

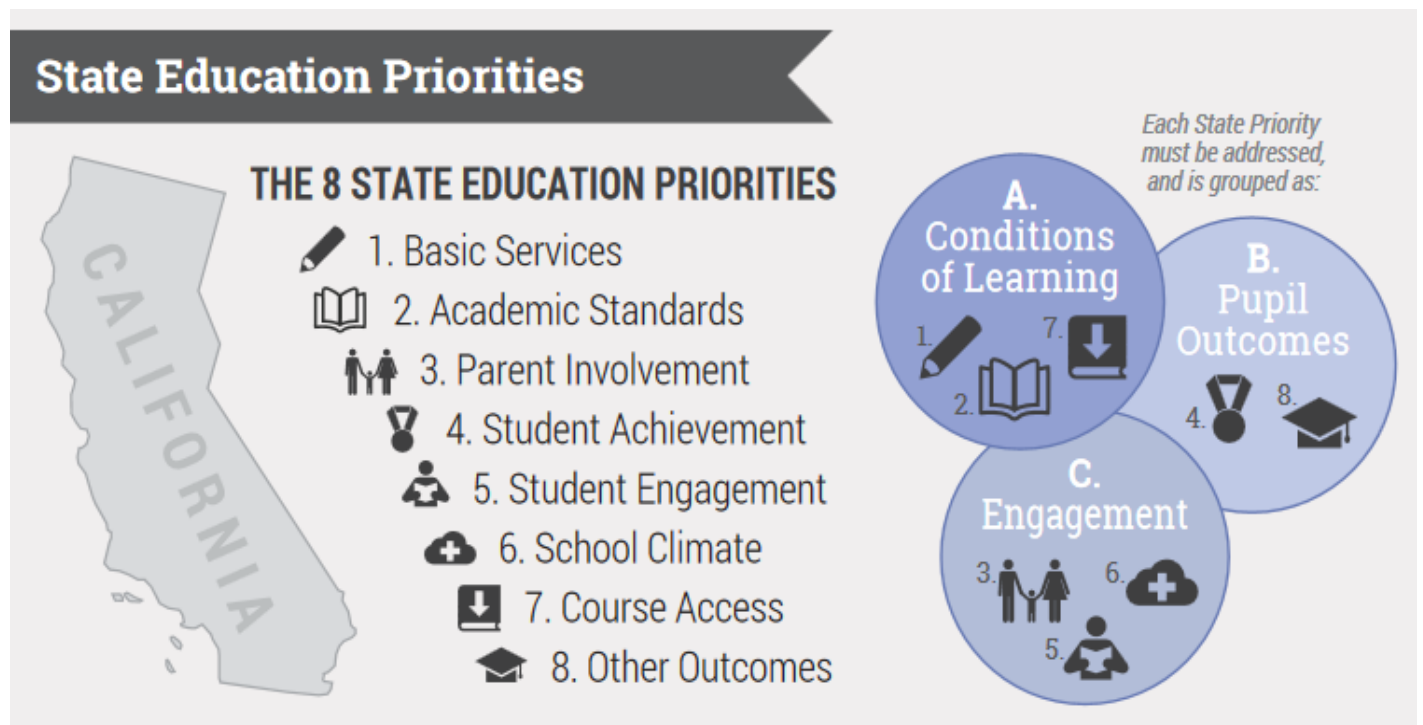
# 2017-18 Local Control & Accountability Plan Executive Summary

The Central Union High School District is located in El Centro, California and is composed of two traditional high schools, one continuation high school, one alternative school of choice, and an adult education school. The district serves just over 4,100 students in grades 9-12, and several hundred adult learners. The CUHSD motto, "Committed to Excellence", reflects the Board of Trustees' vision that as a district, we are dedicated to "shaping the future by developing skills, abilities, and knowledge to collaborate, communicate, create, think critically and effectively use technology in order to ensure all students are career and college ready." This summary of the CUHSD's 2017-18 Local Control and Accountability Plan (LCAP) highlights goals and actions, stakeholder engagement that supported its development, and student performance data that demonstrates progress towards improved pupil achievement.



CUHSD is wrapping up the fourth year of funding under LCFF and the LCAP, and has completed its third annual update as required as part of the State Board of Education (SBE) approved template. As the LCAP is a three-year plan that is meant to provide transparency at the local level and encourage input from key stakeholders in the community, CUHSD engaged stakeholders (see the Stakeholder Engagement section for more detail) to develop a robust, three-year plan in accordance with the State Board of Education template. CUHSD's LCAP should not be viewed in the short term, but in the long term with goals based on progress over three years. The following text and figures provide an overview of CUHSD's:

- ▶ 1) Goals, measurable outcomes, and most significant actions/services
- ▶ 2) Total amount of LCFF Supplemental/Concentration funded Budgeted Expenditures for each identified goal
- ▶ 3) Stakeholder engagement; and
- ▶ 4) Student performance based on identified metrics



## Goal #1: Increase Achievement For All Students, Narrow The Gap Between High And Low Performing Student Subgroups, And Increase The Graduation Rate

### Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18 Expected Outcome
→ CAASPP Math % ≥ Level 3	All: 28% EL: 4% LI: 22%	All: 30% EL: 8% LI: 25%
→ CAASPP ELA % ≥ Level 3	All: 62% EL: 15% LI: 56%	All: 64% EL: 18% LI: 59%
→ EAP CAASPP % = Level 4	Math: 8% ELA: 25%	Math: 10% ELA: 27%
→ CAASPP Science (CAST)	New Exam. Pilot Only.	TBD
→ Cohort Graduation Rate	88.9% (Class of 2016)	89.1%
→ ELPAC	New exam. Baseline TBD	TBD



### Significant Actions and Services

- ▶ Continue with additional science positions in order to provide expanded offerings.
- ▶ Add two additional math positions to provide support and intervention
- ▶ CCSS aligned assessments
- ▶ Variety of tutoring opportunities
- ▶ Variety of intervention options (during regular day; summer; after school w/ late transportation)
- ▶ Extended instructional day (to include an advisory/intervention/enrichment period.
- ▶ Expanded guidance and support services
- ▶ Support for 9<sup>th</sup> grade students (Summer Connections & Phoenix Rising)
- ▶ Support services for English Learners; program improvement; and data analysis

**Goal #1 Budgeted Expenditures LCFF S/C: \$2,668,322 All Sources: \$3,122,445**

## Goal #2: Effectively use instructional strategies and resources, including technology, to improve student learning and achievement

### Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18 Expected Outcome
→ Speak Up Technology Survey Stu Regular Use Rate (Biannual*)	88%	95% (2018-19*)
→ Staff Professional Development Survey (Impact Score on 1-10 Scale)	5.98	6.25



### Significant Actions and Services

- ▶ Increased student access to technology (COWs, classroom technology, instructional software, internet connectivity for low income students)
- ▶ Research based professional development for teachers
- ▶ Instructional Coaching
- ▶ Library resources and services
- ▶ Differentiated instruction for English learners (teacher stipends, instructional materials, professional development)

**Goal #2 Budgeted Expenditures LCFF S/C: \$783,408 All Sources: \$1,317,253**

## Goal #3: Implement the Common Core State Standards (CCSS) across all content areas



### Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18 Expected Outcome																																																																								
<b>→ Dashboard Local Indicator (Priority 2) Self-Reflection Tool #1</b> <i>(Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks)</i>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>ELA – Common Core State Standards for ELA</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>ELD (Aligned to ELA Standards)</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Mathematics – Common Core State Standards for Mathematics</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Next Generation Science Standards</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>History-Social Science</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	ELA – Common Core State Standards for ELA				X		ELD (Aligned to ELA Standards)				X		Mathematics – Common Core State Standards for Mathematics				X		Next Generation Science Standards	X					History-Social Science	X					<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>ELA – Common Core State Standards for ELA</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>ELD (Aligned to ELA Standards)</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Mathematics – Common Core State Standards for Mathematics</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Next Generation Science Standards</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>History-Social Science</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	ELA – Common Core State Standards for ELA					X	ELD (Aligned to ELA Standards)					X	Mathematics – Common Core State Standards for Mathematics					X	Next Generation Science Standards				X		History-Social Science				X	
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<b>→ Dashboard Local Indicator (Priority 2) Self-Reflection Tool #3</b> <i>(Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks)</i>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>ELA – Common Core State Standards for</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>ELD (Aligned to ELA Standards)</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Mathematics – Common Core State Standards for Mathematics</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Next Generation Science Standards</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>History-Social Science</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	ELA – Common Core State Standards for			X			ELD (Aligned to ELA Standards)			X			Mathematics – Common Core State Standards for Mathematics			X			Next Generation Science Standards		X				History-Social Science		X				<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>ELA – Common Core State Standards for</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>ELD (Aligned to ELA Standards)</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Mathematics – Common Core State Standards for Mathematics</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Next Generation Science Standards</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>History-Social Science</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	ELA – Common Core State Standards for					X	ELD (Aligned to ELA Standards)					X	Mathematics – Common Core State Standards for Mathematics					X	Next Generation Science Standards				X		History-Social Science				X	
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### Significant Actions and Services

- ▶ CCSS and NGSS related professional development for teachers
- ▶ Curriculum Development – updated CCSS-aligned course outlines and curriculum guides
- ▶ English Learner program curriculum development and refinement

**Goal #3 Budgeted Expenditures**      **LCFF S/C: \$58,766**      **All Sources: \$58,766**

## Goal #4: Improve Communication Among All Stakeholders

### Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18 Expected Outcome
<b>→ LEA-wide Parent Survey (New)</b>	2016-17 school survey tool not consistent among schools, and therefore, data is not valid.	New Baseline Established
<b>→ LEA-wide Staff Survey (New)</b>	2016-17 school survey tool not consistent among schools, and therefore, data is not valid.	New Baseline Established



