4,4210 + \$994 benefits Title I) Agile Minds and Geometry after-school intervention (1 teacher 21 hrs @ \$42 = \$882 + \$200 Benefits Title I)

b. 1 teacher in the summer for English 9 Intervention for remediation.

c. Provide late bus transportation as needed.

Algebra 1, English 9, and Biology Summer Program. (3 teachers for 142 hours @ \$42 per hr. = \$17,892 + \$4,100 Benefits Title I)

Algebra 1 and geometry – 2 days per week tutoring after-school.

d. Essential Needs to support At-Risk students increase participation and increase success in all courses. (\$1,000 Title I)

e. Check-in/Check-out Supplies for Intervention (\$1,000 Title IV)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,880	Supplemental/Concentration 1000
649	Supplemental/Concentration 3000
24,840	Title I 1000
5,596	Title I 3000
1,000	Title I 4000
1,000	Title IV 4000

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.7 Increase Instructional Time:  
Maintain the 4% increase in the instructional minutes (2% added in 2014-15 and 2015-16) in order to continue with the advisory/intervention/enrichment period.

Convene as needed to task force composed of teachers and administrators to evaluate the effectiveness of the advisory and make recommendations for improvement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600,0000	LCFF - Base District-Wide
198,000	LCFF - Base District-Wide

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

1.8 Guidance and Additional Support Services:

- a. Maintain Guidance Support Specialist (GSS) positions
- b. Ensure that Student Success Team (SST) meeting is conducted for every identified Foster Youth Student.
- c. Employ an additional psychologist to assist with assessments, SST meetings, and provision of support to the increasing number of students identified as being in need of specialized support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,401	Supplemental/Concentration 2000
19,688	Supplemental/Concentration 3000

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 1.9 Counseling Services:

- a. Provide full-time Counselors on Special Assignment (COSAs) at CUHS devoted to intervention, attendance, foster youth, and at-risk/low income students.
- b. Maintain the reduced student to counselor ratio at CUHS by continuation of the additional .5 FTE to the regular counseling staff.
- c. Provide needed materials for group counseling sessions.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
134,649	Supplemental/Concentration 1000
44,417	Supplemental/Concentration 3000
2,800	Supplemental/Concentration 4000
3,500	Supplemental/Concentration 5000

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 1.10 Intervention/Support for At-Risk 9th graders

Provide targeted support for freshman.

- a. Summer Connections: Provide focused summer intervention instruction for students from feeder middle schools who failed to meet 8th grade graduation requirements.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450	Title I

4000

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

- 1.11 Support Services for English Learners:  
 Provide administrative and student/parent support services
- a. Maintain Director of Instruction and EL Program position
  - b. Maintain EL Program Assistant positions.
  - c. Maintain EL Program Testing Clerk Positions.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35,170

Supplemental/Concentration  
1000

54,840

Supplemental/Concentration  
2000

33,311

Supplemental/Concentration  
3000

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

- 1.12 Instructional Program Improvement Support:
- a. Maintain Program Improvement Resource Teacher (PIRT) position at CUHS
  - b. Provide Intervention Resources and Support for Data-Driven and Researched Based Intervention Programs (16 hrs @ \$42 = 672 + \$151 Benefits Title II)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,381	Supplemental/Concentration 1000
15,324	Supplemental/Concentration 3000
46,709	Title I 1000
15,184	Title I 3000

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

1.13 Data Driven Instruction and Decision-making

Provide Schools with support and assistance in maintaining student data systems, analyzing data, and generating reports.

a. Maintain Data Analyst position.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,837	Supplemental/Concentration 2000
14,445	Supplemental/Concentration 3000

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.



## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and services for Goal 1 were largely implemented as planned. There were no actions/services that did not occur at all, although some were offered on a limited basis as a result of challenges related to staffing, inability to find sufficient qualified applicants, and delayed hiring timelines.

Overall effectiveness of the strategies/activities were found to be effective. Staff, parents, and students reported that tutoring, interventions, counseling/guidance, and EL program services positively impacted student performance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Algebra I after-school “Reteach, Retake, Replace” programs was only implemented in one classroom after-school and we moved forward to offer the intervention on Saturdays to provide the support for student who may not be able to stay after-school, which provided for additional instruction and opportunities to retake assessments and improve. The “RRR” for English will be provided in the summer.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The number of students identified as being in need of additional services continues to rise, as a result, more individualized student intervention meetings and the increasing need to monitor implementation of classroom accommodations.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 1: Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7 Course Access

## LEA/LCAP Goal

Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.

## Goal 2

Implement systematic school-wide strategies and services to identify targets and success criteria, common formative assessments, and classroom interventions to support struggling students and support them in finding success in their coursework.

