

Central Union High School

Single Plan for Student Achievement

2017-2018



The Single Plan for Student Achievement

School: **Central Union High School**

District: Central Union High School District

County-District School (CDS) Code: 13 63115 1333004

Principal: **Craig Lyon**

Date of this revision: May 2017

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

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

Contact Person: Craig Lyon

Position: Principal

Telephone Number: 760-336-4310

Address: 1001 Brighton Ave.
El Centro, CA 92243

E-mail Address: clyon@cuhsd.net

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

Table of Contents

I. Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance	3
Form B: Centralized Services for Planned Improvements in Student Performance	13
Form C: Programs Included in This Plan	14
Form D: School Site Council Membership	16
Form E: Recommendations and Assurances	18
Form F: Budget	22

Form A: Planned Improvements in Student Performance

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

CUHS 2017-2018 Budget Summary

Funding Source	Goal #1: Literacy and Technology	Goal #2: Math & Science (STEM)	Goal #3: Parent Involvement; Student Engagement	Goal #4: College & Career Readiness and Support	Totals	CUHS Award 2017-2018	Balance	Estimated Carryover	Estimated Balance
Title 1 Goals	\$ 103,811.00	\$ 97,635.00	\$ 13,873.00	\$ 148,322.00	\$ 363,641.00	\$ 315,000.00	\$ (48,641.00)	\$ 53,000.00	4,359
Title 2 Goals	\$ 31,625.00	\$ 16,018.00	\$ 54,820.00	\$ 17,600.00	\$ 120,063.00	\$ 65,858.00	\$ (54,205.00)	\$ 75,000.00	\$ 11,653.00
Title 3 Goals				\$ -	\$ -	\$ 35,345.00	\$ 35,345.00	\$ -	\$ 35,345.00
LCFF	\$ 252,239.00	\$ 105,658.80	\$ 323,000.00	\$ 422,491.00	\$ 1,103,388.80	\$ 2,345,629.00	\$ 1,242,240.20	\$ -	
Title I 3010		Title II (Teacher Quality-Part A) 4035		Title III (Limited English Proficient) - 4203					
Award-17-18 320,000.00		Award 17-18 58,500.00		Language Census					
Carryover 16-17 53,000		Carryover 16-17		Award 17-18 43,000.00					
Parent Involvement 3,200		7/1/17 - 6/30/18		7/1/17 - 6/30/18					
				Carryover 16-17					

a. Curriculum and assessment team meetings (CAT) will meet to improve instruction. English emphasis.		a. 2520 (LCFF 1.2)				2520	2500						
b. Benefits		b. 466 (LCFF 1.2)				466				466			
c. Curriculum and assessment team meetings (CAT) will meet to improve instruction. Math and Science emphasis.	Coaches	c. 7320 (LCFF 1.2)				7320	7320						
