



Welcome Spartan Family Title I



“Making a difference one Spartan at a time.”

Monday, September 30, 2019

School Plan for Student Achievement

The logo features the text "School Plan for Student Achievement" in a blue, serif font. A large orange star is positioned behind the word "Achievement". A circular orange line with a spiral center surrounds the star and the text.

Goal #4: Improve parent awareness and involvement to support student learning.

Meta #4: Mejorar la conciencia y participación de los padres para apoyar el aprendizaje de los estudiantes.

Goal #4: Improve communication among all stakeholders.

Meta # 4: Mejorar la comunicación entre todas las partes interesadas.



Leadership Team



Mrs. Rodriguez
Assistant Principal



Mr. Lyon
Principal



Mrs. Petter
Assistant
Principal

Agenda

1. Explanation of Title I
 2. Purpose of Title I
 3. Parents Rights under Title I
 4. Parent Involvement
 5. **Parent and Family Engagement**
 6. **Title I Parent Involvement Policy**
 7. **School-Parent Compact**
 8. Title I - SPSA & LCAP Goals
 9. School Achievement Data
 10. Allocation of Funds/Title I Services for 2019-2020
1. Explicación del Título I
 2. Propósito del Título I
 3. Derechos de los padres bajo el Título I
 4. Participación de los padres
 5. Compromiso de los padres y la familia
 6. Título I Política de participación de padres y familias
 7. Pacto de Escuela-Padres
 8. Título I - Metas SPSA y LCAP
 9. Datos de rendimiento escolar
 10. Asignación de fondos / Servicios de Título I para 2019-2020

What is Title I?

- Title I is a program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.
- The program is intended to help ensure that all students meet state academic standards.

Que es el Título I

- El Título I es un programa que brinda apoyo académico adicional y oportunidades de aprendizaje para estudiantes en escuelas con altos porcentajes de niños con desventajas socioeconómicas.
- El programa está destinado a ayudar a garantizar que todos los estudiantes cumplan con los estándares académicos estatales.

Propósito del Título I

Purpose of Title I

"The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (SEC. 1001).

1. Provide additional opportunities
2. Increase academic achievement in English language arts and mathematics.
3. Provide professional development opportunities for staff members.
4. Provide parents with opportunities to learn and to be involved.

"El propósito de este título es proporcionar a todos los niños una oportunidad significativa de recibir una educación justa, equitativa y de alta calidad, y cerrar las brechas en el rendimiento educativo" (SEC. 1001).

1. Brindar oportunidades adicionales
2. Aumentar el rendimiento académico en artes del lenguaje inglés y matemáticas.
3. Brindar oportunidades de desarrollo profesional para los miembros del personal.
4. Brindar a los padres oportunidades para aprender y participar.

Parent Rights

- Ask for meetings and trainings.
- Review the results of annual parent involvement effectiveness survey.
- Review the school's achievement data.
- Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).
- Review and modify the site Title I Parent Involvement Policy and Home/School Compact

Derechos de los padres bajo el Título I

- Solicite reuniones y capacitaciones.
- Revisar los resultados de la encuesta anual de efectividad de participación de padres.
- Revisar los datos de rendimiento de la escuela.
- Revisar el plan de participación de los padres en el Plan Único para el Logro Estudiantil (SPSA).
- Revisar y modificar la Política de participación de los padres del Título I del sitio y el Pacto Hogar / Escuela

Parent Involvement

- *The site Title I Parent Involvement Policy and Home School Compact describes HOW the school will involve the parents in an organized, ongoing, and timely way as well as the planning, review, and improvement of the Title I program at their school.*
- *The Home/School Compact component describes the responsibilities of the school, the parent, and the student for improved student achievement.*
- *You have with you copies of the school's Title I Parent Involvement Policy and Home School Compact.*
- *The policy is distributed with registration packets on a yearly basis and reviewed by School site council on a yearly basis.*

Participación de los padres

- La Política de Participación de los Padres del Título I del sitio y el Acuerdo de la Escuela en el Hogar describe CÓMO la escuela involucrar a los padres de manera organizada, continua y oportuna, así como la planificación, revisión y mejora del programa del Título I en su escuela.
- El componente del Pacto Hogar / Escuela describe las responsabilidades de la escuela, los padres y el alumno para mejorar el rendimiento del alumno.
- Usted tiene con usted copias de la Política de Participación de los Padres Título I de la escuela y del Pacto Home School Compact.
- La política se distribuye con el paquete de registro anualmente y es revisada por el consejo escolar cada año.

Title I Parent Involvement Policy 2019-20

Central Union High School Title 1 Parent Involvement Policy 2019-20

(Title I Parental Involvement, 20 USC 6318(a)-(f))

Policy Involvement

Central Union High School carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved
 - *Back-To-School Orientation- an informational meeting for all parents; the purpose is to assist parents in understanding academic content, standards and assessments and to provide a platform for communication throughout the year.*
 - *Annual Title 1 meeting- an informational meeting to inform parents of all services made available by categorical programs and how they may contribute as equal partners, with a focus on parents of 9th grade students.*
2. A minimum of two meetings per semester will be offered at various/flexible meeting times.
Meetings are offered on different days of the week and at different times in the evening and mornings. Meeting times are determined by the parent group at their first meeting.
3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy".
All meetings are announced in the school newsletter and in the daily bulletin. The School Site Council meets on a monthly basis. Input/feedback will be solicited from parents at the yearly Title I Night. The first parent meeting of the year will take place no later than a month after the first quarter grades go out to parents.
4. Provide parents of participating students with timely information about Title I programs
Parents are informed via Newsletter, letters home, the school website, at meetings, the Blackboard Connect dialer system, and the Parent Portal.
5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
Parents are informed during the listed meetings above and also with their annual parent-student counselor meeting. Parent-Teacher conferences are also held when requested by either party. Counselors schedule and facilitate the conferences.
6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
All parents are invited to attend all meetings by special invitation in the mail, through the student bulletin and home telephone calls in English and in Spanish.

The School Site Council (SSC) is a group of parents, students, classified employees, and teachers. The SSC is an organization that is elected by their peers to work with the principal to create a plan for school improvement.

The English Learner Advisory Committee (ELAC) is a group of parents 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.