### Significant Actions and Services

- ▶ Communication opportunities among students, parents, teachers, and administration (discussion forums; stakeholder meetings; Aeries Loop K12; Website)
- ▶ Parent Involvement and Community Engagement (update parent involvement plans; second semester schoolwide parent event; college/career parent workshops; Chromebooks for counseling and parent activities)
- ▶ Promotion of student achievement
- ▶ Articulation with feeder schools and IVC (expansion of articulated courses and dual enrollment)

**Goal #4 Budgeted Expenditures**      **LCFF S/C: \$33,441**      **All Sources: \$73,950**

**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.**

**Expected Annual Measurable Outcomes:**

Metrics/Indicators	Baseline	2017-18 Expected Outcome
→ UC/CSU Required Course Completion	28.7% (Class of 2016)	29.7%
→ Advanced Placement Exam Results (Percentage of scores ≥ 3)	49.4% (Spring 2016)	50%
→ EL Reclassification Rates	14.6%	15.6
→ EL - CAASPP ELA (% Met/Exceeded Std.)	16%	18%
→ Attendance Rates	95.33% (2016-17)	95.5%
→ Chronic Absenteeism	10.8% (2016-17)	10.5%
→ Cohort Dropout Rates	4.7% (Class of 2016)	4.5%
→ California Healthy Kids Survey Results (School Connectedness – High/Moderate)	Gr. 9: H-49% M- 44% Gr. 11: H-39% M- 49% (Spring 2015)	Gr. 9: H-50% M- 45% Gr. 11: H-42% M- 51% (Spring 2017)
→ Course Access (Master Schedules include all courses necessary to fulfill graduation and a-g requirements)	100%	100%



**Significant Actions and Services**

- ▶ Expanded elective course offerings (CTE, Support)
- ▶ Increased rigorous course options (AP, Dual Enrollment, IB @ SHS)
- ▶ Assistance with AP/IB test fees for low income students
- ▶ All courses needed for graduation and a-g completion
- ▶ Specialized programs (English learners, Special Ed, AVID, Pregnant/Parenting Teens)
- ▶ College and Career Readiness (Get Focused, Stay Focused)
- ▶ Attendance improvement initiative
- ▶ Expanded transportation routes (new bus and drivers)
- ▶ Coordinated foster youth services
- ▶ Supplemental health services for low income students

**Goal #5 Budgeted Expenditures LCFF S/C: \$3,518,546 All Sources: \$19,427,584**

**Goal #6: #6a - actively recruit, hire and retain highly qualified teachers.  
#6b - provide standards aligned instructional materials for all students.  
#6c - provide a safe and effective learning environment.**

**Expected Annual Measurable Outcomes:**

Metrics/Indicators	Baseline	2017-18 Expected Outcome
Dashboard Local Indicator (Priority 1) Number of Teacher missassignments or vacancies	0 (From 2015-16 SARCs)	0 (From 2016-17 SARCs)
Number of Students without access to standards-aligned instructional materials	0 (From 2015-16 SARCs)	0 (From 2016-17 SARCs)
Number of instances of facilities not meeting "good repair" standard (FIT Results)	7	6
CHKS: % Perceived Safety at School (Very Safe or Safe)	Gr. 9 – 62%; Gr. 11 – 60% (Spring 2015 Data)	Gr. 9 – 65%; Gr. 11 – 62% (Spring 2017 Data)
Suspension Rate (CA Dashboard Data)	3.7% (2014-15)	3.6% (2015-16)
Expulsion Rate	0% (≤4 expulsions per year)	0%
Cohort Dropout Rate	4.7% (Class of 2016)	4.5% (Class of 2017)



## Goal #6: Continued

#6a - actively recruit, hire and retain highly qualified teachers.

#6b - provide standards aligned instructional materials for all students.

#6c - provide a safe and effective learning environment.

### Significant Actions and Services

- ▶ Fully credentialed teachers (training and support for new teachers)
- ▶ Common Core aligned instructional materials (new adoptions: Social Studies and Honors English)
- ▶ Well-maintained facilities (annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance)
- ▶ Food preparation and serving facility at DOHS
- ▶ Phoenix Rising modular classrooms and furnishings
- ▶ Campus Safety (security guards, SRO, communications system)

### Goal #6 Budgeted Expenditures

LCFF S/C: \$770,350

All Sources: \$6,477,496

### Stakeholder Engagement

Engaging stakeholders is a critical part of the LCFF and the LCAP process. A stakeholder is anyone with an interest in a project, initiative, or program an organization is implementing or anyone generally interested in what the organization is trying to achieve or is affected by the decisions made. Within the context of the LCAP, stakeholders are students, parents, employees, and the community at large whose collective well-being and prosperity depend upon the success or failure of public schools.