d. Benefits		d. 1354 (LCFF 1.2)				1354				1354			
e. Learning walks are conducted to reflect and improve instruction (4 times a year for 8 teachers).		e. 4000 (Title II)			4000		4000						
f. Induction required BTSAs (beginning teacher support and assessment)		f. 4000 (Title II)			4000		4000						
g. Induction support provider (5 new teachers)		g. 6000 (Title II)			6000		6000						
h. English Learner differentiated instruction-PD to better support ELs at the expanding and bridging levels. (hourly and benefits)		h. 3555 (LCFF 2.5)				3555						3555	
j. English teachers attend training for writing assessments that are aligned to CAASPP; other content teams may attend with remaining funds.		j. 3500 (Title II)			3500							3500	
k. Library/Media Exploration Librarian Conference		k. 1500 (Title II)			1500		1500						
l. Social Studies Framework training rollout for teachers		l. 2000 (Title II)			2000		2000						
m. Employ 3 instructional coaches to support PD on site.		m. 333,707 (multi-funded)											
n. Provide Star Reading PD (9 substitutes \$1125)		n. 1125 (Title I)	1125				1125						
1.5 S. TECHNOLOGY													
a. Continue to employ Computer Lab Technician to increase technology access and create opportunities for students to create and perform research tasks.		a. 35696 (Title I)		35696				35696					
b. benefits		b. 17464 (Title I)		17464					17464				
c. Increase student access to classroom technology		c. 58,100 (multi-funded)										58100	
d. Update instructional technology (3 teachers at \$4800) to include: "SMART" classrooms outfitted with LFD or short throw interactive projectors, tablet, apple TV, chromecast, mount, cables etc.		d. 30,000 (LCFF 2.1b)				30000						30000	
e. Purchase technology supplies (black ink only, bulbs, nibs, batteries, etc.)		e. 25,000 (LCFF 2.1d)				25000				25000			
f. 10 computers (4 for Lib-1 and 6 for student stations in classrooms)		f. 10,000 (Title I)	10000									10000	
English Ink (18*125.00=2250)													
Social Studies Ink (9*125.00=1125)													
P.E. /Health Ink (9*125.00=1125)													
Math Ink (12*125.00=1500)													
Science Ink (12*125.00=1500)													
World Language Dept. Ink (6*125.00=750)													
Fine Arts ink (4*125.00=500)													
Counseling ink (6*125.00 =750)													
Counseling ink (6*125.00 =750)													
Special Education (6*125.00 =750)													
TOTAL INK TO DEPARTMENTS=11,000													
		Totals				103811	31625	0	252239	1584311	57296		