"If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children." (20 USC 6318(c)(3))

Shared Responsibilities for High Student Academic Achievement

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 content standards. The compact describes the following items in addition to items added by parents of Title I students. (A copy of the compact standards is attached to this policy.)

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

Central Union High School Política de Participación de Padres Título 1 2019-20

(Participación de Padres Título 1, 20 USC 6318(a)-(f))

Política de Participación

Central Union High School efectúa los requisitos legales a continuación de la siguiente forma:

1. Realiza una reunión anual para informar a padres de estudiantes participes de los requisitos del Título 1 y su derecho a participar
 - *Orientación de Regreso-A-Clases- una reunión al comienzo del año escolar para todo padre; su propósito es ayudar a los padres a entender el contenido académico, los estándares y evaluaciones así como también proporcionar un foro de comunicación a medida que transcurre el año.*
 - *Reunión Anual Título 1- una reunión para informar a padres de todos los servicios disponibles debido a los programas categóricos y la manera que pueden contribuir como participantes equitativos, con énfasis en los padres de estudiantes del grado 9.*
2. Un mínimo de dos reuniones por semestre se ofrecerá en varias/flexible horas de reuniones / flexibles.
Las reuniones se ofrecen en distintos días de la semana y a distintos horarios de la tarde y por las mañanas. El horario de las reuniones lo determina el grupo de padres en la primera reunión.
3. Hace participe a los padres de los estudiantes de manera organizada, continua y propicia, en la planificación, revisión, y mejoramiento de los programas Título 1 y en la política de participación de padres de Título 1.
Todas las reuniones son anunciadas en el boletín informativo y el boletín diario. El Consejo del Plantel Educativo se reúne cada mes. Opiniones/aportación será solicitada de los padres en la noche Título 1. La primera reunión de padres del año se llevará a cabo a más tardar un mes después de que las calificaciones del trimestre se manden a casa.
4. Proporciona información propicia a los padres de los estudiantes acerca de los programas de Título 1.
Los padres son informados a través del Boletín Informativo, cartas, la página de internet, reuniones, El sistema telefónico BlackBoard Connect, y el Portal de Padres.
5. Proporciona explicaciones a los padres de estudiantes participantes con relación al plan de estudios, evaluaciones académicas, y los niveles de rendimiento que se espera de los estudiantes.
A los padres se les informa en las reuniones antes mencionadas así como también en las reuniones anuales de padre, estudiante, y consejero. Conferencias de padres y maestros también se llevan a cabo cuando lo solicite cualquiera de las partes.
6. Proporcionar a los padres de estudiantes participantes, con oportunidades de reuniones para padres para participar en decisiones relacionadas a la educación de sus hijos.
A todos los padres se les invita a asistir a todas las reuniones por medio de invitaciones por correo, el boletín estudiantil y llamadas telefónicas al hogar en inglés y/o español.

El Consejo del Plantel Educativo (SSC) es un grupo de padres, estudiantes, empleados auxiliares y maestros. El SSC es un organismo elegido por participantes para trabajar con la directora en la creación de un plan para el mejoramiento escolar.

El Comité Consejero para Estudiantes de Aprendizajes de Inglés (ELAC) es un grupo de padres que trabajan con la Supervisora de Instrucción para garantizar que los programas empleados por la escuela proporcionan a los estudiante Aprendizajes de Inglés con las oportunidades necesarias y adquirir habilidades lingüísticas y graduarse con las habilidades necesarias para oportunidades universitarias y/o profesionales.

"Si una escuela ya cuenta con un proceso para la participación de padres en la planificación y diseño del programa escolar, la escuela puede utilizar ese proceso, siempre y cuando el proceso incluya representación adecuada de los padres." (20 USC 6318(c)(3))



School-Parent Compact

COMPACT BETWEEN OUR SCHOOL AND OUR HOME

The Student Pledge

I realize that my education is important. I know that I am the one responsible for my own success.

AS A STUDENT, I AGREE TO BE RESPONSIBLE FOR THE FOLLOWING:

- Respect myself and the rights of others
- Attend all classes on time and be prepared to do my best
- Request help from my teachers or other programs when I need it
- Follow all school and classroom rules
- Turn in completed homework on time
- Spend regular time at home studying and/or reading (30 minutes minimum)
- Participate in activities that foster responsible behavior
- Strive to do my best on all standardized testing
- 2.0 GPA requirement (activities & graduation)

The Faculty Pledge

We understand the importance of a quality education for each student and our role as teachers and positive models.

AS THE SCHOOL, WE WILL BE RESPONSIBLE FOR THE FOLLOWING

- Provide trusting and positive relationships between students and teachers
- Provide high quality curricula and instruction that is supportive and will address the individual needs of your student in meeting state standards and preparing for college and/or the workplace
- Provide a nurturing and safe environment that is conducive for learning
- Communicate regularly with students
- Assign appropriate homework with clear instructions
- Encourage students to read daily at school as well as at home
- Participate in staff development

The Parent's Pledge

I understand that my participation in my child's education will help his/her progress and his/her attitude

AS A PARENT I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Respect the fact that time is necessary for studying
- Be supportive of school rules regarding homework, discipline and attendance
- Make sure my child gets enough sleep and follows a healthy diet
- Participate in school functions
- Engage in daily dialogue with my child to better understand and share in his/her experiences
- Read all information sent home from the school and call the school with any questions I may have.

*Copies of the Single Plan for Student Achievement (a categorical budget and plan) and School Accountability Report Card are available and can be obtained from the main office.



ACUERDO ENTRE NUESTRA ESCUELA Y NUESTRO HOGAR

El Compromiso del Alumno/a

Yo entiendo que la educación es importante para mí. Yo soy responsable de mi propio éxito.

COMO ESTUDIANTE, PROMETO SER RESPONSABLE DE LO SIGUIENTE:

- Respetar mi persona y los derechos de los demás
- Asistir a la escuela a tiempo y estar preparado para dar lo mejor de mí mismo/a
- Acudir a mis maestros o programas de apoyo cuando necesite ayuda
- Seguir todas las reglas de la escuela y del salón de clase
- Entregar la tarea completa y a tiempo
- Pasar tiempo en casa estudiando o leyendo (mínimo 30 minutos diariamente)
- Participar en actividades que promuevan el buen comportamiento
- Esforzarme lo posible en todos los exámenes estandarizados.
- Requisito de promedio general de 2.0 (actividades y graduación)

El compromiso del maestro/a

Yo entiendo la importancia de una educación de calidad para cada alumno/a y mi papel como maestro y modelo positivo.