There are generally two stages of engagement within the context of the LCAP:

- ▶ Consultation—Public schools are required to consult teachers, principals, administrators, other school personnel, local bargaining units, parents, and students
- ▶ Review and Comment—Public schools are required to present the LCAP for review and comment to the public, parent advisory groups, and to hold a public hearing prior to the adoption of the LCAP to receive input

### Stakeholder Engagement – Involvement Opportunities during 2016-17

LCAP Stakeholder Group	School or Organization	Dates	Discussion Topics and Input Opportunities	LCAP Stakeholder Group	School or Organization	Dates	Discussion Topics and Input Opportunities			
Students	CUHS	11/7/2016	During fall meetings parents, students, and staff were engaged in the process of reviewing and discussing the eight State of California priorities; school and district performance data; and current year actions/services/expenditures. Broad discussion about effectiveness of existing programs and services ( <i>what works and what doesn't</i> ) provided insights into stakeholder perceptions. Winter meetings focused on the vision, evaluation of needs, and offered opportunities for input and feedback. Spring meetings involved revisiting the purpose of LCFF funding and reviewing the proposed 2017/18 actions, services, and budget. DELAC and PAC parents were urged to provide additional suggestions for improved services for unduplicated pupils and encouraged to pose questions in writing to the Superintendent.	Site Leadership and Administration	CUHS	10/24/2016	School planning processes included administrators, resource teachers, and Department Chairpersons. In addition to sites' solicitation of stakeholder input via survey and meetings, Department Chairs served as conduits for feedback between site leadership teams and teachers and students. Data was analyzed, effective practices evaluated, and services scrutinized to determine what actions should be maintained, modified, discontinued or added. Site leaders convened on multiple dates to input updated actions, services, and expenditures into the districtwide LCAP planning instrument.			
		11/8/2016				10/25/2016				
	2/6/2017	1/3/2017								
2/7/2017	3/15/2017									
11/9/2016	3/21/2017									
SHS	11/16/2016	9/12/2016								
	2/9/2017	10/5/2016								
Parent Advisory	DOHS/PRHS	11/9/2016			10/10/2016	District-wide Leadership and Administration		SHS	12/12/2016	Monitoring the implementation of the LCAP was established as a very high priority for 2016-17. A tool for schools to document activities and track expenditures was developed and progress was reported by principals on a quarterly basis at Management Team meetings. Planning for the 2017-18 LCAP involved critical analysis of metrics, outcomes, stakeholder input, and budgets for the purpose of prioritization of actions/services.
		10/26/2016			10/6/2016					
	2/22/2017	1/17/2017								
	10/20/2016	4/4/2017								
CUHS PAC	2/16/2017	9/13/2016								
	10/17/2016	10/12/2016								
	8/4/2016	11/17/2016								
SHS PAC	5/24/2017	1/19/2017								
	5/24/2017	1/31/2017								
	5/24/2017	4/12/2017								
DOHS/PRHS	DELAC	5/11/2017	5/10/2017	CUHSD	5/10/2017	In October the LCAP Executive Summary was presented to the Board as part of a review of planned actions/services for the school year. Metrics and outcomes were shared and discussed in November. The 2017-18 LCAP was presented on June 19th and approved at a subsequent meeting.				
		9/1/2016	6/14/2017							
		2/8/2017	6/15/2017							
CUHSD PAC	CSEA	4/6/2017	11/16/2016	Board of Trustees	CUHSD		10/11/2016			
		5/23/2017	11/8/2016							
Staff	SHS	9/1/2016	2/8/2017	6/19/2017						
		2/8/2017	5/17/2017							
		4/6/2017	6/27/2017							
Bargaining Units	ECSTA	11/15/2016	In November, the unit members reviewed the 2016-17 LCAP Executive Summary and implementation of actions/service. In January LCFF priorities and metrics were discussed. May meetings focused on 17-18 goals and actions, and provided opportunity for input.							
		2/8/2017								
		5/17/2017								

## Student Performance Data

# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

### English Language Arts

2017	CUHS	SHS	DOHS	District	State
Standard Exceeded	25%	27%	0%	25%	28%
Standard Met	40%	34%	11%	36%	32%
Standard Nearly Met	24%	26%	25%	25%	21%
Standard Not Met	10%	14%	64%	14%	19%
	1.0001	1	1	1	1.0001