GOAL:		SPSA #2 - First, Best Instruction in Mathematics & Science, Coupled with a Tiered System of Support and Intervention. LCAP Goal #2 Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local: Specify _____										
Identified Need:		CAASPP Math - In 2016 64% of juniors who took the CAASPP met or exceeded 28% of juniors who took the CAASPP met or exceeded standards. (Math) Smarter Balanced Assessments: 7% of the students exceeded the standard, 21% of the students met the standard; 28% of students nearly met the standards, 44% did not meet the standard. By taking a course of Algebra II or higher as a senior and passing with a C or better, they would earn and exemption for taking the Math placement for CSUs and many community colleges. English Learners - In 2016, 7% of English learners met or exceeded the standards on the CAASPP compared to last year of 2% who met or exceeded the standards on the CAASPP. Socioeconomically disadvantaged - In 2016, 23% of students met or exceeded the standards compared to 2015's 18% of students who met or exceeded the standard. Students with disabilities - 3% of juniors with disabilities who took the Math CAASPP in 2016 met or exceed the standard as in 2015.												
Goal Applies to:		Schools: Central Union High School Applicable Pupil Subgroups: All, EL LI, FY, At-Risk, R-FEP												
LCAP Year 3: 2017-18														
Expected Annual Measurable Outcomes:		CAASPP Math- Increase the number of students who meet or exceed the standards by 3% and close the gap of EL performance by 5% - from a 18% gap to 13%. Provide additional support SWD and their teachers and instructional assistants through professional development opportunities to increase the percent of students who meet or exceed the standards by 2%. Offer a variety of additional support to students including help during advisory, afterschool tutoring (SES) and 8th period intervention (SAS). Support the math staff through high quality professional development and coaching and they work to implement the CCSS and the new textbook adoption.												
Actions/Services		Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures	Title I	Title II	Title III	LCFF	CRBG	1000	2000	3000	4000	5000
2.1 CURRICULUM/CONTENT RESOURCES			ALL											
2.1 Instructional resources, materials and support services for academic intervention, instructional hands on activities and skills in mathematics and science.														
a. Purchase Forensic Science Lab consumables				a. 5000 (LCFF 5.1a)				5000					5000	
b. Purchase Biology/anatomy consumables				b. 10,000 (Title I)	10000								10000	
c. Subscribe to "Chem Matters" magazine				c. 240 (Title I)	240								240	
d. Purchase Algebra and Geometry consumables				d. 1500 (Title I)	2000								2000	
e. Science Fair materials and participation fees				e. 3000 (Title I)	3000								3000	
2.2 SUPPLEMENTAL INSTRUCTION			Low Income, English Learners, FY RFEP											
2.2. Continue to use diagnostic tools to determine areas of support and intervention for all Algebra I and II students. Use results to place students in support and/or intervention programs.														
a. Utilize "ALEKS" assessment tool (250 spots. CUHSD share of 20% free seats with adoption)				a. Free w/Textbooks										
b. Provide in-class tutors for ALL algebra I sections at least 3 days a week.		Intervention Coordinator		b. 39375 (Title I)	39375						39375			
c. benefits				c. 4045 (Title I)	4045								4045	
d. Hire peer tutors after school for small group or one to one tutoring. (5 tutors x 4 days a week @ \$15 or minimum wage for 30weeks)				d. 10,000 (Title 1/SES)	10000						10000			
e. Benefit				e. 1665.37 (Title I/SES)	1665								1665	
f. Provide after-school targeted Algebra 1 support (2 teachers 3 days a week x 35 weeks @ \$40)				f. 8400 (Title I/SES)	8400						8400			
g. Offer 8th period intervention courses (2 SAS sections)				g. 20457 (LCFF 1.6a)				20456			20456			
h. Benefits				h. 7881 (LCFF 1.6a)				7881					7881	
i. Offer summer intervention course in Algebra 1 and Geometry and Biology or History class				i. 13206 (Title I)	13206						13206			
j. Benefits				j. 2204 (Title I)	2204								2204	
k. Offer college prep math course for seniors planning to attend community college				k. 18153.80 (LCFF5.1c)				18153.8			18153			
l. Benefits				l. 4693 (LCFF 5.1 c)				4693					4693	
2.3 ENGLISH LEARNER SUPPORT														
a. Implement Algebra 1 support class with an emphasis on EL students or				a. 49475 (LCFF 1.1b)				49475			49475			
2.4 PROFESSIONAL DEVELOPMENT														
Offer professional development to teachers and counselors.														
a. Provide substitutes for year round professional development				a. 4000 (Title II)		4000					4000			
b. benefits				b. 1268 (Title II)		1268							1268	
c. Math professional development at Imperial County office of Education or Academic Coach.				c. 2000 (Title II)		2000							2000	
d. Science professional development at Imperial County Office of Education or Academic Coach		Coaches		d. 3250 (Title II)		3250							3250	
e. Science NSTA Training of Trainers workshop (for instructional coach)				e. 4000 (Title II)		4000							4000	
f. Develop Math lesson studies				f. 1500 (Title II)		1500					1500			