COMO MAESTRO/A, SERÉ RESPONSABLE DE LO SIGUIENTE:

- Crear un ambiente confiable y positivo entre maestro y estudiante
- Ofrecer un plan de estudios e instrucción de alta calidad que apoye y cubra las necesidades individuales de los estudiantes en base con el cumplimiento de las normas estatales y la preparación para la universidad y/o de trabajo.
- Proporcionar un ambiente educativo y seguro que sea benéfico para el aprendizaje
- Comunicarme en forma regular con los padres
- Asignar tarea apropiada con instrucciones claras
- Animar a los alumnos a leer diariamente tanto en la escuela como en casa
- Participar en actividades de superación profesional

El Compromiso de los Padres

Yo entiendo que mi participación en la educación de mi hijo/a ayudará a su progreso y actitud.

COMO PADRE, SERÉ RESPONSABLE DE LO SIGUIENTE:

- Respetar el tiempo necesario de estudio
- Apoyar las reglas de la escuela sobre la tarea, disciplina y asistencia
- Asegurar que mi hijo/a duerma lo suficiente y que tenga una dieta saludable
- Participar en los eventos escolares
- Dialogar diariamente con mi hijo/a y así compartir sus experiencias
- Leer toda la información que envía la escuela a casa y cuando tenga preguntas o dudas, llamar a la escuela

*Copias del Plan Individual de Rendimiento Estudiantil (un plan y presupuesto categórico) están disponibles en la oficina principal.

Parent Center

For information, please contact:

Parent & Family
Engagement

Alicia Apodaca
760-336-4317



Parent/Family



October 7 March 9
November 4 April 6
December 2 May 4
February 3

Meetings 3:30 - 4:30

WAKE CUP



Monthly Parent Meetings

Mrs. Apodaca

2019 - 2020

760-336-4317

SEPTEMBER 4

Parent Portal Workshop:
Learn how to use your
parent portal to help
your student

OCTOBER 2

Stress Management:
Learn about stress
management strategies

NOVEMBER 6

LCAP: Learn about the Local
Control and Accountability
Plan

DECEMBER 4

Career Technical Education
(CTE) tour: See what CTE
courses CUHS offers to
their students

FEBRUARY 5

Road to College: Know
graduation requirements,
CSU/UC requirements, and
application process for
financial aid

MARCH 4

Bullying: Learn how bullying
affects students and strategies
on how to deal with bullying
situations

APRIL 1

Developmental Assets: Learn
about positive intervention
strategies and how they can
help your student



📍 CUHS Parent Center

🕒 8:30-9:30 am

❓ For any questions, please contact David at (760)482-2622 or dblanco@ivrop.org





Parent/Family



1st LCAP Meeting

Monday, October 28, 2019,
5:30 p.m. - 6:30 p.m.
M.P.R./Cafeteria

2nd LCAP Meeting

Monday, February 24, 2020,
5:30 p.m. - 6:30 p.m.
M.P.R./Cafeteria

3rd LCAP Meeting

Thursday, May 21, 2020,
5:30 p.m.
District Office-Board Room

[2019 LCAP Survey](#)

2019-2020

(ELAC)

CUHS
Miercoles 15 de octubre del 2019
Martes 21 de enero del 2020
Martes 17 de marzo del 2020
Biblioteca 5:30pm

(DELAC)

CUHS – Biblioteca 5:30pm
Jueves 6 de agosto del 2019
SHS – Biblioteca 5:30pm
Martes 21 de mayo del 2020

SPSA and LCAP Goals

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

SPSA 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. **LCAP Goal # 2** Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.

SPSA Goal #3 Establish professional development for teachers and counselors that support student achievement in all subjects. **LCAP Goal # 3** Implement the Common Core State Standards (CCSS) across all content areas.

SPSA Goal # 4 Improve parent awareness and involvement to support student learning. **LCAP GOAL #4** Improve communication among all Stakeholders.

SPSA 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. **LCAP Goal # 5** 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.

SPSA Goal # 6 and LCAP Goal # 6 a. 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.

Metas y Objetivos de SPSA y LCAP

SPSA#1 Implemente un enfoque integral para aumentar el rigor en todo el plan de estudios (es decir, leer y escribir en todo el plan de estudios, profundidad de conocimiento y pensamiento crítico) para alinearse con los Estándares Estatales Básicos Comunes. Meta LCAP # 1 Aumentar el rendimiento para todos los estudiantes, reducir la brecha entre los subgrupos de estudiantes de alto y bajo rendimiento, y aumentar la tasa de graduación.

SPSA#2 Implementar estrategias y servicios sistemáticos en toda la escuela para identificar objetivos y criterios de éxito, evaluaciones formativas comunes e intervenciones en el aula para apoyar a los estudiantes con dificultades y ayudarlos a encontrar el éxito en sus cursos. Meta LCAP # 2 Usar de manera efectiva estrategias y recursos de instrucción, incluida la tecnología, para mejorar el aprendizaje y el rendimiento de los estudiantes.

SPSA#3 Establecer desarrollo profesional para maestros y consejeros que apoyen el logro de los estudiantes en todas las materias. Meta LCAP # 3 Implementar los Estándares Estatales Básicos Comunes (CCSS) en todas las áreas de contenido.

SPSA # 4 Mejorar la conciencia y participación de los padres para apoyar el aprendizaje de los estudiantes META LCAP # 4 Mejorar la comunicación entre todas las partes interesadas.

SPSA#5 Monitorear y mejorar la participación estudiantil en toda la escuela y proporcionar una serie de cursos y experiencias en cada nivel de grado para aumentar la preparación universitaria y profesional y crear una visión para su futuro después de la escuela secundaria. Monitorear y mejorar la motivación y el compromiso en toda la escuela según lo medido por la asistencia, las tasas de graduación, las calificaciones y la cultura escolar. Meta 5 del LCAP Aumentar las opciones de programas de instrucción, la participación de los estudiantes y la conexión escolar a través del acceso ampliado a cursos rigurosos y de alto interés; apoyos estratégicos para estudiantes con dificultades y en riesgo; planes de estudio especializados diseñados para apoyar la adquisición de inglés por parte de los estudiantes EL; y acciones específicas, intervenciones e incentivos diseñados para mejorar la asistencia de los estudiantes.