## Identified Need

In 2018-19, focus on increased in student and teacher access to technology (COWs, classroom technology, instructional applications, and innovative technology) and supplemental instructional materials were purchased. In 2019-20, there is a need to increase student and teacher access to technology to include: Workshops and training for teachers; focus on effective instructional strategies; differentiated instruction for English learners (teacher stipends, instructional materials, and training). With COVID-19 pandemic, we have identified a Ratio of 2:1 two students per device. We are at 50%. We need to increase this ratio and move towards providing 1:1 student/device.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Speak Up Technology Survey (Bi-annual) Student Regular Use Rate	<p>The Speak Up survey was administered in winter 2019. 1023 students participated. A general question regarding "Regular Use" was not included in this year's survey, so it was not possible to measure change on this metric. However, some noteworthy results showed that:</p> <ul style="list-style-type: none"> <li>95% of students rated themselves as "Advanced" or "Average" in their technology skills.</li> <li>88% responded that they had a Smartphone with Internet connectivity</li> <li>40% reported they have a family</li> </ul>	95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	computer or laptop that connects to the Internet, and <ul style="list-style-type: none"> <li>only 9% indicated that they did not regularly use technology at school</li> </ul>	
Staff Professional Development Survey (Impact Score on 1-10 Scale)	PD Impact on Student Learning: Average Score: 6.68 Expected Outcome Met	6.5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### 2.1 Technology:

Increase student access to classroom technology

a - Expand and implement classroom sets of devices (Computers on Wheels or COWs) in selected core academic and elective courses

- Provide updated and innovative teacher and classroom technology for instructional purposes (expenditures to be determined by Monica M. and Tech Team)

b - Provide updated and innovative teacher and classroom technology for instructional purposes

c - Utilize software and applications to support, manage, and improve student learning. Evaluate and purchase new and emerging technology innovations that show strong promise for enhancing classroom instruction.

Renew "Turnit-in" to support literacy with an emphasis in writing (\$9,500 Title I)

Renew "Newsela" for two Spanish teachers (\$2,500 Title I)

Renew Reading Plus program to assess reading levels and provide instructional resources that support services to increase reading comprehension in all content areas to improve academics and close the achievement gap on rigorous state assessments. (\$25,000 Title I)

d - Maintain technology supplies and equipment to support classroom instruction (printers, cartridges, projector bulbs, etc.)

e - In cooperation with ICOE and the BorderLink project, facilitate the provision of Internet services to low income students

f. Continue to employ Computer Lab Technician to increase technology access and create opportunities for students to create and perform research tasks (\$37,696 + 17464 benefits Title I)

g. Provide one-to-one devices for At-Risk Students, Socioeconomically disadvantaged students, English Language Learners, Special Education students, and Homeless and Foster youth students (Title I).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
117,600	Supplemental/Concentration 4000
4,375	Supplemental/Concentration 5000
16,600	Title I 4000
38,750	Title I 5000
37,696	Title I 2000
17,464	Title I 3000

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

2.2 Effective Strategies Professional Development:  
Provide PD for teachers on research-based effective instructional strategies.  
Workshops & Training:

- a. Instructional Technology – Provide training for History, Math, and Science teachers for CUE technology conference in Palm Springs March 2021 (registration, hotel, substitute, food and travel)(Title II).
- b. Effective Teaching Strategies – Provide PD opportunities for staff to learn about motivating unmotivated students as well as utilizing high engagement and relevant strategies in instruction. (\$1260 (1000) + \$284 Benefits Title II)
- c. Math Instructional Strategies
- d. Using data to drive/inform instruction/Formative Assessment - Offer EADMS Training – Instructional coaches to provide PD on the use of EADMS to better support the analysis of data to drive instruction.
- e. AP
- f. Reflective Instructional Rounds – Provide materials for participants (\$ 500 Title I)
- g. College/Career Readiness & Get Focused/Stay Focused – Counselors to attend UC, FAFSA Training, CASC and other training that enhance the counseling programs to provide intervention support to At-Risk students. (\$500 Title I)
- h. Designated/Integrated ELD
- I. A.V.I.D. (\$7,500 Title I)
- J. Lesson Studies for Science Team
- k. Counselors to attend professional development that will better prepare them to improve stakeholder engagement and student progress related to college and career readiness (\$500 Title I).
- l. Provide culture building exercises/activities for staff (Title I)
- m. Provide Professional Development for teachers implementing Reading Plus (Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,245	Title II 1000
4,110.60	Title II 3000
66,741.17	Title II 5000
8,500	Title I 5000
500	Title I 4000

**Strategy/Activity 3**  
**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Instructional Coaching:

- a. Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology.
- b. Instructional Coach to support the implementation of Researched Based teaching strategies to increase the achievement gap with At-Risk student populations, English Language Learners, and Students with Exceptional Needs. (\$43,490 (1000) + \$9,799 (3000) Benefits Title I)
- c. 16 additional hours per coach for summer work. (48 hours x \$42 = \$2,016 (1000) + \$454 (3000) Benefits Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,506	Title I 1000
10,253	Title I 3000

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.4 Library Resources and Services:

- Maintain certificated school librarian positions
- Purchase current literary material for support for struggling readers
- e. EBSCO Periodical Annual renewal (\$900 Title I)
- f. Destiny Library Manager Maintenance agreement annual renewal (\$910 Title I).
- g. Gale Subscription database annual renewal and hosting fee for electronic books as currently configured (\$4,200 Title I)
- h. Reading Resources to increase interest of low- achieving students to meet academic standards for English Language Learners and economically-disadvantaged students (\$1,500 Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
58,846	Supplemental/Concentration 1000
18,801	Supplemental/Concentration 3000
3,000	Supplemental/Concentration 4000
6,010	Title I 5000
1,500	Title I 4000

