
2018-19 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 under 4,200 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 2018-19 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 fifth year of funding under LCFF and the LCAP, and has completed its fourth 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:

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

CUHSD offers a well-rounded and diverse curriculum which provides students a broad range of opportunities that allows them to focus their learning in areas of interest. Advanced Placement, International Baccalaureate, AVID, Visual and Performing Arts, and a variety of Career Technical Education pathway courses are just some of the options that are available to students. Specialized instruction for English Learners, Migrant, and Special Education students enhances the educational programs of eligible pupils. In addition, a multitude of extra-curricular activities, including clubs and athletics, expand the opportunities for students to be involved in ways that positively connect them to school.

Students identified as English learners (EL) comprise 25.9% of the student population, the most of whom speak Spanish in the home. The percentage of students who are Low Income is 73.4%, and our LCFF Unduplicated count is 77.7%. There are 21 students identified as Foster Youth. Ethnically, 92% of students are Hispanic, 4.4% are White, 1% are Asian, .6% are African American, and 2% are of other racial backgrounds.

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are generally intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While

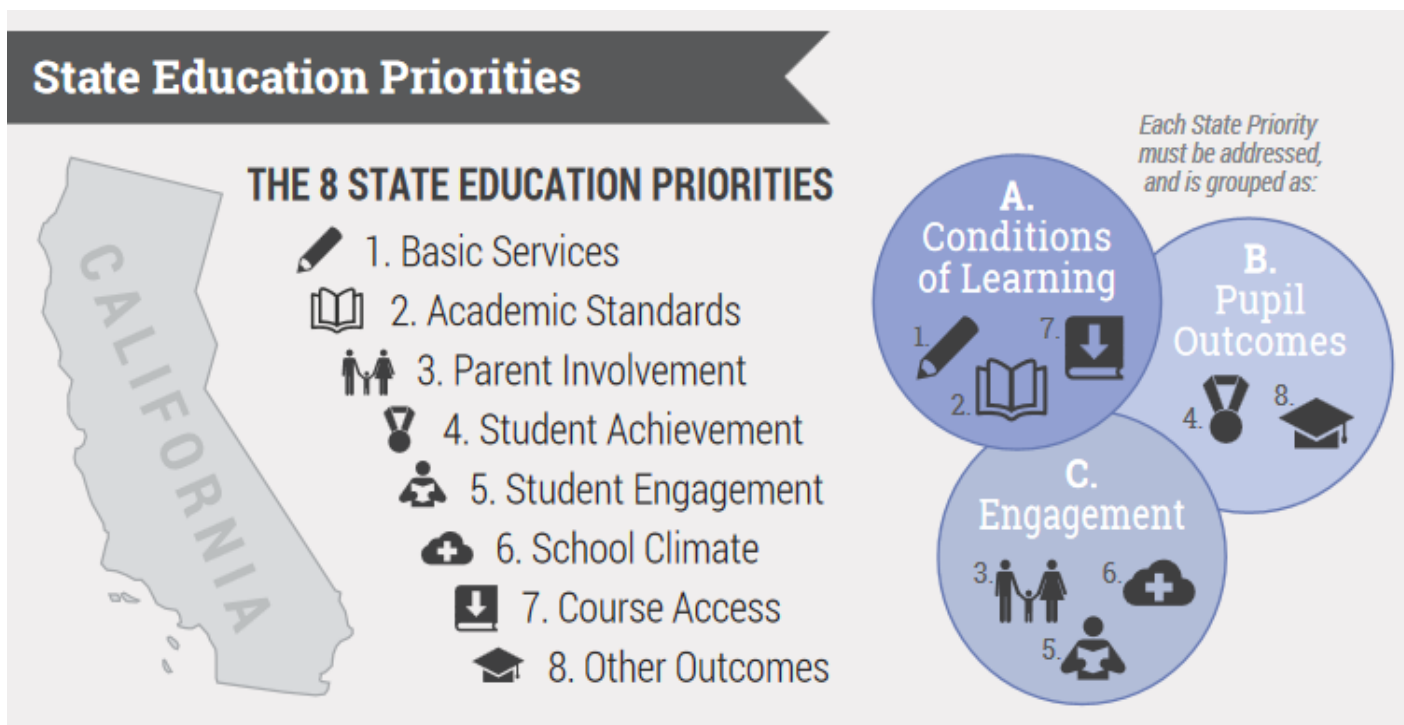
districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

Based on staff and stakeholder feedback and research regarding highly effective practices, CUHSD will implement 44 overarching LCAP Actions/Services areas, which include more than 100 specific expenditure items designed to serve low-income pupils, English learners, and foster youth. Because CUHSD school populations are composed of more than 77% of students who qualify as members of these groups (unduplicated pupils), the LCAP emphasis is on improving structures and systems that support learning on a schoolwide or LEA-wide basis with some services specially tailored to target the specific needs of the identified populations.