### English Language Arts

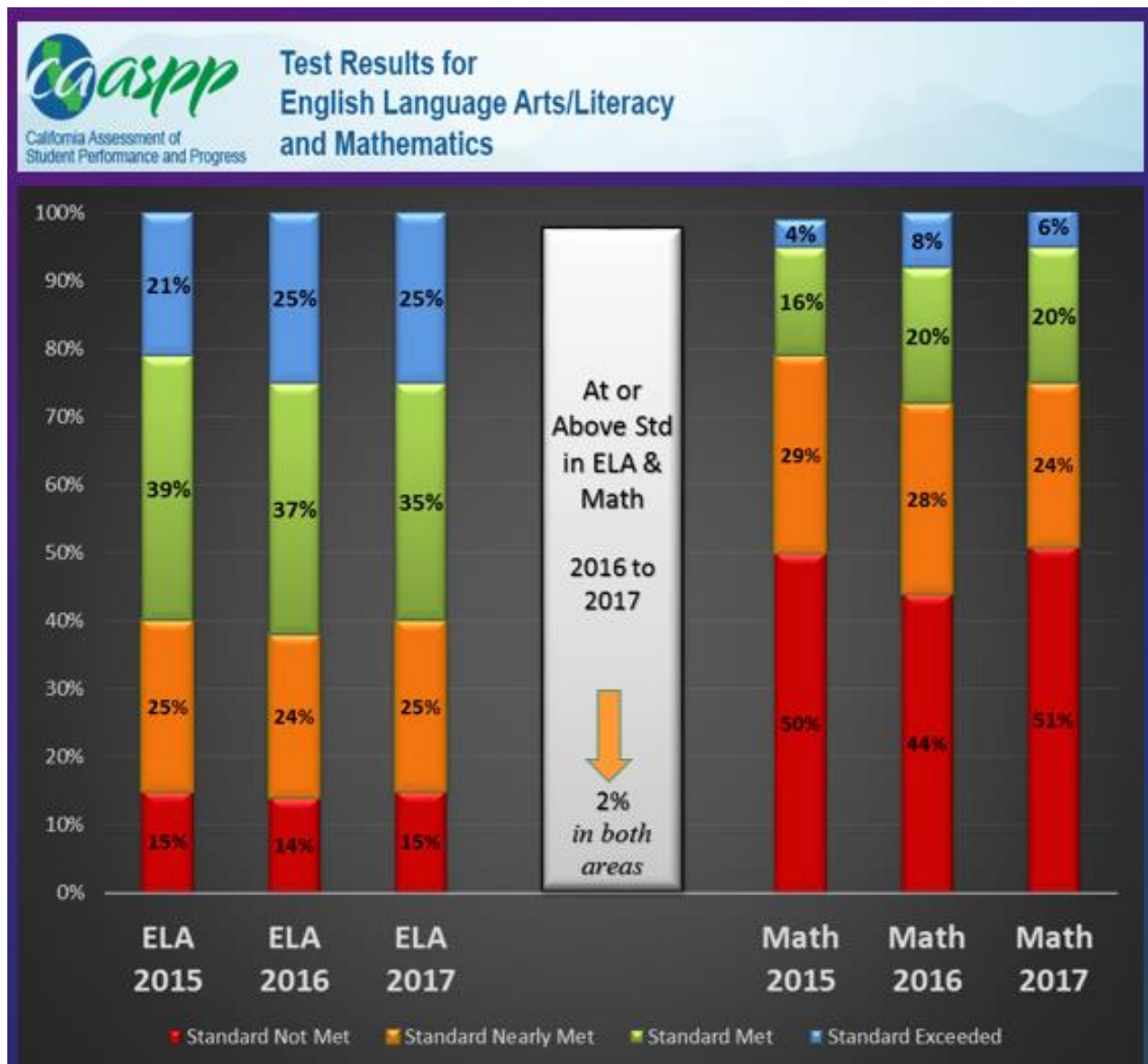
2016	CUHS	SHS	DOHS	District	State
Standard Exceeded	25%	27%	9%	25%	26%
Standard Met	39%	34%	36%	37%	33%
Standard Nearly Met	25%	22%	36%	24%	22%
Standard Not Met	10%	17%	18%	14%	19%
	0.99	1	0.99	1	1

### Mathematics

2017	CUHS	SHS	DOHS	District	State
Standard Exceeded	5%	8%	0%	6%	13%
Standard Met	20%	21%	0%	20%	19%
Standard Nearly Met	26%	22%	16%	24%	24%
Standard Not Met	48%	49%	84%	51%	44%
	1	1.0001	1	0.9998	1

### Mathematics

2016	CUHS	SHS	DOHS	District	State
Standard Exceeded	7%	10%	0%	8%	13%
Standard Met	21%	21%	0%	20%	20%
Standard Nearly Met	28%	28%	18%	28%	25%
Standard Not Met	44%	42%	82%	44%	43%
	1	1.01	1	1	1.01



# ADVANCED PLACEMENT EXAMS

## Central Union High School 2017

Total AP Students: 217							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	19	79	93	130	76	397	
Percentage of Total Exams	5	20	23	33	19	100	
Number of AP Students	19	73	78	100	61		
Subject Totals	5	4	3	2	1	% >3	Total Exams
Studio Art: 3-D Design Portfolio			1	1		50.0%	2
English Language and Composition		1	10	26	10	23.4%	47
English Literature and Composition		2	7	9	4	40.9%	22
European History		1	2	10	14	11.1%	27
Microeconomics		5	6	8	7	42.3%	26
Psychology				1	2	0.0%	3
United States Government & Politics	1	2	8	17	9	29.7%	37
United States History		1	9	11	13	29.4%	34
Calculus AB	1	4	1	1	3	60.0%	10
Computer Science A		2	5	2		77.8%	9
Statistics				4	1	0.0%	5
Biology		2	6	9	1	44.4%	18
Chemistry			1	4	8	7.7%	13
Environmental Science	1	9		7	2	52.6%	19
Physics 1				10	2	0.0%	12
Spanish Language and Culture	16	45	34	9		91.3%	104
Spanish Literature and Culture		5	3	1		88.9%	9
Totals	19	79	93	130	76	48.1%	397
<b>Number of Exams ≥ 3</b>	191						