	e. Provide Link Crew materials and supplies for Freshman Orientation			e. 200 (Title I)	200								200		
	f. School Connectivity Activities and 9th grade advisory activities (4 a year)			f. 600 (Title I)	600								600		
	Computing and Robotics Pathway Development (CSTEM & MESA)	AP Curr, PIRT	Grades 9 and 10												
4.5	a. Replace/Replenish Barobo Bots (as needed)			a.1000 (LCFF 5.1c)			1000						1000		
	b. Renew partnership fee with UC Davis CSTEM program			b. 1000 (LCFF 5.1c)			1000						1000		
	c. Maintain up-to-date training for teachers by participating in the UC Davis C-STEM Conference or Summer Institute (1 teachers + Subs)			c. 3000 (Title II)		3000							3000		
	d. 5 sections			d. 78795 (S&C)				100481		78795					
	e. benefits			e. 21686 (S&C)								21686			
	f. MESA Robotics (materials, supplies)			f. 10000 (General Fund)									10000		
	Field Trips	Teachers/Counselors, PIRT	Low Income												
4.6	COUNSELING														
	a. 9th- IVC Campus Tour (fall and spring)(bus for 50)			a-d.1200 (CRBG)				1200					300		
	b. 10th - SDSU-IVC (Bus for 50)												300		
	c. 11th Grade - College/Career Day at Imperial Valley College (bus for 50)												300		
	d. 12th- IVC Freshmen Orientation Saturday												300		
	SCIENCE														
	e. IID manages water			e-h. 1200	1200								300		
	f. How agriculture is practiced in the valley												300		
g. Imperial Valley Renewable Energy Summit												300			
h. Imperial Valley Environmental Health Leadership Summit												300			
	Extended Day Study	AP Curr, GSS, Teachers	Low Income; English Learners; FY; RFEP												
4.7	a. Continue to employ Supplemental Intervention (Edgenuity) teacher after school			a. 5600 [2]	6165					5600					
	b. Benefits			b. 565							565				
	c. Continue to employ Supplemental Intervention (Edgenuity) teacher during Summer Intervention (7 hrs/day* \$31/hr* 20 days)			c. 4340	4976					4340					
	d. Benefits			d. 636							636				
	e. Edgenuity Contract			e. 45000 (LCFF)			45000								
	f. Summer Connections program and staff			f. 17973 (Centralized services)						17973					
	ACT/SAT Preparation	AP Curr; PIRT	Low Income; English Learners; FY; RFEP												
4.8	Provide 2 teachers for a 3 day Saturday prep course for SAT/ACT test taking strategies. (3 sat * 4 hrs * 2 teacher * \$40/hr)			a. 960 (Title I)	1122					960					
	Provide Employee Benefits			b. 162 (Title I)	162						162				
	Provide materials for a 3 day Saturday prep course for SAT/ACT test taking strategies.			c. 100 (Title I)	100								100		
	a. Program Improvement Resource Teacher (PIRT)		ALL	a. 50287 (Title I)	57891		57891		45309		12582				
4.9	Provide Employee Benefits			b. 14424 (Title I)	14424										
	b. SAS/Intervention Coordinator (.2 TOSA)			e. 20,371 (LCFF 1.6b)			20371			18154					
	Benefits			f. 5817 (LCFF 1.6b)			5817				7191				
	Career Awareness Activities		ALL	off- year											
4.10	a. folders			a.											
	b. key note/ assembly speaker			b.											
	c. presenter refreshments			c.											
	Counseling Grade-Level Presentations and Parent Meetings	AP Curr; Counselors	ALL												
4.11	a. Grade 9 - A-G requirements														
	b. Grade 10 - Sophomore conference														
	c. Grade 11 - Financial awareness and career readiness														
	d. Grade 12 - FAFSA, Accuplacer, college application														
	Counseling - Professional Development	AP Curr; Counselors	ALL												
4.12	b. UC Conference (September 13 - Riverside) 1-Day			b-e. 2900 (Title II)		2900					1750 [3]				
	<u>AVID - We will continue to serve AVID students with 8 sections, two classes at each grade level. AVID will continue to guide and support students as they maintain a schedule that will challenge them to complete the A-G pathway and/or AP courses. AVID leaders will encourage professional development focused on WICOR to teachers outside of the AVID program in an effort to "AVIDize" more classrooms on campus with a vision of growing the program in the future. We will increase the number of AVID seniors applying and being accepted to 4 year colleges and universities by 2%.</u>										728 [4]				
	<u>d. FAFSA Training</u>														
	<u>e. CASC (CA Assoc. of School Counselors) (Oct. 16-18)</u>														
	AP Tutoring - Up to 6 hours of tutoring for each AP course.	PIRT	Low Income; English Learners; FY												
4.13	a. 11 Teacher Pay for Service			a. 2706 (Title I)	3157					2706		451			
	b. benefits			b. 451			4200								
	c. AP training (4t x 1050)			c. 4200 (Title II)									4200		
				Totals	\$148,322	\$17,600	\$0	\$422,491		\$849,195	\$16,140	\$94,386	\$27,570	\$12,250	