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

- 2.5 Differentiated Instruction for English Language Learners:
- Stipends for EL Program Teachers (SEI, Bilingual classes)
  - Instructional materials, software, and applications (such as LAS Links, Newsela, Edge-ELLevation)
  - Professional development: MOU with ICOE – Content/ELD Standards Focus
  - Summer Program for EL Students-Alg 1

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22,000	Supplemental/Concentration 1000
4,561	Supplemental/Concentration 3000
25,712.18	Title III 5000

26,881.03	Title III 4000
11,315.27	Title III 1000
3,290.73	Title III 3000

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

2.6 Instructional materials/manipulatives.

- a. Provide more hands-on classroom resources and materials in designated subject areas
- b. Provide instructional materials and equipment designated to enhance the quality of Career Technical Education programs.
- c. Maintain Science Lab Supplies (including cleaning)
- d. Purchase Biology/anatomy consumables - composition notebooks for guided notes (\$3000 Title I)
- e. Science Fair Materials and participation fee ( \$2000 Title I)
- f. Purchase Algebra and geometry consumables (\$1500 Title I)
- g. Agile Mind, consumer mathematics, hands-on materials and supplies (\$2,000 Title I)
- h. Renew Scholastic Scope-Researched Based reading and writing strategies to support English Language Learners, At-Risk Students, and Special Education students( \$ 1,000 Title I)
- i. Online instructional materials from Teachers-Pay-Teachers to support with differentiated instruction (\$500 Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	Supplemental/Concentration 4000
1,500	Supplemental/Concentration 4000
1,000	Title I 5000



# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 has allowed for teacher and student technology access. Computer Lab 1 was updated with new computers in 2018-2019. In 2019-20, teacher work stations in the English department and Social Science dept. were updated. The Goal for 2019-20 is to update the Social Science Technology Lab and continue to update the teacher work stations and increase access to technology for instructional purposes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Innovative technology was purchased for professional development. Innovative technology, an interactive flat panel, a Jamboard, Pilot Hover Cams, and 2 VR kits for training purposes and use in the classroom. With COVID-19 pandemic, we have identified a Ratio of 2:1 two students per device. We are at 50%. We need to increase this ratio and move towards providing 1:1 student/device. Also, teachers are in need of technology instructional resources to support distance learning efforts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the building of our new STEM building, increased innovative technology and training will need to be provided to meet the demands of 21st Century learners.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 1: Basic Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7: Course Access

## LEA/LCAP Goal

Implement the Common Core State Standards (CCSS) across all content areas.

## Goal 3

Establish professional development for teachers and counselors that support student achievement in all subjects.

## Identified Need

Academic Performance as measured by the California Department of Education Dashboard College and Career "Prepared" Indicator Increased by 11.5% with 50.1% students placed in the "Prepared" level on the College/Career Indicator. In order to better support our teachers and students, Common Core Standards professional development will be provided in the areas of NGSS, ELA, Social Studies, and mathematics frameworks, and CAASPP Blueprint. In addition, data analysis professional development will be provided in order to continue to evaluate and refine CCSS aligned curricula.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Local Indicator (Priority 2)  Self-Reflection Tool #1 (Professional Learning)	ELA – Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 2 History-Social Science: 1	ELA – Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 3 History-Social Science: 2
Self-Reflection Tool #3 (Implementing Policies/Programs to Support Staff)	ELA Common Core State Standards for ELA: 3 ELD (Aligned to ELA Standards): 3 Mathematics – Common Core State Standards for Mathematics: 2 Next Generation Science Standards: 1	ELA – Common Core State Standards for ELA: 4 ELD (Aligned to ELA Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	History-Social Science: 3	History-Social Science: 3

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

- 3.1 Common Core Standards Professional Development:
  - a - Literacy (across all content areas)
  - b - Next Generation Science Standards (And Argumentation)
  - c - New Framework Alignment for Social Studies and Science teachers
  - d - Common Core English Language Arts
  - e- Common Core Math
  - f - Mathematical Mindsets (Jo Boaler)
  - g - CAASPP Blueprint, Question Types, DESMOS, etc.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,400	Supplemental/Concentration 1000
1,119	Supplemental/Concentration 3000
2,500	Supplemental/Concentration 5000

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

3.2 Curriculum Development:

- a- Continue to evaluate and refine CCSS aligned curricula.
- b- Provide compensated time during summer for teacher teams to work on curriculum guides, assessments and instructional units (up to 10 hours (3-4 hrs/day) for content teams of 4 teachers in each Science Content Team (19-20), Algebra I "Agile Mind" (18-19), ERWC (19-20), 11th grade math (18-19), and Eng.11 Content Team (18-19))
- c. Establish professional and curriculum development to support student achievement in all subjects (\$4,676 Title II)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,838	Title II 1000
2,441.5	Title II 3000
2,000	Title II 5000

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

3.3 EL Program Curriculum Development and Refinement:  
 a - EL materials: Purchase and implement supplemental and core materials to support ELD, SEI, and content-area bilingual courses.  
 b - Provide compensated time during summer and/or after-school for EL program teacher teams to work on curriculum guides, assessments and instructional units

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Supplemental/Concentration 1000
166	Supplemental/Concentration