## Central Union High School 2016

Total AP Students: 220							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	39	54	73	107	103	376	
Percentage of Total Exams	10	14	19	28	27	100	
Number of AP Students	37	49	60	85	78		
Subject Totals	5	4	3	2	1	% >3	Total Exams
Studio Art: 3-D Design Portfolio	0	1	0	4	0	20.0%	5
English Language and Composition	2	1	21	25	3	46.2%	52
English Literature and Composition	0	0	1	8	1	10.0%	10
European History	0	0	1	14	6	4.8%	21
Microeconomics	0	1	2	3	6	25.0%	12
Psychology	0	0	0	1	4	0.0%	5
United States Government & Politics	1	2	5	7	10	32.0%	25
United States History	0	5	9	16	28	24.1%	58
Calculus AB	3	4	2	3	4	56.3%	16
Computer Science A	0	0	0	1	13	0.0%	14
Statistics	0	1	1	0	0	100.0%	2
Biology	0	0	2	4	2	25.0%	8
Chemistry	0	0	2	2	12	12.5%	16
Environmental Science	0	5	2	7	6	35.0%	20
Physics 1	0	1	3	6	3	30.8%	13
Japanese Language and Culture	1					100.0%	1
Spanish Language and Culture	32	33	22	6	3	90.6%	96
Spanish Literature and Culture					2	0.0%	2
Totals	39	54	73	107	103	44.1%	376
<b>Number of Exams ≥ 3</b>	166						

## Southwest High School 2016

Total AP Students: 327							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	75	99	142	187	98	601	
Percentage of Total Exams	12	16	24	31	16	100	
Number of AP Students	69	81	113	149	86		
Subject Totals	5	4	3	2	1	% >3	Total Exams
English Language and Composition	5	14	14	15	2	66.0%	50
English Literature and Composition	1	8	23	28	10	45.7%	70
European History	0	1	11	46	14	16.7%	72
Macroeconomics	0	7	6	10	8	41.9%	31
Psychology	1	1	3	2	9	31.3%	16
United States Government & Politics	2	9	12	17	10	46.0%	50
United States History	4	8	13	19	17	41.0%	61
Calculus AB	7	6	10	5	8	63.9%	36
Calculus BC	9	5	3	1	1	89.5%	19
Computer Science A	0	0	0	0	3	0.0%	3
Statistics	0	0	1	2	2	20.0%	5
Biology	0	2	15	19	4	42.5%	40
Chemistry	0	0	7	6	3	43.8%	16
Physics 1	1	1	6	13	7	28.6%	28
Chinese Language and Culture	1	0	0	0	0	100.0%	1
French Language and Culture	1	1	0	1	0	66.7%	3
Spanish Language and Culture	43	36	18	3	0	97.0%	100
Totals	75	99	142	187	98	52.6%	601
<b>Number of Exams ≥ 3</b>	316						

## Southwest High School 2017

Total AP Students: 383							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	70	123	163	225	98	679	
Percentage of Total Exams	10	18	24	33	14	100	
Number of AP Students	64	112	134	184	83		
Subject Totals	5	4	3	2	1	% >3	Total Exams
English Language and Composition	3	13	18	20	1	61.8%	55
English Literature and Composition	1	5	16	40	10	30.6%	72
European History		4	13	39	16	23.6%	72
Macroeconomics	1	5	9	12	4	48.4%	31
Psychology			2	3	8	15.4%	13
United States Government and Politics	1	9	6	11	7	47.1%	34
United States History	2	6	10	27	33	23.1%	78
Calculus AB	12	11	12	11	4	70.0%	50
Calculus BC				1		0.0%	1
Statistics		1	5	6	5	35.3%	17
Biology	1		11	24	5	29.3%	41
Chemistry	1	2	3	7	3	37.5%	16
Physics 1				6		0.0%	6
Physics 2	1		3	7	2	30.8%	13
French Language and Culture			3	3		50.0%	6
Spanish Language and Culture	47	67	52	7		96.0%	173
Spanish Literature and Culture				1		0.0%	1
Totals	70	123	163	225	98	52.4%	679
<b>Number of Exams ≥ 3</b>	356						

# CALIFORNIA DASHBOARD

## GRADUATION RATE

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		897	High 92.3%	Increased +2.4%
<a href="#">English Learner</a>		261	Medium 86.2%	Increased +3.5%
<a href="#">Foster Youth</a>		6	*	*
<a href="#">Homeless</a>		55	Low 83.6%	Declined -5%
<a href="#">Socioeconomically Disadvantaged</a>		696	High 91.1%	Increased +2.3%
<a href="#">Students with Disabilities</a>		102	High 92.2%	Increased +3.9%
<a href="#">African American</a>		12	Very High 100%	Increased Significantly +9.4%
<a href="#">American Indian</a>		6	*	*
<a href="#">Asian</a>		12	Very High 100%	Increased Significantly +6.4%
<a href="#">Hispanic</a>		807	High 92.2%	Increased +2.5%
<a href="#">Pacific Islander</a>		2	*	*
<a href="#">Multiple Races/Two or More</a>		3	*	*
<a href="#">White</a>		55	High 90.9%	Maintained -0.5%