SPSA#6 y Meta 6 de LCAP a. Reclutar, contratar y retener activamente maestros altamente calificados y totalmente certificados. si. Proporcionar materiales de instrucción alineados con los estándares para todos los estudiantes. C . Proporcionar un ambiente de aprendizaje seguro y efectivo.

Central Union High School

CENTRAL UNION HIGH

Student Population 2018-2019

Explore information about this school's student population.

LEARN MORE

Enrollment

1,869

[View More Information →](#)

2019-2020

1,902

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Socioeconomically
Disadvantaged

77.5%

2019-2020

72.55%

LEARN MORE

English Learners

24.5%

2019-2020

25.7%

LEARN MORE

Foster Youth

0.5%

2019-2020

0.3%

Central Union High School - Reading Plus



Sep 3, 2019 - Sep 27, 2019

Benchmark 1
1743 Students



■ Below 5+
 ■ Below 4
 ■ Below 3
 ■ Below 2
 ■ Below 1
 ■ At Grade
 ■ Above

[Classes](#)
[Grades](#)
[Students](#)

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
9	565	B1	509	6.0	8.3	158	5.9		-	-
10	453	B1	427	6.7	8.9	161	6.5		-	-
11	447	B1	411	8.2	10.0	154	7.8		-	-
12	426	B1	396	8.4	10.4	162	8.1		-	-



Grade: 9 ✕ Benchmark: 1 ✕ Students: Students who Completed All Selected Benchmarks ✕



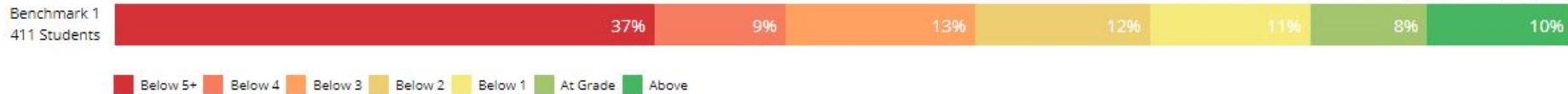
[Classes](#) [Grades](#) [Students](#)

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
9	565	B1	509	6.0	8.3	158	5.9		-	-



[Classes](#) [Grades](#) [Students](#)

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
10	453	B1	427	6.7	8.9	161	6.5		-	-



[Classes](#) [Grades](#) [Students](#)

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
11	447	B1	411	8.2	10.0	154	7.8		-	-



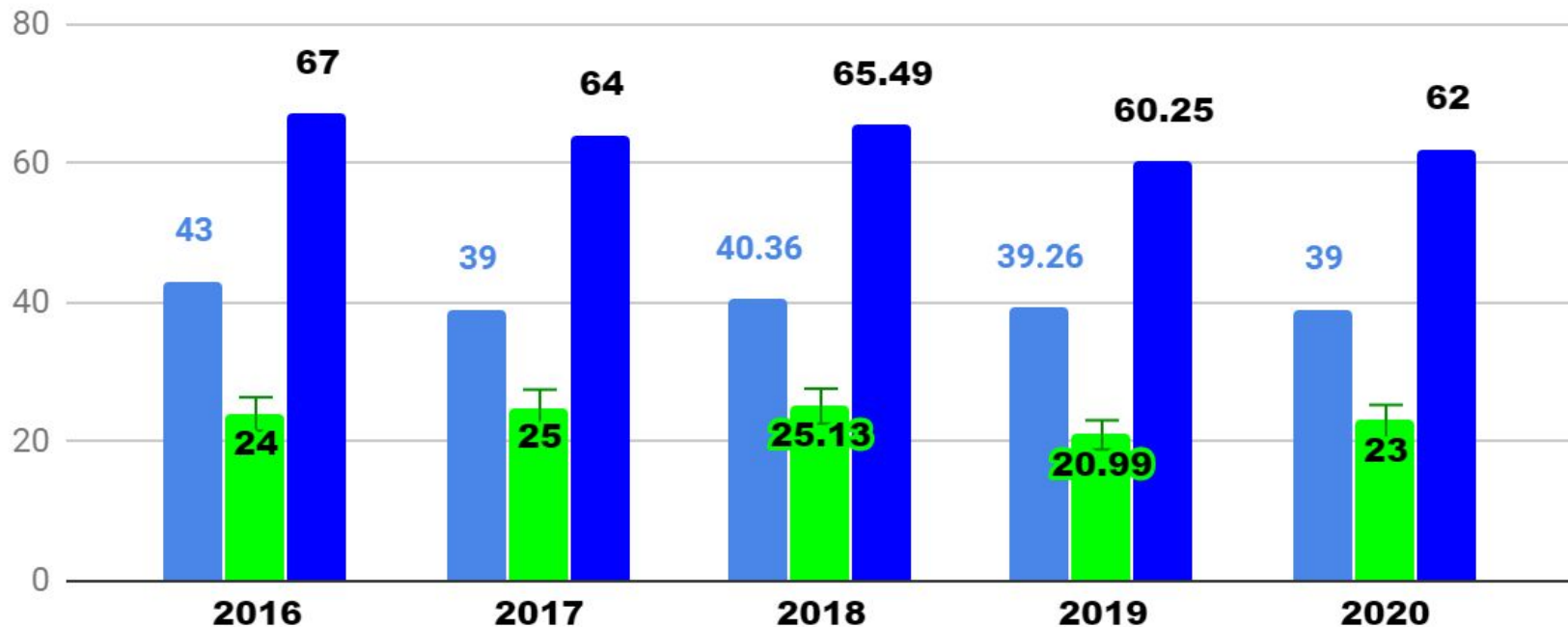
[Classes](#) [Grades](#) [Students](#)

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
12	426	B1	396	8.4	10.4	162	8.1		-	-