Some of the more explicitly targeted services for English Learners include: tutoring services designed to supplement the learning program for EL students and support their development of English and access to the core; English learner support services; differentiated instruction for English learners; and a specialized program of study for EL students designed to address the unique needs of each language proficiency level.

Examples of services more narrowly focused for Low Income and foster youth include: guidance and additional support services; Counselors on Special Assignment devoted to intervention, attendance, foster youth; AP/IB fee payment support for low-income students; expanded transportation to low income areas; targeted foster youth activities; and health and support services.

In accordance with state LCAP requirements the plan's goals, actions, and services must include activities and services in support of the State of California's Education Priorities as listed below.



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 (from Spring 2016)	EXPECTED OUTCOME 2017-18	ACTUAL OUTCOME (from Spring 2017)
CAASPP Math - ≥ Level 3 (%Met/Exceeded)	ALL: 28% EL: 4% LI: 22%	ALL: 30% EL: 8% LI: 25%	ALL: 26% EL: 4% LI: 20%
CAASPP ELA - ≥ Level 3 (%Met/Exceeded)	ALL: 62% EL: 15% LI: 56%	ALL: 64% EL: 18% LI: 59%	ALL: 61% EL: 19% LI: 56%
EAP CAASPP – Level 4 (%Exceeded)	Math: 8% ELA: 25%	Math: 10% ELA: 27%	Math: 6% ELA: 25%
Cohort Graduation Rate	88.90%	89.10%	88.40%
ELPAC (Percent at Level 4)	New exam. Baseline TBD	TBD	Baseline Established 29.4% (2017-18)



Significant District-wide Actions and Services

- ▶ Continue with 2 additional science positions in order to provide expanded offerings.
- ▶ Maintain .6 FTE additional Math teachers; & 2 added positions to provide Math Support/Intervention
- ▶ Common Core aligned assessments; Curriculum Teams
- ▶ Variety of tutoring opportunities (after-school and in-class)
- ▶ 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 (Counselors on Special Assignment, additional psychologist, and support personnel)
- ▶ Support for 9th grade students (Summer Connections & Phoenix Rising)
- ▶ Support services for English Learners; program improvement; and data analysis

Goal #1 Budgeted Expenditures

LCFF S/C: \$2,806,975

All Sources: \$3,178,810

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

Expected Annual Measurable Outcomes:

GOAL #2 Metrics/Indicators	Baseline	EXPECTED OUTCOME 2017-18	ACTUAL OUTCOME
Speak Up Technology Survey Stu Regular Use Rate	88%	Not Assessed	Biennial Survey - No New Data
Staff Professional Development Survey (Impact Score on 1-10 Scale)	5.98	6.5	6.05



Significant Actions and Services

- ▶ Increased student and teacher access to technology (COWs, classroom technology, instructional applications, innovative technology) and supplemental instructional materials
- ▶ Workshops and training for teachers. Focus on effective instructional strategies.
- ▶ Differentiated instruction for English learners (teacher stipends, instructional materials, training)
- ▶ Instructional Coaching
- ▶ Library personnel, resources and services. Redesign and modernize the Southwest High Library.

Goal #2 Budgeted Expenditures

LCFF S/C: \$1,869,912

All Sources: \$2,146,352

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



Expected Annual Measurable Outcomes:

Metrics/Indicators	2017-18 Expected Outcome					2017-18 Actual				
Dashboard Local Indicator (Priority 2) Self-Reflection Tool #1 <i>(Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks)</i>	ELA – Common Core State Standards for ELA				X	ELA – Common Core State Standards for ELA				X
	ELD (Aligned to ELA Standards)				X	ELD (Aligned to ELA Standards)				X
	Mathematics – Common Core State Standards for Mathematics				X	Mathematics – Common Core State Standards for Mathematics				X
	Next Generation Science Standards	X				Next Generation Science Standards	X			
	History-Social Science	X				History-Social Science		X		
Dashboard Local Indicator (Priority 2) Self-Reflection Tool #3 <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>	ELA – Common Core State Standards for				X	ELA – Common Core State Standards for ELA			X	
	ELD (Aligned to ELA Standards)				X	ELD (Aligned to ELA Standards)			X	
	Mathematics – Common Core State Standards for Mathematics				X	Mathematics – Common Core State Standards for Mathematics			X	
	Next Generation Science Standards	X				Next Generation Science Standards	X			
	History-Social Science	X				History-Social Science		X		