## SUSPENSION RATE

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		4,186	Medium 3.6%	Maintained -0.2%
<a href="#">English Learners</a>		1,082	Low 3.4%	Declined -1.6%
<a href="#">Foster Youth</a>		36	Very High 16.7%	Increased +2%
<a href="#">Homeless</a>		189	High 6.4%	Increased +3%
<a href="#">Socioeconomically Disadvantaged</a>		3,186	Medium 3.9%	Maintained -0.1%
<a href="#">Students with Disabilities</a>		349	High 6.3%	Declined -0.8%
<a href="#">African American</a>		41	Very High 17.1%	Increased Significantly +4.6%
<a href="#">American Indian</a>		5	*	*
<a href="#">Asian</a>		43	Very Low 0%	Maintained 0%
<a href="#">Filipino</a>		1	*	*
<a href="#">Hispanic</a>		3,926	Low 3.5%	Maintained -0.2%
<a href="#">Pacific Islander</a>		1	*	*
<a href="#">Two or More Races</a>		6	*	*
<a href="#">White</a>		161	Medium 5%	Maintained +0.2%









# CALIFORNIA DASHBOARD




## COLLEGE/CAREER INDICATOR

	Student Performance	Number of Students	Status (Percent Prepared)	Change
<a href="#">All Students</a>	N/A	891	Medium 36.8%	N/A
<a href="#">English Learner</a>	N/A	255	Very Low 9.8%	N/A
<a href="#">Foster Youth</a>	N/A	6	*	N/A
<a href="#">Homeless</a>	N/A	54	Low 22.2%	N/A
<a href="#">Socioeconomically Disadvantaged</a>	N/A	690	Low 31.6%	N/A
<a href="#">Students with Disabilities</a>	N/A	96	Very Low 5.2%	N/A
<a href="#">African American</a>	N/A	12	*	N/A
<a href="#">American Indian</a>	N/A	6	*	N/A
<a href="#">Asian</a>	N/A	12	*	N/A
<a href="#">Hispanic</a>	N/A	801	Medium 35.7%	N/A
<a href="#">Pacific Islander</a>	N/A	2	*	N/A
<a href="#">Multiple Races/Two or More</a>	N/A	3	*	N/A
<a href="#">White</a>	N/A	55	Medium 54.5%	N/A





### PREPARED

-  **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
-  **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
-  **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
-  **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
-  **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
-  **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below



#### Additional Criteria

-  Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
-  One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
-  Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

### APPROACHING PREPARED

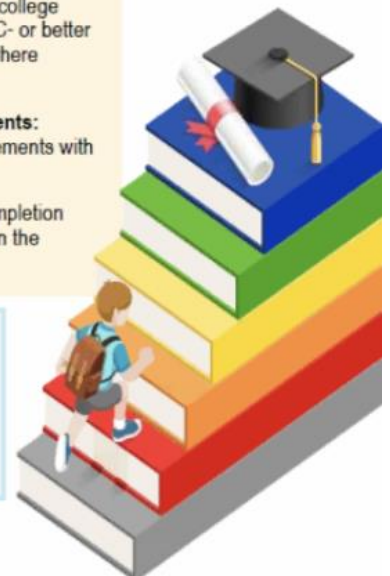
-  **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
-  **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
-  **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
-  **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

#### Criteria Key

-  Assessment Requirement
-  Coursework Requirement

### NOT PREPARED

Did not meet any of the measures or did not graduate.



## CALIFORNIA DASHBOARD – LOCAL INDICATOR

### Implementation of State Standards (Priority 2)

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards	X				
History-Social Science		X			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards	X				
History-Social Science	X				

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
ELA – Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards	X				
History-Social Science		X			

#### **Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards			X		
Visual and Performing Arts				X	
World Language				X	