CAASPP English Language Arts

Met (3) Exceeded (4) Total Met & Exceeded



Graduating Class

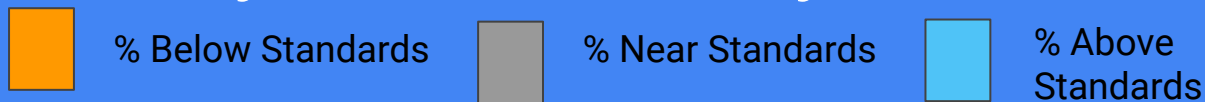
California Assessment of Student Performance and Progress

CAASPP Data

11th Grade ELA/Literacy

Year	# of students enrolled	# of students tested	# of students w/scores	Mean Scale Score	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
2019			414	2605	23	39	23	14
2018	415	404	404	2600.6	21.04%	39.36%	24.69%	15.06%
2017	401	394	394	2613.5	25.13%	40.36%	24.37%	10.15%
2016	448	444	436	2613.3	25%	39%	25%	10%
2015	405	392	381	2613.1	24%	43%	24%	9%

ELA by Claim 2019 by EL Status



Legend: Claim Achievement Category

■ %Below Standard
 ■ %Near Standard
 ■ %Above Standard

School	EL Status	Count	Target	Claim	% Below Standard	% Near Standard	% Above Standard
Central Union High (13631151333004)	All	410	2605 ±5	ELA/Literacy			
				Reading	23	48	29
				Writing	12	54	34
				Listening	13	67	20
				Research/Inquiry	15	52	33
Central Union High (13631151333004)	English Learner	60	2493 ±10	ELA/Literacy			
				Reading	57	40	3
				Writing	42	55	3
				Listening	38	57	5
				Research/Inquiry	52	42	7
Central Union High (13631151333004)	Non-English Learner	350	2625 ±5	ELA/Literacy			
				Reading	17	50	33
				Writing	7	53	40
				Listening	8	69	23
				Research/Inquiry	9	53	37

ELA by Claim by Socioeconomic Status



% Below Standards



% Near Standards



% Above Standards

Central Union High
(13631151333004)



All

410

2605 ±5

ELA/Literacy

Reading

23 48 29

Writing

12 54 34

Listening

13 67 20

Research/Inquiry

15 52 33

Central Union High
(13631151333004)



Economically
Disadvantaged

328

2596 ±5

ELA/Literacy

Reading

25 51 24

Writing

13 56 30

Listening

13 68 19

Research/Inquiry

16 52 31

Central Union High
(13631151333004)



Not
Economically
Disadvantaged

82

2643 ±10

ELA/Literacy

Reading

15 37 49

Writing

7 43 50

Listening

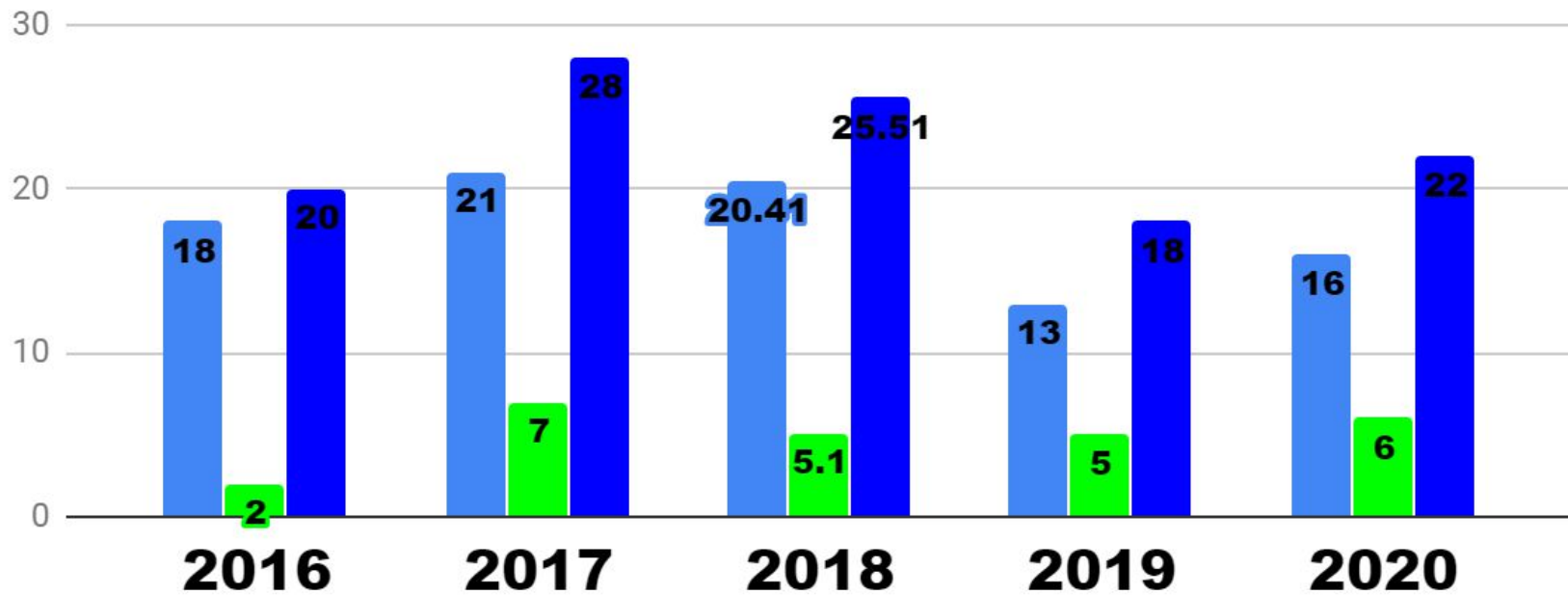
10 62 28

Research/Inquiry

11 49 40

CAASPP Mathematics

Met (3) Exceeded (4) Total Met & Exceeded

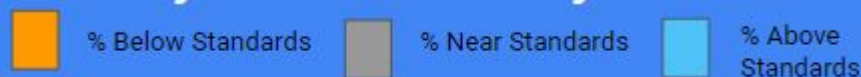


Graduating Class

Math

Year	# of students enrolled	# of students tested	# of students w/scores	Mean Scale Score	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
2019			411	2546	6	16	31	48
2018	416	402	402	2539.4	6.47%	11.69%	28.11%	53.73%
2017	399	392	392	2548.2	5.10%	20.41%	26.02%	48.47%
2016	448	443	427	2561.2	7%	21%	28%	44%
2015	405	393	370	2550.6	2%	18%	34%	46%