Significant Actions and Services

- ▶ CCSS and NGSS related professional development for teachers
- ▶ Curriculum Development – updated CCSS-aligned course outlines and curriculum guides (focus on Spanish and Social Studies)
- ▶ English Learner program curriculum development and refinement

Goal #3 Budgeted Expenditures

LCFF S/C: \$62,811

All Sources: \$62,811

Goal #4: Improve Communication Among All Stakeholders

Expected Annual Measurable Outcomes:

Metrics/Indicators	2017-18 Expected Outcome	2017-18 Actual Outcome
→ LEA-wide Parent Survey (New)	New Baseline Established	Rating of Overall Quality: 8.6 (Scale of 1 to 10)
→ LEA-wide Staff Survey (New)	New Baseline Established	Rating of Effectiveness of Communication: 7.53 (Scale of 1 to 10)



Significant Actions and Services

- ▶ Communication opportunities among students, parents, teachers, and administration (discussion forums; stakeholder meetings; parent workshops [SHS]; phone notification system -Aeries Communications; Website; PBIS promotional materials)
- ▶ Parent Involvement and Community Engagement (update parent involvement plans; second semester schoolwide parent event; college/career parent information meetings)
- ▶ Promotion of student achievement
- ▶ Articulation with feeder schools and IVC (expansion of articulated courses and dual enrollment)

Goal #4 Budgeted Expenditures

LCFF S/C: \$53,302

All Sources: \$71,708

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	2017-18 Expected Outcome	2017-18 Actual Outcome
→ UC/CSU Required Course Completion	29.7%	32.00%
→ Advanced Placement Exam Results (Percentage of scores ≥ 3)	50%	50.80%
→ EL Reclassification Rates	15.6	15.40%
→ EL - CAASPP ELA (% Met/Exceeded Std.)	18%	19%
→ Attendance Rates	95.5%	95.72% (2017-18)
→ Chronic Absenteeism	10.5%	10.0% (2017-18 as calculated by Attendance Works)
→ Cohort Dropout Rates	4.5%	Official 2017 data not yet available. (at time of LCAP completion)
→ California Healthy Kids Survey Results (School Connectedness – High/Moderate)	Gr. 9: H-50% M- 45% Gr. 11: H-42% M- 51%	Grade 9 – H 56%; M 37%. Grade 11 – H 49%; M 44%
→ 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, Fine Arts, 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 and courses (English learners, Special Ed, AVID, Pregnant/Parenting Teens)
- ▶ College and Career Readiness (Get Focused, Stay Focused)
- ▶ Attendance improvement initiative
- ▶ Expanded transportation routes (additional buses and drivers)
- ▶ Coordinated foster youth services
- ▶ Supplemental health services for low income students (school nurse, Family Resource Center, supplies)

Goal #5 Budgeted Expenditures LCFF S/C: \$3,730,508 All Sources: \$25,667,174

**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	2017-18 Expected Outcome	2017-18 Actual Outcome
Number of Teacher missassignments or vacancies	0 (From 2016-17 SARCs)	0
Number of Students without access to standards-aligned instructional materials	0 (From 2016-17 SARCs)	0
Number of instances of facilities not meeting "good repair" standard (FIT Results)	6	63 (Used different criteria than prior year)
CHKS: % Perceived Safety at School (Very Safe or Safe)	Gr. 9 – 65%; Gr. 11 – 62%	Gr. 9 – 66%; Gr. 11 – 64% (Spring 2017 Data)
Suspension Rate (CA Dashboard Data)	3.6% (2015-16)	3.6%
Expulsion Rate	0%	.12% (5 expulsions)
Cohort Dropout Rate	4.5% (Class of 2017)	Official 2017 data not yet available



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

Significant Actions and Services

- ▶ Appropriately credentialed teachers (training and support for new teachers)
- ▶ Common Core aligned instructional materials (new adoption: Spanish. Evaluate and adopt Sciency)
- ▶ Well-maintained facilities (annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance)
- ▶ Begin construction of CUHS STEM Building
- ▶ Modernize and upgrade the SHS Culinary Arts program facilities (CTEIG)
- ▶ Student/Parent Center at DOHS
- ▶ Campus Safety (security guards, SRO, communications system)