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions/services were generally implemented as planned. Teachers were provided numerous opportunities to increase and improve instructional practices through attendance at workshops and conferences. Nearly all teachers participated in at least one training that focused on topics related to CCSS, NGSS, CAASPP, or the Social Studies Framework. All but two CUHS mathematics teacher participated in the Jo Bowler's Mathematical Mindsets training in either online course or the Stanford training. The Spanish 4 team collaborated with SHS and completed a curriculum mapping and assessments for their new class. ELD teachers received training in Rosetta Stone to optimize their use of the tool with students through the use of reports and specialized information. New SAIL Teachers participated in a pull-out training where they observed the program being used and then worked with their content team partner to implement a common lesson for all students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All teacher professional development will be supported through Title II Award. This includes professional development to provide teachers with best researched based teaching tools.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A greater focus on professional development and curriculum development will be needed in the areas of science, social studies, and mathematics. With the adoption of new curriculum/textbook in the science department, NGSS professional learning and planning opportunities will need to be provided. In addition, the social studies, English and mathematics will need to dig deeper into the CCSS framework.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 3: Parent Involvement; 5: Student Engagement; 6: School Climate

## LEA/LCAP Goal

Improve communication among all Stakeholders.

## Goal 4

Improve parent awareness and involvement to support student learning by:

- a. Clear communication with parents regarding student progress and achievement using multiple methods
- b. Empower students and parents to monitor and support student progress.
- c. Promoting and supporting school and community events.
- d. Offering Professional Development in motivation/engagement strategies as well as formative assessment strategies.
- e. Celebrating success improve parent awareness and involvement to support student college and career readiness.

## Identified Need

There is a need to continue to improve communication with all stakeholders. In addition, more stakeholder meetings need to incorporate community resources and support available. Furthermore, guidance and support in the area of college and career readiness need to be provided to all stakeholders. Stakeholders need to have an understanding that our number one priority is the success of all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LEA-Wide Parent Survey (Rating of Overall School Quality)	Fall 2018 Parent Survey: Average Rating of Overall School Quality (on a 1-10 scale): 8.7	8.7
LEA-Wide Staff Survey (Rating of Overall Timeliness/Effectiveness of School Communication)	Spring 2019 Staff Survey Average Rating of Overall Timeliness & Effectiveness of School Communication: 7:59 Slight increase from the 2018 rate of 7:53 Expected Outcome Not Met	7.7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 4.1 Communication:

Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.

- a. Evaluate, refine, and continue campaign to promote open communication among stakeholders.
- b. Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.)
- c. Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP.
- d. Regularly update district and school websites.
- e. Continue the implementation of the use of a phone/text notification system (Aeries Communication) to improve school-to-home communication. Instructional coaches to offer professional development to teachers to better communicate with students and parents. (\$1,030 Title II)
- f. Purchase digital signage equipment for better communication of programs and services.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600	LCFF - Supplemental District Wide
5,000	Supplemental/Concentration 4000
6,587	Supplemental/Concentration 5000
840	Title II 1000
190	Title II 3000

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 Parent Involvement and Community Engagement:

- a. Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including unduplicated students and students with exceptional needs.
- b. Offer additional parent workshops focused on variety of topics including college and career readiness, school programs, and social/emotional/behavioral issues.
- c. DELAC/ELAC Meetings.
- d. Invite ALL stakeholders to informational events providing mailings, refreshments, and materials to increase student success – 10 meetings per year (\$ 1,000 Title I)
- e. Host open-house celebration, Back-to-School Night, and Welcome Back Assembly ( Title I)
- f. Host three A.V.I.D. Stakeholder meetings and provide refreshments (\$300 Title I).
- g. Create Newsletter informing stakeholders of important dates and events via mail, fliers, website, and special invites (Title I).
- h. Host Freshman Parent/Guardian Orientation to educate, promote, and motivate parent/guardian to be better prepared and informed to support student achievement (Title I)
- i. Train parents in the use of the Parent Portal (hourly staff pay) (Title I)
- j. Counselors to provide Saturday professional development for parents and students with College and Career Readiness tools and information (parent/student) workshop. (6 counselors \*4 hours \*42= \$1,008 + \$228 benefits).(Title I)
- K. School Site Council members (2 parents and 2 teachers) the opportunity to participate in the CABE Parent Engagement Event to increase Parent Involvement and Community Engagement. (\$2,200 (5000) Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800	Supplemental/Concentration 1000
373	Supplemental/Concentration 3000
1,000	Supplemental/Concentration 4000
1,488	Title I 1000
336	Title I 3000



5,600	Title I 4000
2,200	Title I 5000

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

4.3 Promote Positive Communication With and Between Students:  
 a. Publicly recognize student achievements (through on-campus displays, assemblies, incentives, and award celebrations)  
 b. Provide on-campus informational posters regarding important student topics (e.g. CTE pathways, grad/a-g requirements, etc.)  
 c. Link Crew – Maintain Link Crew Coordinator (2 coordinators\* 60 hours\* \$42 per hour = \$5,040 + 1,136 benefits Title I).  
 d. Link Crew – Materials and Supplies for Freshman Orientation and School Connectivity Activities (\$500 Title I).  
 e. Link Crew – Coordinators to attend training to improve Link Crew program (Title I)  
 d. Link Crew members to attend Link Crew conference (registration and transportation) (\$1,000 Title I)  
 f. Certificates to award student recognition in ESLR’s We ARE SPARTA (\$500 Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Supplemental/Concentration 4000
2,187	Title I 4000
5,040	Title I 1000
1,136	Title I 3000
1,000	Title I