Math by Claim by EL Status



School	EL Status	Count	Target	Mathematics	Concepts and Procedures	Problem Solving and Modeling & Data Analysis	Communicating Reasoning
Central Union High (13631151333004)	All	406	2547 ±5	Mathematics Concepts and Procedures Problem Solving and Modeling & Data Analysis Communicating Reasoning	56	31	13
Central Union High (13631151333004)	English Learner	59	2457 ±10	Mathematics Concepts and Procedures Problem Solving and Modeling & Data Analysis Communicating Reasoning	88	10	2
Central Union High (13631151333004)	Non-English Learner	347	2562 ±6	Mathematics Concepts and Procedures Problem Solving and Modeling & Data Analysis Communicating Reasoning	51	35	14

Math by Claim by Socioeconomic Status



Central Union High
(13631151333004)

All

406

2547 ±5

Mathematics

Concepts and Procedures

56 31 13

Problem Solving and Modeling & Data Analysis

43 48 9

Communicating Reasoning

32 59 9

Central Union High
(13631151333004)

Economically
Disadvantaged

324

2535 ±6

Mathematics

Concepts and Procedures

61 28 11

Problem Solving and Modeling & Data Analysis

46 48 6

Communicating Reasoning

34 58 7

Central Union High
(13631151333004)

Not
Economically
Disadvantaged

82

2594 ±13

Mathematics

Concepts and Procedures

37 43 21

Problem Solving and Modeling & Data Analysis

32 46 22

Communicating Reasoning

23 60 17

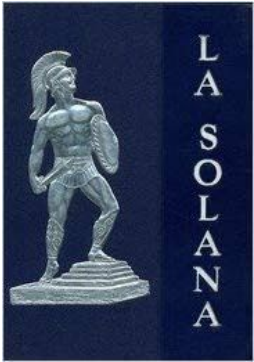
Allocation of Title I Funds

- Tutoring and Intervention
 - Spartan Study Spot Library, Reteach, Retake, Replace Algebra 1, Tutors (AVID and Math), SAS Intervention (Saturdays)
- Courses
 - AVID, Get Focused–Stay Focused, Success 101, Algebra I with Robotics, Agile Minds, Electronic Music course
- Services for Students
 - Link Crew, ACT/SAT Prep, Tech Software & Devices (Reading Plus), Educational Field Trips, Incentives and Recognition, Library services (copies, books, magazines)
- For Teachers
 - Training and Professional Development
 - Materials and supplies
- For Parents
 - Informational Meetings and Newsletters by mail
 - Parent Portal and Dialer
 - Parent Center Wake Cup Spartan Parents (First Wednesday of Each Month)



CAASPP Incentives:

LCAP 4.2 Promote Positive Communication With and Between Students: a. Publicly recognize student achievement through incentives.



When you **Meet** or **Exceed** Standards:

- College and Career Ready
- No need to take the ACCUPLACER Senior year
- Placed in college level math and English courses at IVC
- Earn **\$70** toward your ASB account if you pass **both Math and English** with a 3 or higher
- Earn **\$30** toward your ASB account if you pass **one** of the CAASPP exams with a 3 or higher.

I ♥
AP

Disney
GRAD • NITE

CASH

Accelerate, Remediate, and Advise

Advisory Period: 8:55 - 9:26 a.m.

- 9th Grade - Link Crew Activities
- 11th Grade CAASPP Math Focus
- 10th, 11th, 12th Grade - My 10 Year Plan (Get Focused, Stay Focused)
- Advising and Interventions - PBIS Check in and Check out
- All Grade Levels - Reading Plus

**-ELD-
AFTER
SCHOOL**



WHEN:

**Tuesdays
Wednesdays
Thursdays**
(except minimum
Wednesdays)

TIME:

3:05pm – 4:05pm

WHERE:

**Room M8
Ms. Vega**



**-ELD-
DESPUES
DE
ESCUELA**

DIAS:

**Martes
Miercoles
Jueves**
(excepto dias
minimo)

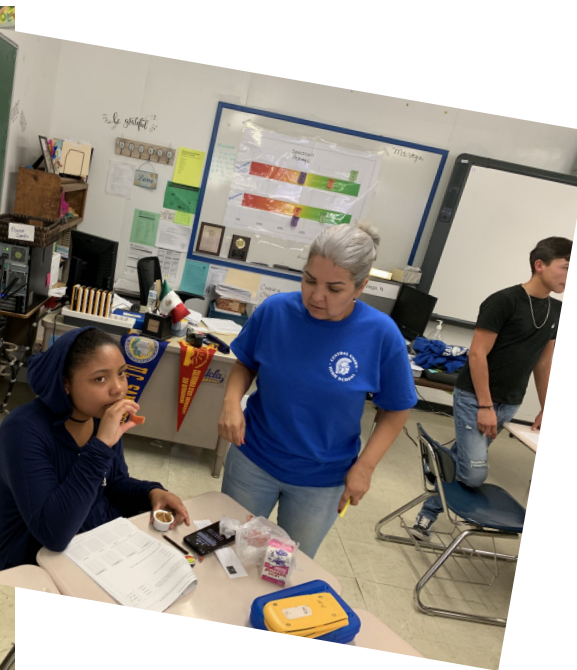
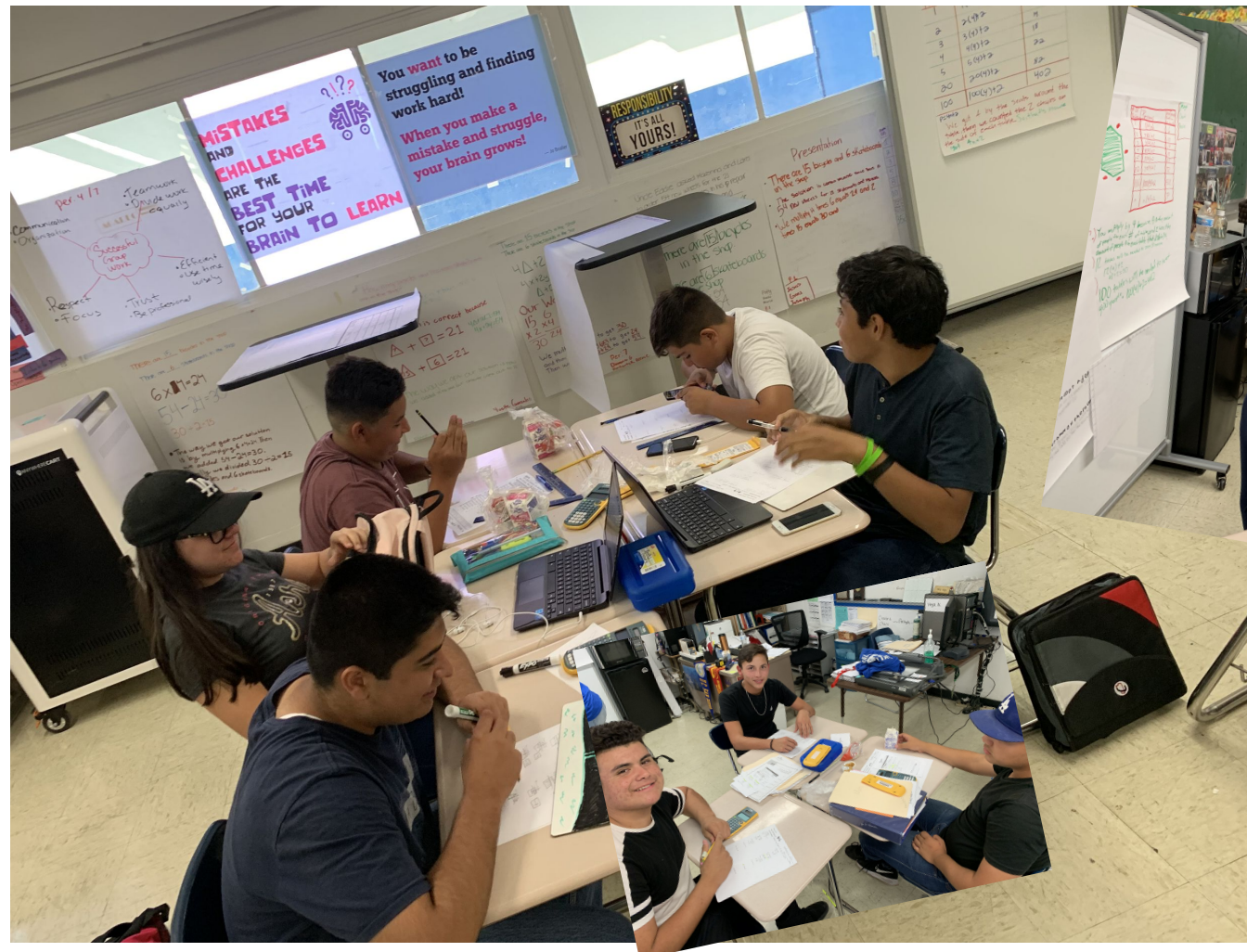
HORA:

3:05pm – 4:05pm

LUGAR:

**Salón M8
Ms. Vega**





**ELD After-School
Tutoring
Ms. Vega
Room M-8
Tuesdays, Wednesdays
and Thursdays**



Spartan Study Spot



Spartan Study Spot

What: Tutoring available for All Subjects

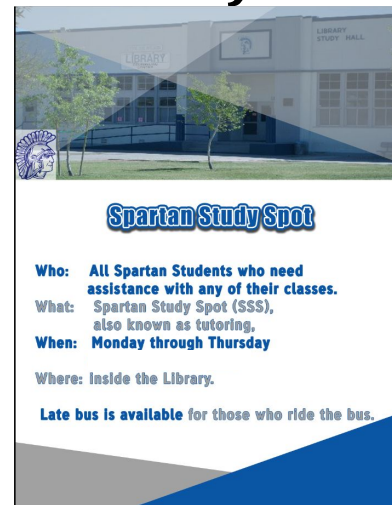
When: After School

Monday - Thursday

3:05 - 4:05 pm

Where: Library

Whatever it takes!



*Call 760-336-4317 to verify your son/daughter is attending.

**Late bus departs at 4:20 p.m. and it's available for those who ride the bus.

Spartans Will do *Whatever It Takes* to help your son or daughter **succeed.**



Spartan Study Spot



Qué: Tutoría disponible para todas las materias

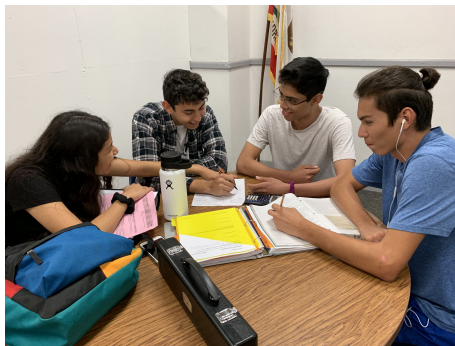
Cuándo: después de la escuela de lunes a jueves de 3:05 p.m.-4:05 p.m.

Donde: En la Biblioteca

* Llame al 760-336-4317 para verificar que su hijo / hija asista.