Goal #6 Budgeted Expenditures LCFF S/C: \$1,094,194 All Sources: \$11,902,444

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 2017-18

01/11/17 - SHS: Staff (Dept Chairs)	12/11/17 - DOHS: Site Leadership	03/01/18 - SHS: Dept Chs/Leadership
08/10/17 - CUHSD: Management	12/12/17 - SHS: Site Leadership	03/06/18 - CUHS: Parents
09/27/17 - CUHS: Site Leadership	12/18/17 - SHS: Site Leadership	03/08/18 - CUHS: Dept Chs/Leadership
10/12/17 - DOHS: Site Leadership	01/09/18 - SHS: Site Leadership	03/12/18 - SHS: Site Leadership
10/12/17 - CUHS: Staff/Faculty	01/18/18 - CUHSD: Management	03/13/18 - CUHS: Student Advisory
10/16/17 - CUHS: Site Leadership	01/22/18 - DOHS: Site Leadership	03/14/18 - DOHS: Site Leadership
10/16/17 - DOHS: SSC/LCAP Advisory	01/22/18 - DOHS: SSC/LCAP Advisory	03/19/18 - SHS: Site Leadership
10/17/17 - CUHS: Parent Advisory	02/01/18 - CUHS: Dept Chs/Leadership	03/19/18 - DOHS: Staff meeting
10/19/17 - CUHSD: Management	02/06/18 - SHS: Students	03/29/18 – S HS: Site Leadership
10/31/17 - SHS: Site Leadership	02/08/18 - CUHS: Staff/Faculty	04/12/18 - DOHS: Site Leadership
11/02/17 - SHS: Parent Advisory	02/15/18 - SHS: Parent Advisory	04/19/18 - CUHSD: Management
11/02/17 - CUHS: Dept Chs/Leadership	02/20/18 - CUHS: Parent Advisory	05/03/18 - SHS: Staff Meeting
11/09/17 - DOHS: Student Service Club	02/20/18 - SHS: Site Leadership	05/22/18 - CUHSD: CSEA
11/14/17 - SHS: Students	02/22/18 - CUHSD: ECSTA	05/23/18 - CUHSD: Parent Advisory
11/14/17 - CUHSD: Board of Trustees	02/23/18 - DOHS: Student Service Club	05/24/18 - CUHSD: ECSTA
11/15/17 - SHS: Students	02/27/18 - DOHS: SSC/LCAP Advisory	06/19/18 - CUHSD: Board of Trustees
11/29/17 - CUHS: Student Advisory	02/28/18 - DOHS: Staff/Faculty	06/26/18 - CUHSD: Board of Trustees
11/30/17 - CUHSD: ECSTA		

2017-18 Student Performance Data

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS



English Language Arts

2018	CUHS	SHS	DOHS	District	State
Standard Exceeded	21%	21%	0%	20%	26%
Standard Met	39%	36%	14%	37%	30%
Standard Nearly Met	25%	26%	54%	27%	22%
Standard Not Met	15%	16%	31%	16%	22%