5000

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

4.4 Articulation:

- a. Conduct meetings with representatives from feeder districts including administrators, counselors and teachers.
- b. Participate in meetings with I.V.C. continue to develop opportunities for articulated credit and dual enrollment.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

624

Supplemental/Concentration  
1000

129

Supplemental/Concentration  
3000

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It is a continuous effort to increase communication with all stakeholders. Digital smart displays were placed in the counseling center, multipurpose room, and main office. Four more digital smart displays were purchased and will be placed in the College Center, Career Center, Library and gymnasium. A variety of stakeholder meetings were held to inform and gather input regarding LCAP/SPSA goals, actions, and services. A CTE Parent Night was held to share pathways and course information with parents. Parents were encouraged to talk with their students about courses and enrollment in these courses. A Freshman Parent meeting was held at the beginning of the year to share information with parents regarding a-g requirements, graduation requirements, CTE pathways, Get Focused curriculum, etc. AP Parent Night was held to provide students and parents

updated information regarding Advanced Placement. Parents and students had the opportunity to meet with AP teachers, counselors, and administrators to make informed decisions about course requests. On a monthly basis, We Are Sparta celebrations honored students who represented our ESLR's. Link Crew leaders participated in trainings to become positive role models and guide freshmen to discover what it takes to be successful during the transition to high school. Link Crew leaders meet with freshmen twice a week for activities and academic check-ups/encouragement sessions. Assistant Principals, Director of Instructions, and Special Programs personnel and counselors meet with incoming 9th graders at the feeder schools to explain pathways, programs, and graduation requirements and discuss summer school, curriculum changes and math placement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

District and site administration worked closely with IVC staff throughout the year in the implementation of Dual Enrollment coursework to be offered under AB288 legislation. The Associated Dean of Workforce Preparation and Community Special Projects presented for the CUHSD Board of Trustees in March, and an updated CCAP Agreement was approved in April. Two Dual Enrollment courses per semester will be offered and plans to continue to offer summer and regular year courses in 2019-20. Furthermore, parents in our School Site Council will have the opportunity to participate in CAFE Parent Engagement workshop to support the efforts of increasing parent involvement and participation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent and student survey indicate that we still have work to do in the area of communication. Monthly parent meetings will continue to be implemented. In addition, student performance and recognition will be included in our stakeholder meetings to increase stakeholder participation.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 1: Basic Services; 4: Student Achievement; 5: Student Engagement; 6: School Climate; 7: Course Access; 8: College/Career Indicator

## LEA/LCAP Goal

Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL students' acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

## Goal 5

Monitor and improve school-wide student engagement and provide a series of courses and experiences at each grade-level to increase college and career readiness and create a vision for their future after high school. Monitor and improve school-wide motivation and engagement as measured by attendance, graduation rates, grades, and school culture.

## Identified Need

Increase the 17.2 percentage of College and Career approaching prepared and 32.7 percentage of College and Career NOT Prepared to increase and achieve "Prepared" status.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Required Course Completion	27.60% (2018)	31%
Advanced Placement Exam Results (Percentage of score 3 or higher)	49.9%	51%
EL Reclassification Rates	20%	16.6
EL – CAASPP ELA (% Met/Exceeded Std.)	20%	20%
Attendance Rates	95.72% (2017-18)	95.60%
Chronic Absenteeism	10.60%	10.30%
Cohort Dropout Rates	3.5%	4.30%
California Healthy Kids Survey Results (School Connectedness – High/Moderate)	The CHSKS Survey is administered every two years. Spring 2019 results reflect that the percent of student reporting "Agree" and "Strongly Agree" levels of School Connectedness was: Gr. 9 - 68% Gr. 11 - 57%	N/A Biennial Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2016-17 Results reflect that the percent of students reporting High (H) or Moderate (M) levels of School Connectedness was: Gr. 9 – H 56%; M 37% Gr. 11 – H 49%; M 44%	
Course Access (Master Schedules all courses necessary to fulfill graduation and a-g requirements)	100%	100%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### 5.1 Course Access:

Expand elective and academic course offerings

##### a. Courses to be added 2020-21:

- PLTW Biomedical Science and Engineering; Consumer Math, Financial Algebra
- 3rd year math added in 2019-20

##### a. Courses to be added in 2018-19:

- Electronic Music

##### a. Courses to be added in 2017-18:

- Success 101
- Construction II
- Forensic Science
- Drone Photography/Videography
- AMAS (See Goal 1.1)
- SAIL (See Goal 5.6)
- Add'l Section of Legal Services

##### a. Courses to be added in 2016-17:

- PE 3/Lifeguarding

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
225,704	LCFF - Base 1000
66,802	LCFF - Base 3000
22,800	Supplemental/Concentration 5000
107,434	Supplemental/Concentration 1000
33,274	Supplemental/Concentration 3000
21,200	Supplemental/Concentration 4000

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.2 Rigorous Curricular Offerings:  
a. Offer Summer AP Courses (Migrant Only)  
b. AP Testing Fees: Provide District financial support to offset the costs of uncovered AP fees for low income students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,571.63	Title IV 4000

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### 5.3 Dual Enrollment:

Under a CCAP Agreement with I.V.C. offer Dual Enrollment course at CUHS. Particularly focus on students who historically may not have chosen to pursue college level coursework while in high school.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