#### **Support for Teachers and Administrators**

5. **During the 2015-16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

## CALIFORNIA DASHBOARD – LOCAL INDICATOR

### Basic Services (Priority 1)

Number of Teacher Misassignments: 0

Percentage of Students without Standards-aligned Instructional Materials: 0

Number of Instances of Facilities Not Meeting “Good Repair” Standard: 63

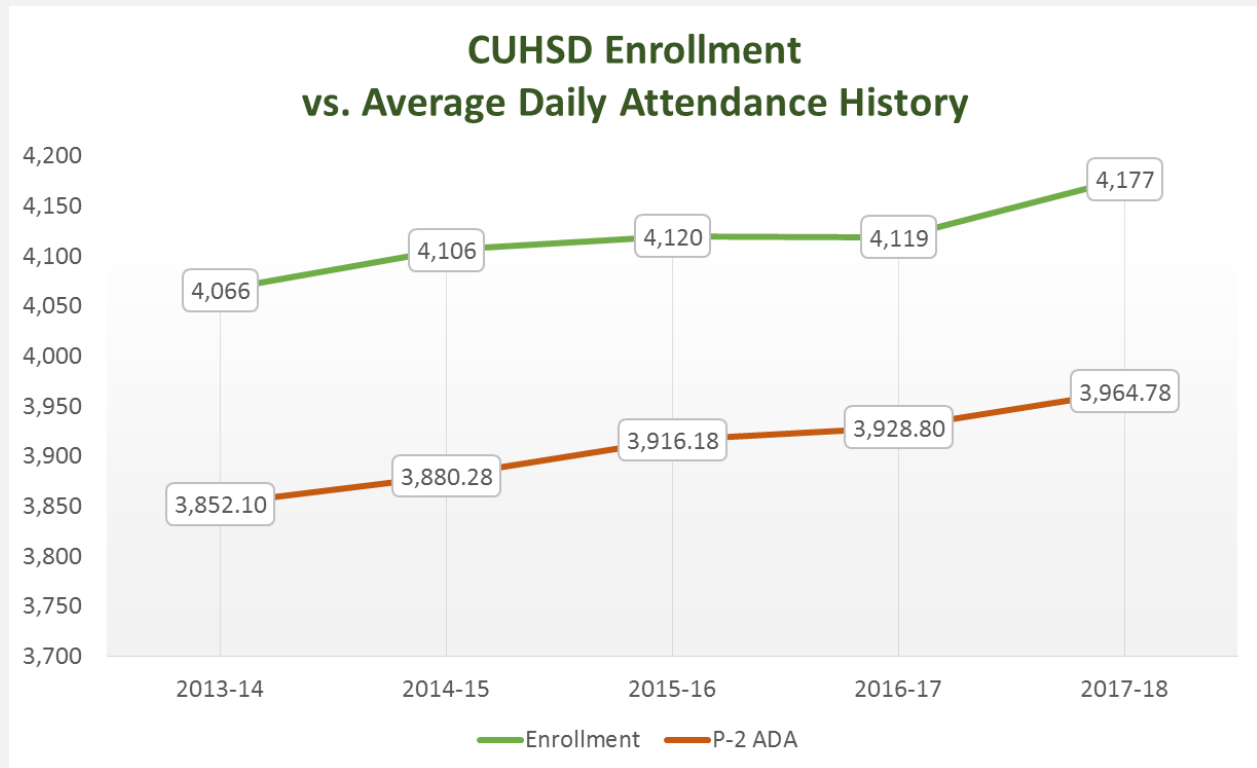
### Parent Engagement (Priority 3)

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure
Teachers provide high quality instruction	66.7%	25.9%	4.3%	1.2%	1.9%
Teachers are preparing them to be college and/or career ready	65.4%	22.8%	5.6%	1.9%	4.3%
Their student's school emphasizes the importance of attendance	94.4%	0.0%	4.9%	0.0%	0.6%
Their student's school seeks parental input	68.5%	19.8%	3.1%	4.3%	4.3%
Their student's school encourages parent participation	71.6%	18.5%	1.2%	3.7%	4.9%
Their student feels connected to school	71.6%	21.0%	1.9%	3.7%	1.9%
Their student feels safe at school	77.8%	16.0%	3.1%	1.2%	1.9%
Their student's school is well-maintained and in good repair	76.5%	19.1%	1.9%	1.2%	1.2%

### School Climate (Priority 6)

- CUHSD administers the California Healthy Kids survey every other year to students in grades 9 and 11. In spring 2016-17, 898 freshmen and 743 juniors responded to the survey. Results on key indicators related to school connectedness and safety are as follows:
- Percent of students reporting High (H) or Moderate (M) levels of:
  - School Connectedness: Grade 9 – H 56%; M 37%.  
Grade 11 – H 49%; M 44%
  - Academic Motivation: Grade 9 – H 36%; M 46%.  
Grade 11 – H 28%; M 50%
  - Perceived Safety at School:  
H (Very Safe or Safe) Grade 9 – 65%. Grade 11 – 64%.  
M (Neither Safe nor Unsafe) Grade 9 – 28%. Grade 11 – 32%.
- In general, Grade 9 students reported a measurably higher level of “School Connectedness” than Grade 11. Approximately one-fifth indicated a low level of academic motivation. Only 4-6% of students responded that they felt unsafe or very unsafe at school.
- Survey results were just received in November. School site administration will analyze outcomes, compare to previous years’ results, and develop a strategic plan for making positive improvements in school climate.

# STUDENT ATTENDANCE



- The District's enrollment has been averaging around 4,102 students
- The average attendance percentage over the last four years has been 94.92% of enrollment
  - Projected ADA for 2017-18 is 3,964.78 which is up by 36 compared to 2016-17. If this increase materializes, it could mean an additional \$387,000.
- The District is conservatively budgeting the current 2016-17 P-2 ADA for the 2017-18 Budget.