English Language Arts

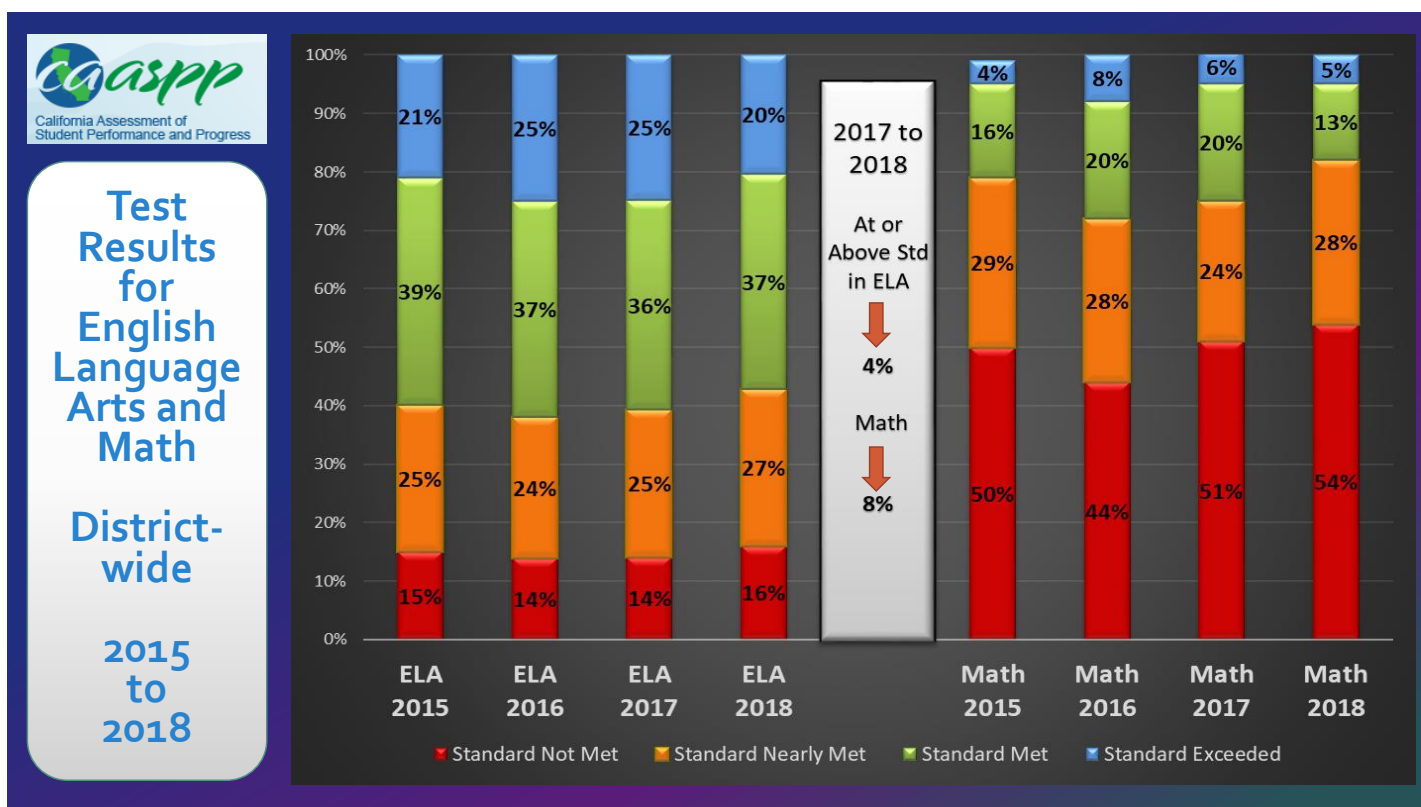
2017	CUHS	SHS	DOHS	District	State
Standard Exceeded	25%	27%	0%	25%	28%
Standard Met	40%	34%	11%	36%	32%
Standard Nearly Met	24%	26%	25%	25%	21%
Standard Not Met	10%	14%	64%	14%	19%

Mathematics

2018	CUHS	SHS	DOHS	District	State
Standard Exceeded	6%	4%	0%	5%	13%
Standard Met	12%	15%	0%	13%	18%
Standard Nearly Met	28%	29%	18%	28%	23%
Standard Not Met	54%	52%	82%	54%	46%