Form B: Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Centralized Program	Based on Preliminary BUDGET 2017-2018
Title I	\$17,973.00
Title II Teacher	\$0
Title III	\$0
LCFF	\$0

- **Summer Connections Program** – This summer bridge program targets incoming freshmen who struggled in middle school/junior high and need additional support in Math and English language arts before starting high school in the fall.

Note: Centralized services may include the following direct services:

- ☐ Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- ☐ District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- ☐ Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input checked="" type="checkbox"/> California School Age Families Education (Cal-SAFE) Purpose: Assist expectant and parenting students to succeed in school.	\$163,800
<input checked="" type="checkbox"/> Educator Effectiveness Grant (District-wide) Purpose: Attract, train, and retain personnel to improve student performance in core curriculum areas (Academic coach and ICOE MOU).	\$98,773
<input checked="" type="checkbox"/> Career Technical Education Incentive Grant Purpose: To provide courses and pathways for students to learn practical skills, related to a particular career.	\$214,900
Total amount of state categorical funds allocated to this school	\$477,473

Federal Programs		Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$ 320,000.00
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,200.00	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$31,680	
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$ 58,500
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 43,000
<input checked="" type="checkbox"/> Title III, Immigrant		\$6300
<input checked="" type="checkbox"/> Migrant Education Purpose: Support the unique needs of migrant students		\$249,409
Career Technical Education Purpose: Support vocational classes in education		\$51,500
Total amount of federal categorical funds allocated to this school		\$ 763,589

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Craig Lyon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Apodaca	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Henderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cristina Plancarte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jose Ramirez (alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Nava	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Seanez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Lemus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sonia Carter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Susie Cajigas (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anna Rita Moukarzel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vivianna Plancarte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Aidan Fabela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Voting members in each category	1	3	1	2	3

*Other members include: Jacqueline Rios (alternate student) and Theresa M. Gonzalez (ex-officio member).

¹ EC Section 52852

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee
 - English Learner Program Representative
 - Special Education Program Representative
 - Gifted and Talented Education Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Program Representative (secondary)
 - Other committees established by the school or district (list)
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 2, 2016.

Attested:

Craig Lyon

Craig Lyon

Craig Lyon

Signature of School Principal

5/8/17

Date

Norma Villicana
Norma Villicana

SSC Member

Norma Villicana

Signature of SSC Member

5/8/17

Date

SPSA ANNUAL EVALUATION

Which activities funded by Title 1, Part A were successful at closing the achievement gap for our lowest-performing students?	
Activities	Results
9 th Grade Student Agendas <i>Continue</i>	All 9 th grade students, most AVID students and some SAS students are encouraged to utilize agendas to support time management and organizational skills. We will work to coordinate expectations for use of the student agendas through all of the 9 th grade advisory classrooms.
10 th grade counseling meetings <i>Continue</i>	Sophomore conferences permits counselors to increase parent awareness of course requirements for graduation versus college entrance. Counselors intervene for students who are not on track to graduate on time.
AP Tutoring (certificated) <i>Continue</i>	Each AP course was offered up to 6 hours of Saturday tutoring. Sessions are well attended and often teachers offer their time to tutor well beyond the 6 paid hours.
Articulation with feeder schools (math)	District Administration met with administrators from feeder schools regarding scheduling for next year, changes in enrollment procedures, and curriculum development. Math diagnostics were administered to incoming freshman who would like to be considered for Geometry placement for this upcoming school year. Once curriculum is established, English and Math anticipate articulation with feeder schools.
AVID Program 9-12 <i>Continue</i>	AVID remains one of our most successful programs that targets low-income first generation families. 100% of students in this program are on track to graduate having completed all A-G courses making them eligible for acceptance at CSU and UC schools.
AVID tutors <i>Continue</i>	Currently, we maintain a 7:1 student to tutor ratio during Tuesday and Thursday tutorials. All tutors on our site have been trained in the style of AVID tutors, even if they do not tutor for the AVID program.
Blackboard Connect to contact parents <i>Continue</i>	The system supports teacher-parent contacts as demonstrated by system reports.
CSTEM Computing and Robotics	CSTEM has offered an alternative Algebra 1 option for Freshmen or for students repeating the Algebra 1 course. We will continue with the course next year with two teachers being trained at the UC Davis institute. We will make this a 2 period course to ensure students can have more interaction with the computing and robotics portion of the course.
English Learner Parent Meeting/Awards Ceremonies <i>Continue</i>	These events have been effective for recognizing ELs working hard to acquire the English Language and in increasing parent awareness and involvement in their student's education.
Learning Walks as PD <i>Continue</i>	Teachers who walk consistently report that they appreciate seeing their colleagues at work. Teachers reflect on their own practice and begin to implement new teaching strategies. We will work to modify our common language of instruction so that it is more connected to other processes in the district.
Link Crew <i>Continue</i>	Link Crew continues to build a bridge for incoming Freshman. This year Link Crew paired with 9 th grade advisory periods. It plans to continue its program in 2017-18 school year by adding a mentoring component.