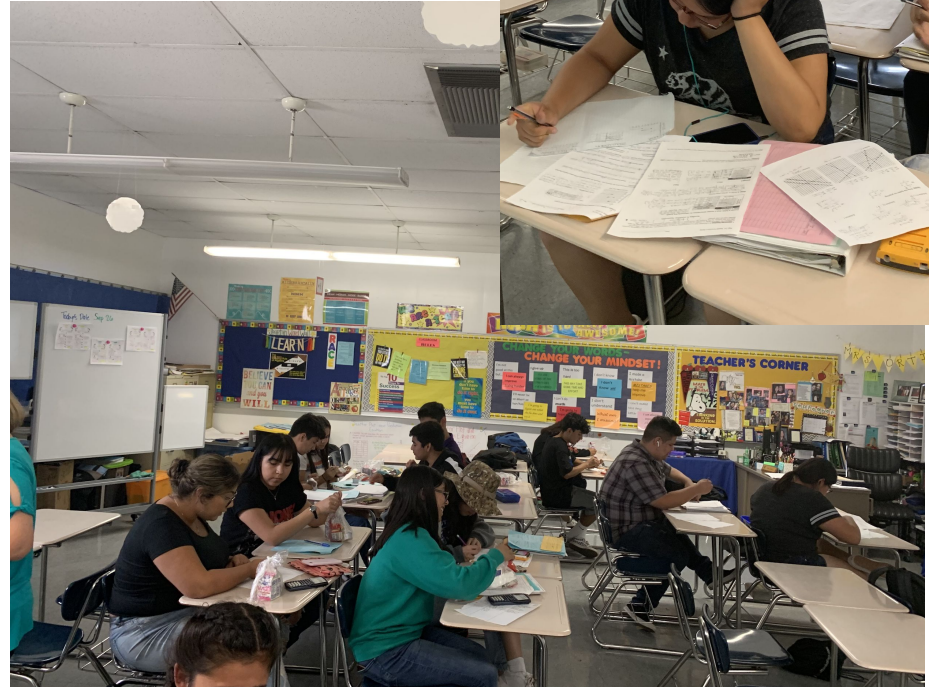
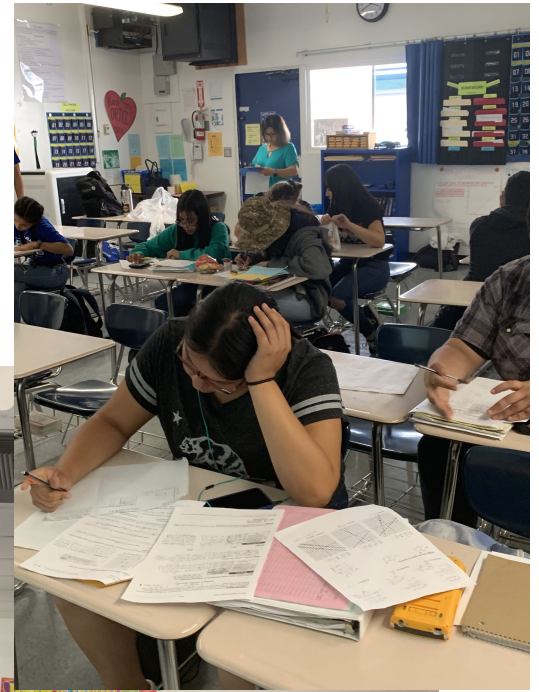
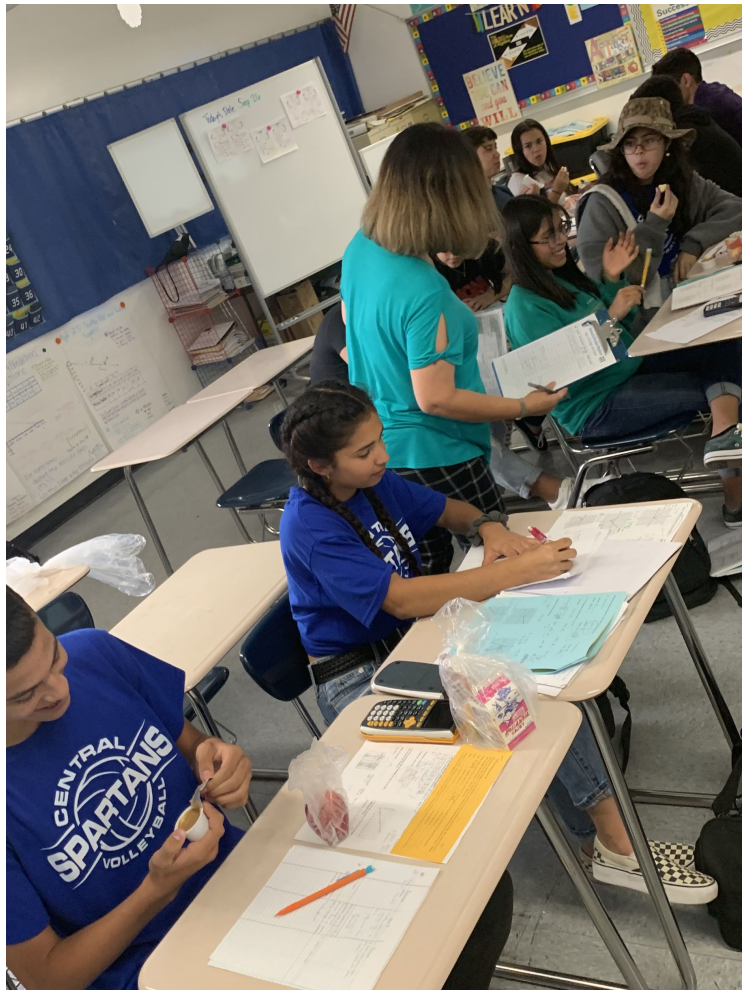
*** El último autobús sale a las 4:20 p.m. y está disponible para quienes viajan en el autobús.

Whatever it takes!



Los **Espartanos** harán lo que sea necesario para ayudar a su hijo o hija a tener éxito.

RRR-Tutoring
Mrs. Vega - M-5
Mondays, Tuesday,
Thursdays, &
during Saturday
School



We are SPARTA = Expected School Learning Results

S Socially Conscious

P Problem Solvers

A Achievers

R Responsible

T Technologically Literate

A Analytical Thinkers

September 2019 Honorees

- **Serve in the community.**
- **Demonstrate good citizenship.**
- **Utilize appropriate language registers.**
- **Demonstrate tolerance of others' differences.**

Student Opportunities

1. Talent Search
2. Upward Bound
3. EAOP
4. AVID
5. Migrant
6. English Learner Program
7. Counseling
8. Central Tutorials
9. Children and Parent Council
10. Sure-Helpline
11. I.V. Behavioral Health
12. Food Bank
13. IVROP
14. IVC - Dual Enrollment

Questions/Preguntas

How can we support you as a parent (training, information, etc.?)

¿Cómo podemos apoyarlo como padre?

How can we support our students?

¿Cómo podemos apoyar a nuestros estudiantes?

THANK YOU!

- **Spartan Parents**
- **Mexican American Club**
- **A.V.I.D Team**
- **Link Crew**
- **Migrant**
- **CTE**
- **EAOP**
- **Family Resource Center**
- **Instructional Coaches**
- **Counseling Team**
- **English Language Learner Program**
- **I.V.R.O.P**
- **Cody's Closet**
- **I.V. Food Bank**
- **I.V. Behavioral Health**