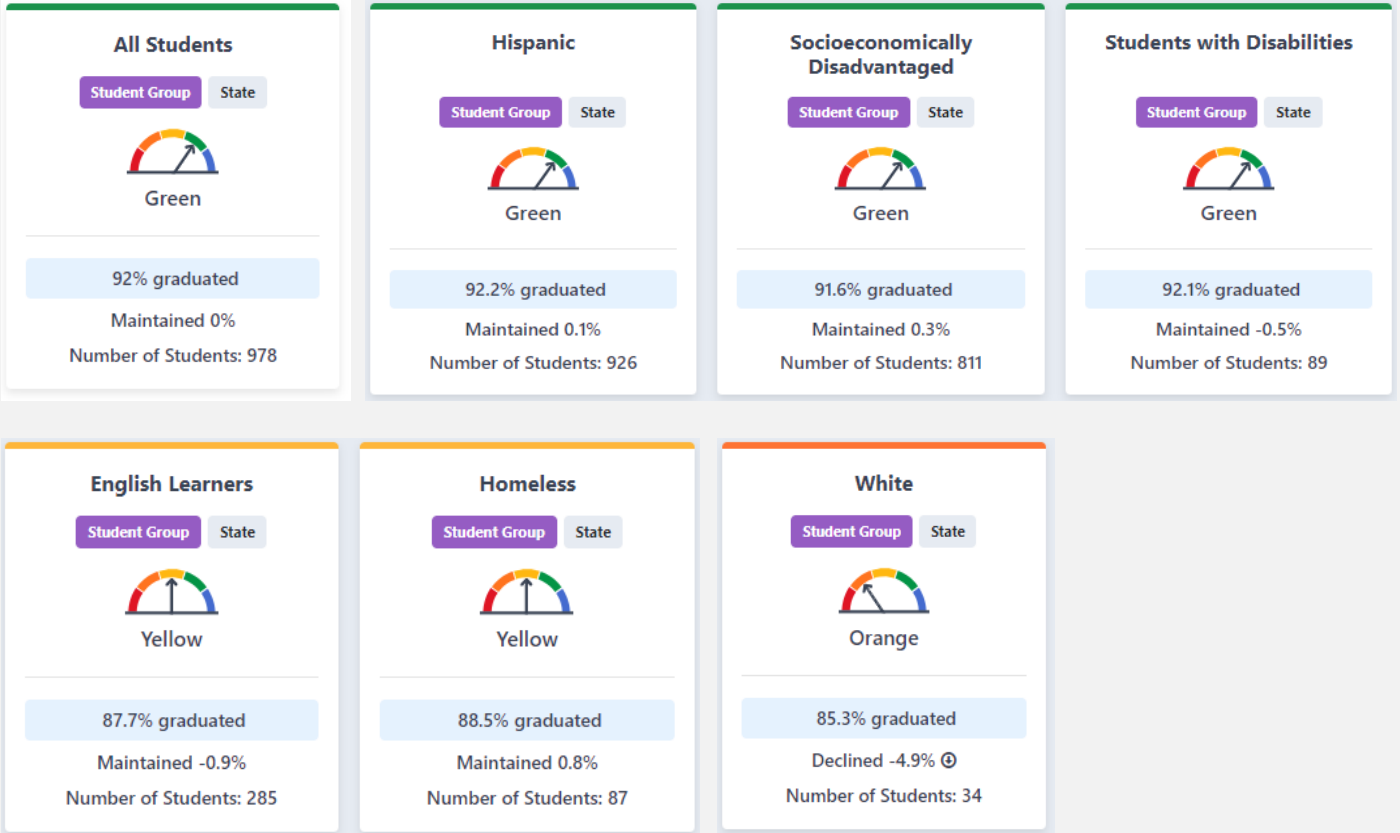
Mathematics

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%

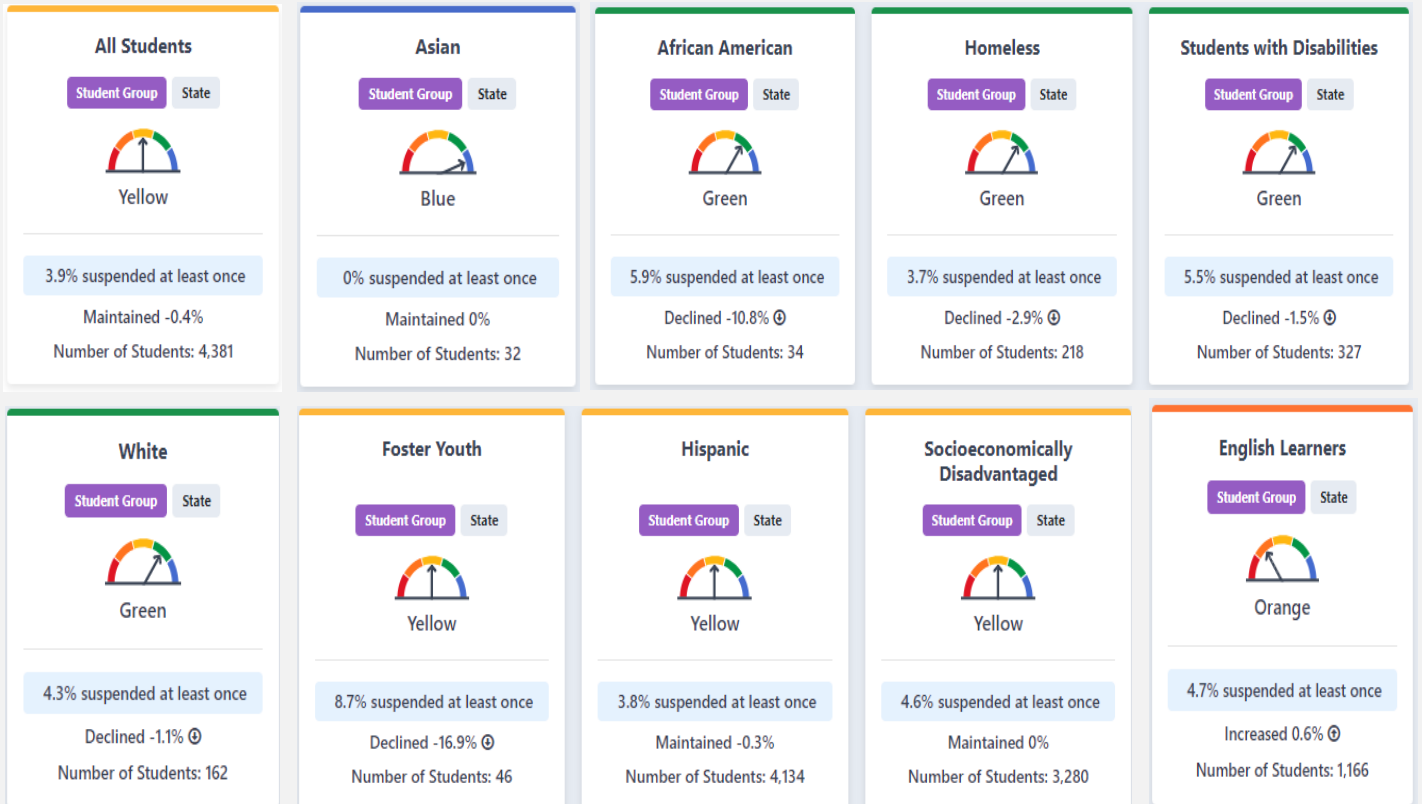


CALIFORNIA DASHBOARD

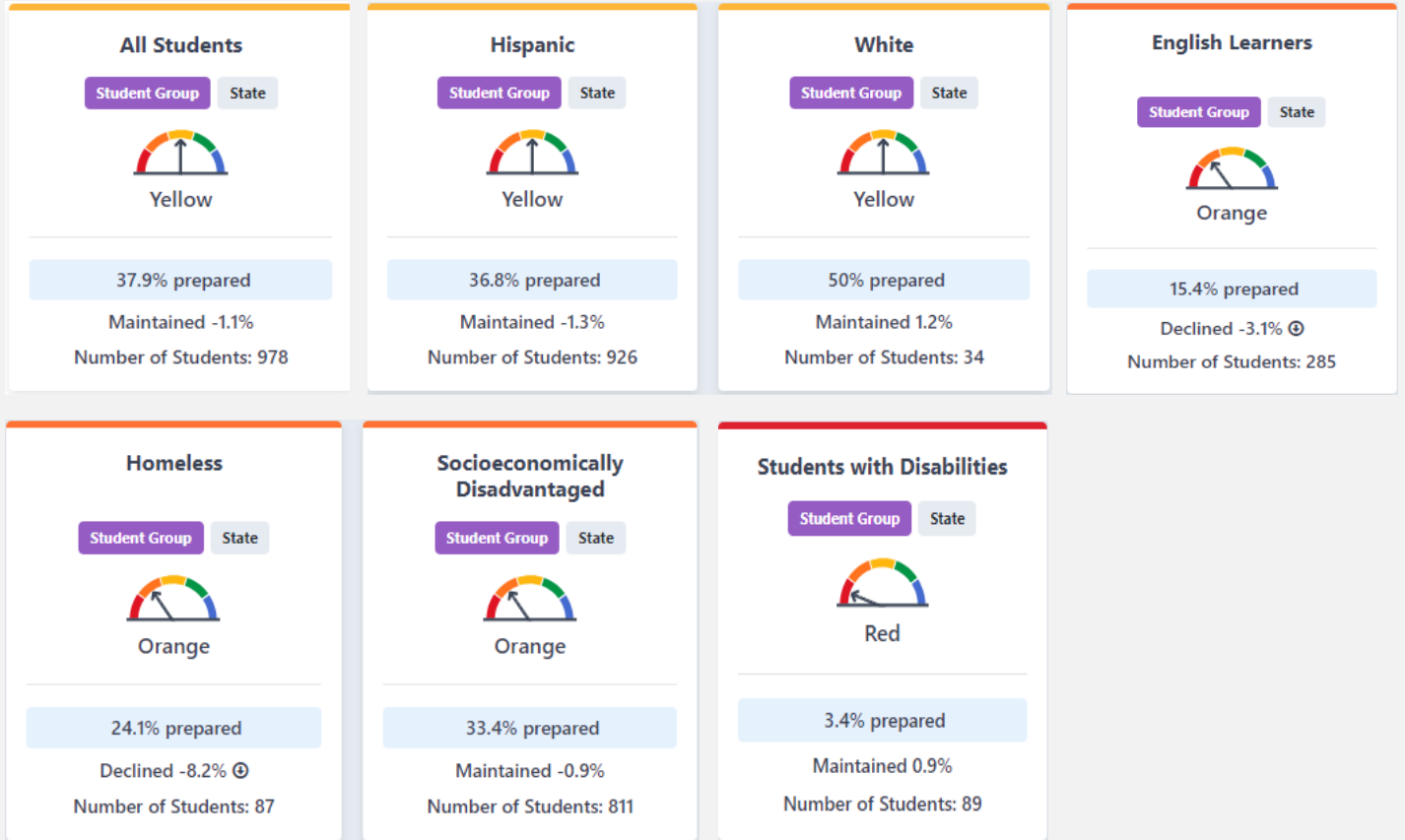
GRADUATION RATE



SUSPENSION RATE



COLLEGE/CAREER INDICATOR



Diploma PLUS... ←	PREPARED	APPROACHING PREPARED	NOT PREPARED
←	<ul style="list-style-type: none"> 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 College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area 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 	<ul style="list-style-type: none"> Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics College Credit Courses: 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 Leadership/Military Science: Two years of Leadership/Military Science 	<p>Did not meet any of the measures or did not graduate.</p>
	<p>Additional Criteria</p> <ul style="list-style-type: none"> Smarter Balanced Summative Assessment Scores: <ul style="list-style-type: none"> Level 3 or higher on ELA and at least a Level 2 in mathematics, or Level 3 or higher on mathematics and at least a Level 2 in ELA One semester/two quarters of College Credit Courses 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) Completion of CTE Pathway (for a-g requirement only) 	<p>Criteria Key</p> <ul style="list-style-type: none"> Assessment Coursework 	