Meetings with parents of At-risk students <i>Continue</i>	Our COSA (Counselor on Special Assignment) has been a great help as she works to intervene for our most at risk students. She sits on SST, SARB and DAHP, to assist in identifying both school and community based resources for students and families.
Reteach, Retest, Replace (RRR) Math Summer Intervention <i>Continue</i>	Increase in students' ability to receive individualized attention, master standards and attain credits and/or improve GPA.
Rewards and Recognition <i>Continue</i>	We were able to reward students with perfect attendance with a school voucher of 10 to 15 dollars. Students were excited about using their rewards towards items in the ASB window that would normally be something they could not afford. We plan to continue this type of rewards system.
Supplemental Intervention Courses (Edgenuity) <i>Continue</i>	We increased the number of students eligible for graduation by meeting requirements; we prepared more students for the next level of instruction so they do not fall behind. We were able to improve the systems of communication between teachers, counselors, students, and administration. Teachers were also provided training in the program and the beginning of the school year.
Title 1 Family Night <i>Continue</i>	We increased in parent awareness of programs available. Invite other student outreach organizations such as Upward Bound, Cal-SOAP, UCOP etc. to share information with families.

Which activities funded by Title 1, Part A were not successful at closing the achievement gap for our lowest-performing students?	
Activities	Results
After-school tutorial in Library is questionable <i>Reduce service</i>	The after-school tutorial in Library continues to lack participants. We are discussing the use of other locations for our students such as community centers.
Turn-it-in	After sharing with the staff that Turn-it-in will no longer be provided due to the small percentage of teacher participation, teachers advocated to reconsider the decision. We will attempt to use the program for another year.
SAS (Student Academic Success Program) <i>Continue and modify</i>	There will be offered two sections of math only. We will continue to employ a TOSA to follow up on student attendance and maintain parent contact. and build a PLC for Algebra I.
Reteach, Retake, Replace (RRR)	Due to the lack of personnel, RRR was not effective until third quarter. There has been a commitment from faculty to ensure a running RRR at the beginning of the upcoming school year.
Professional Learning Community	PLC lacked direction this year. Administration anticipates more teacher participation through professional development and commitment.
Real, World Action Project	Although teachers may provide real, world action projects, very few teachers solicited funding for special projects.

ACT/ SAT Preparation
Saturday Sessions

Prep Saturday sessions were not offered this year as we had no teachers volunteer to offer these services. We will work with staff and external partners early next year to find staffing for these sessions.

Form F: Budget Planning

SPSA Form F: Budget Planning
 Central Union High School
 Central Union High School District
 CDS Code: 13 63115 1333004
 Craig Lyon, Principal
 Revised: 5/24/2016

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source			
\$2,345,629.00	LCFF		\$			
\$369,252.00	Title 1, Part A: Allocation	\$375,155	(5903.00)			
\$3692.52	Title 1, Part A: Parent Involvement	3692.52	0			
\$36,925.20	PI Schools: Title 1, Part A: Professional development	36925.20	0			
\$65,858.00	Title 2, Part A: Improving Teacher Quality	33448.50	\$74,204.05			
\$35,345.00	Title 3, Part A: Language Instruction for LEP Students	35345.00	\$0			
\$57,000.00	Career Technical Support	\$50,000.00	\$7,000			
\$	Unrestricted		\$			