LCFF - Supplemental

District-Wide

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### 5.4 Course Access (Base Program):

a. Continue to offer all required courses necessary for graduation, college preparedness, and career readiness

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,860,000

Source(s)

LCFF - Base

District-Wide

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Exceptional Needs

## Strategy/Activity

### 5.5 Program of Study for Students with Exceptional Needs:

Provide specialized coursework and supports for students with special needs

- a. Offer designated RSP and SDC classes
- b. Provide TIP's classes to support students who are mainstreamed
- c. Coordinate services with ICOE to ensure provision of specialized instruction for hearing impaired, visually impaired, and severely disabled students
- d. Provide needed related services such as speech therapy and counseling
- e. In cooperation with Imperial County Behavioral Health, provide the Adolescent Habilitative Learning Program (AHLP) for students with emotional/behavioral disturbances
- f. Provide special education bus transportation
- g. Provide specially trained and/or certificated instructional, administrative, and support staff
  1. Director of Special Education
  2. School Psychologists (New position reflected in 1.8)
  3. Special Education Teachers
  4. Instructional Aides (2)
- h. Renew Resource to Don Johnson Reading and Writing for students with Exceptional Needs to support school-wide writing initiative (\$1000 (5000) Title I)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,960,000	LCFF - Base District-Wide
1,000	Title I 5000

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

## Strategy/Activity

### 5.6 Program of Study for English Learners:

Offer designated ELD, SEI, primary language, and support classes.

Maintain Accelerated Language and Support (ALAS) classes for Level 3 ELs implemented in 2016-17.

Implement Supporting Academic Instruction and Language (SAIL) classes in 2017-18 for Level 1-2 students who have been in U.S. Schools 3+yrs.

Continuously evaluate program effectiveness, provided professional development, acquire supplemental resources, revise curriculum, and/or update course offerings for English learners to best meet student needs.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,635,923	LCFF - Supplemental District-Wide

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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Strategy/Activity

<p>5.7 A.V.I.D Offer the AVID Program to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. a. Include 8 sections at CUHS in the master schedule b. support costs of AVID membership c. provide ongoing AVID PD (see Goal 2) e. Provide AVID Summer Institute, coordinator training, and site training (\$9,800 Title II) f. Provide AVID Coordinator with AVID Prep Period (\$20,935 + 4225 benefits Title I). g. Provide AVID Tutors for Tuesday, Thursday Tutorials and Friday notebook check – 74 tutor hours per week for 33 weeks at \$15 per hour= \$12,802.38 +\$1,323 benefits (Title I). (\$20,000 + 2,066 benefits Title I)</p>
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
146,892	Supplemental/Concentration 1000
48,056	Supplemental/Concentration 3000
6,559	Supplemental/Concentration 5000
20,935	Title I 1000

32,802.38	Title I 2000
7,615	Title I 3000
9,800	Title II 5000

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 5.8 College & Career Readiness:

Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills beginning in 9th grade.

- a. Offer the Success 101 course (Get Focused) for all grade 9 students. Provide Career Choices Instructional Materials.
- b. Provide time for curriculum planning
- c. 9th grade field trip to I.V.C. and 10th grade field trip to SDSU-IV Campus
- d. GFSF Professional development
- e. EID and SAIL students to visit University to be exposed to Higher Education opportunities (Title I).
- f. Provide test prep courses to assist students in achieving success in AP exams (20 AP teachers to tutor for 4 hours at \$42 per hour = \$3,360+\$757 benefits.)
- g. Host every-other-year a college and career day (2021-22) – Keynote speaker and materials (Title I).
- h. Provide student planner/agendas for all 9th graders, AVID, Migrant, Spartan Senate, ASB, Special Education, Link Crew, and AP students (\$3,800 Title I)
- i. Provide one-to-one electronic device for students in rural, remote, and under-served areas with access to personalized learning experiences supported by high-quality digital learning technology (\$ 11,915.15 Title IV).
- j. Provide Foreign Language offerings through the use of effective and innovative rigorous courses through the use of technology (\$25,500 Title IV).
- k. AP By the Sea professional development for AP Instructors (Title II)
- l. Provide effective and innovative rigorous courses through the use of technology (\$8,000 Title IV)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Supplemental/Concentration  
4000

5,360	Title I 1000
1,208	Title I 3000
33,500	Title IV 5000
1,400	Supplemental/Concentration 5000
3,800	Title I 4000
11,915.15	Title IV 4000

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

**5.9 Promote Attendance and Monitor Absences:**

- a. Maintain Community Liaison position to monitor student absences, make parent contacts, conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselor on Special Assignment.
- b. Utilize the tardy monitoring system included in AERIES-Communications (see Goal 4)
- c. Conduct an Attendance Campaign
- d. Provide Student Incentives for Good/Improved Attendance

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

**Source(s)**

19,135	Supplemental/Concentration 2000
10,864	Supplemental/Concentration 3000

2,500	Supplemental/Concentration 4000
2,500	Supplemental/Concentration 5000

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

5.10 Provide Transportation Routes to High Needs Areas:  
 Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served.  
 a. Maintain the two additional bus driving positions (added in 2016-17 and 2017-18) in order to accommodate added routes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
120,847	LCFF - Supplemental  District-wide

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Foster-Youth and Homeless Students

**Strategy/Activity**

5.11 Targeted Foster Youth and Homeless Student Services:  
 Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students.  
 Offer supplemental counseling services provided by Counselor on Special Assignment (COSAs) designed to specifically address the unique needs of Foster Youth (Budgeted in Action 1.9)  
 Provide Opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and postsecondary campus tours (such as IVC, SDSU, etc.)  
 Provide targeted Homeless students and family services provided by the district’s Homeless Liaison

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Supplemental/Concentration 5000

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

5.12 Pregnant & Parenting Teens:  
 a. Provide specially designed instruction and support for pregnant and parenting teens.  
 b. Provide an infant and toddler care program for children of parenting teens.  
 Maintain Coordinator, teacher, and clerical support positions.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
436,385	LCFF - Supplemental  District-Wide

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students

#### Strategy/Activity

5.13 Supplemental Health & Support Services For Low Income Pupils  
 a. Supplement operational costs of the Family Resource Center  
 b. Hire a support staff person to provide clerical assistance for the FRC and Special Education Department (6 hr Classified)  
 c. Maintain School Nurse position  
 d. Provide health related services (e.g. eye glasses)  
 e. Provide needed Medical Supplies (e.g. Epi Pens, bandages, antiseptic, etc.)  
 f. Purchase hygiene kits for students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500	Supplemental/Concentration 4000
184,619	LCFF - Supplemental  District-Wide

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All courses listed were offered. Teachers, administrators, parents, and students were provided opportunities to give input about additional electives and new and/or modified courses to be offered in 2019-20. A need was identified for the addition of a new Math classes in order to support the implementation of the new three year math graduation requirement. There were 33 sections of AP offered with enrollment of 760 students. Our Foster Youth students had the opportunity to visit UCSD campus and our English Language students enrolled in ELD and SAIL had the opportunity to visit SDSU main campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Agile Mind and Reading Plus are two new programs that will continue to be implemented to support our students in the areas of Mathematics and ELA. Teachers, support staff, and foster youth advocates communicated a need for students to have more experiential learning opportunities through visits to various community agencies and post-secondary educational institutions. Also, the difference between the fees owed and paid for low income students was covered with Title IV funds. Also, the Spanish program was re-aligned to support efforts to improve distance learning instruction and the development of bi-literary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PLTW Biomedical Science and Engineering; Consumer Math, Financial Algebra new programs that will be implemented to support our students in the areas of Mathematics and Science. In addition, the adoption of science curriculum will required additional supplemental materials to support differentiated instruction for At-Risk students: ELL's, students with disabilities, foster youth and homeless populations.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Priority 1: Basic Services; 4: Student Achievement; 5: Student Engagement; 6: School Climate; 7: Course Access; 8: College/Career Indicator

## LEA/LCAP Goal

Provide a positive environment for learning (safety, highly qualified teachers, and provide quality classroom materials.)

## Goal 6

Actively recruit, hire and retain highly qualified and fully certified teachers. b. Provide standards aligned instructional materials for all students. c. Provide a safe and effective learning environment.

## Identified Need

Academic Engagement as measured by the California Department of Education Dashboard Graduation Rate Maintained by -0.4% with 94.3% students graduated and received a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard English Language Arts. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP increased 5.7 points with 24.1 points above standard with 62% Met or Exceeded Standard.

Academic Performance as measured by the California Department of Education Dashboard Mathematics. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP increased 7.4 points with 79.8 points below standard with 22% Met or Exceeded Standard.

In 2019-20, 77 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A  
In 2018-19, 80 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A.

Mathematics - Earned an "F"/failed course:

Due to Covid-19 Pandemic, 3rd Quarter Grades were used for 2019-20 data.

In 2019-20, 176 students enrolled in Algebra I and Math Support failed. 87 students enrolled in Algebra II failed. 136 students enrolled in geometry failed.

In 2018-19, 117 students enrolled in Algebra I failed. 64 students enrolled in Algebra II failed. 120 students enrolled in geometry failed.

English - Earned an "F"/failed course:

Due to Covid-19 Pandemic, 3rd Quarter Grades were used for 2019-20 data.

In 2019-20, 38 students enrolled in English 9 failed. 78 students enrolled in English 10 failed. 60 students enrolled in English 11 failed.

In 2018-19, 32 students enrolled in English 9 failed. 41 students enrolled in English 10 failed. 28 students enrolled in English 11 failed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Local Indicator (Priority 1) Number of Teacher miss-assignments or vacancies	0	0
Number of Students without access to standards-aligned instructional materials	0	0
Facilities Inspection Tool (FIT) Results Number of instances of facilities not meeting "good repair" standard	FIT Results (Fall 2019) Total number of areas evaluated: 20 Overall Rating: 95% School Rating: Good Compared to Fall 2018 Overall Rating: 94% School Rating: Good Compared to Fall 2017 Overall Rating: 89% School Rating: Fair	Average Score 90% School Rating: Good Outcome Met
California Healthy Kids Survey (CHKS): % Perceived Safety at School (Very Safe or Safe)	Survey is administered bi-annually: 2018-19 Results reflect that the percent of students reporting "Safe" or "Very Safe" levels of "Perceived Safety at School" was: Gr. 9 - 49% Safe; 20% Very Safe; Gr. 11 - 44% Safe; 14% Very Safe. 2016-17 Results reflect that the percent of students reporting High (H) or Moderate (M) levels of "Perceived Safety at School" was H(Very Safe or Safe) Gr. 9- 65% Gr. 11- 64% M (Neither Safe nor Unsafe) Gr. 9 – 28% Gr. 11 – 32%	NA – Survey administered bi-annually
Suspension Rate (CA Dashboard Data)	3.4 % Suspended at least once Increased 0.3% (2019) Dashboard (Orange) Compared to 3.1% (2018) Compared to 3.9% (2017) And 3.6% (2016)	3.5% district-wide (2017-18) Outcome Met
Expulsion Rate	0%	0% Outcome Met
Cohort Dropout Rate	5.4% (Ed Data)	4.4% (Class of 2018)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 6.1 Qualified Teachers:

- a. Strive to fill all new openings with fully credentialed teachers.
- b. Provide support to teachers who are not fully certified in their subject areas.
- c. Employ advertising and recruiting practices that attract highly qualified applicants.
- d. Provide BTSA/Induction Training and Support for new teachers.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

10,750

#### Source(s)

Title II  
1000

2,422

Title II  
2000

25,000

Supplemental/Concentration  
5000

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### 6.2 Standards Aligned Materials:

Ensure there are sufficient adopted instructional materials in all core content areas. Purchase materials as needed based on student numbers.

- a. Evaluate and adopt NGSS aligned Science materials

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

78,000

#### Source(s)

Lottery: Instructional Materials

4000

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### 6.3 Facilities:

a. Conduct annual evaluations of campuses to identify and address areas of need and establish priorities.

Construct a new STEM building at CUHS (Bond Funding)

##### Facilities Improvement & Capital Renewal Plan:

b. Complete annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance, and roofing projects.

c. Modernize the Building & Construction Program facilities in order to establish a learning environment that more closely mirrors what is found in the construction industry. Upgrade equipment to commercial grade.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

150,000

#### Source(s)

Supplemental/Concentration  
4000  
Fund 210 STEM

25,000

4000  
Fund 140

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

#### Strategy/Activity

##### 6.4 Equitable Facilities:

Repurpose and Remodel an existing Classroom to create a Parent/Student Center. Purchase Technology and furniture that provide a functional, yet welcoming environment. (This applies to D.O.H.S. Only)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.5 Campus Safety and Positive Disciplinary Supports:

- a. Conduct Annual Security guard training at the beginning of each school year that meets SB 1626 and Education Code 38001.5 requirements.
- b. Review and follow-up on Threat Assessment that was conducted in 2015-16 at all school sites to assess critical information and continue to reduce the level of campus risks and increase campus safety and security.
- c. Maintain FTE Security Guards
- d. SRO contract with the El Centro PD
- e. Provide upgraded Radio System (repeaters) to improve campus communications.
- f. Maintain the Catapult Emergency Management System in order to enhance communication with all staff during emergency situations.
- g. Implement Positive Behavior and Intervention Support Program (PBIS) as a proactive approach to reducing disciplinary actions and establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Provide Professional development and planning time for PBIS team members. (Title IV)
- h. Send security guards to additional security training.
- i. PBIS team to attend PBIS Symposium (\$3,000 Title IV).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	Title IV 1000
789	Title IV 3000
43,500	Supplemental/Concentration 5000
3,950	Supplemental/Concentration 4000

3,000	Title IV 5000
156,268	Supplemental/Concentration 2000
68,568	Supplemental/Concentration 3000

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a result of the state-wide teacher shortage, finding fully credentialed teachers continues to be a challenge. Teachers reported sufficient instructional materials in all core content areas. A variety of supplies for art, music, and science were purchased. The CUHS STEM construction project is well underway. The building and completion of exterior improvements such as sidewalks, amphitheater, and landscaping are expected to continue throughout the 2019-20 and 20120-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In an effort to continue to support teachers, Instructional Coaches in joint efforts with support providers/mentor teachers for Induction, Internship and emergency credentials provide continuous support to our new teachers. In addition to this support system, PBIS is in its fourth year of implementation. The systems of support will better assist in creating a positive school culture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Positive Behaviors and Interventions and Supports (PBIS) Team is a prevention, not punishment, framework. The purpose is to promote positive behaviors in the classroom and improve school culture based on data driven information.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$425,384
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,694,036.64

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$479,805.38
Title II	\$145,634.27
Title III	\$104,775.21
Title IV	\$90,275.78

Subtotal of additional federal funds included for this school: \$820,490.64

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$25,000.00
LCFF - Base	\$28,310,506.00
LCFF - Supplemental	\$2,411,374.00
Lottery: Instructional Materials	\$78,000.00
Low Performing Students Block Grant	\$12,346.00
Supplemental/Concentration	\$2,036,320.00

Subtotal of state or local funds included for this school: \$32,873,546.00

Total of federal, state, and/or local funds for this school: \$33,694,036.64

# School Site Council Membership

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Craig Lyon	Principal
Irma Avelar	Other School Staff
David Henderson	Classroom Teacher
Cristina Plancarte	Classroom Teacher
Jose Ramirez	Classroom Teacher
Luis Urquidez	Parent or Community Member
Blanca Hernandez	Parent or Community Member
Marcia Chavez	Secondary Student
Brandon Hernandez	Secondary Student
Naomi Urquidez	Secondary Student

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.