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 taught

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 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency'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 Missassignments: 0

Percentage of Students without Standards-aligned Instructional Materials: 0

Number of Instances of Facilities Not Meeting “Good Repair” Standard: 28

Parent Engagement (Priority 3)

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure
Teachers provide high quality instruction	63.7%	30.8%	3.4%	0.0%	2.1%
Teachers are preparing students to be college and/or career ready	68.5%	24.0%	4.8%	0.0%	2.7%
Their student's school emphasizes the importance of attendance	91.8%	4.8%	0.7%	1.4%	1.4%
Their student's school seeks parent/guardian input	67.1%	21.9%	4.1%	2.1%	4.8%
Their student's school encourages parent participation	69.9%	19.2%	7.5%	1.4%	2.1%
Their student feels connected to school	69.9%	24.0%	1.4%	2.1%	2.7%
Their student's school has adults that really care about students	68.5%	20.5%	5.5%	1.4%	4.1%
Their student feels safe at school	71.9%	22.6%	2.1%	2.1%	1.4%
Their student's school is well-maintained and in good repair	71.9%	22.6%	2.1%	1.4%	2.1%

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:** Gr. 9 – H 56%; M 37%. Gr.11 – H 49%; M 44%
 - **Academic Motivation:** Gr. 9 – H 36%; M 46%. Gr.11 – H 28%; M 50%
 - **Perceived Safety at School:** H (Very Safe or Safe) Gr. 9 – 65%. Gr. 11 – 64%.
M (Neither Safe nor Unsafe) Gr. 9 – 28%. Gr. 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.
- School site administration analyzed results, compared to previous years’ data, and developed a strategic plan for making improvements in school climate. One key strategy is the implementation of the Positive Behavior and Intervention and Supports (PBIS), a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

Advanced Placement Results 2014 through 2018

		2014	2015	2016	2017	2018
CENTRAL UNION HIGH	Total AP Students	183	201	220	217	195
	Number of Exams	380	386	376	398	352
	AP Students with Scores 3+	127	119	131	150	124
	% of Total AP Students with Scores 3+	69.4%	59.2%	59.5%	69.1%	63.6%
SOUTHWEST HIGH	Total AP Students	258	319	327	383	302
	Number of Exams	471	592	601	679	494
	AP Students with Scores 3+	128	196	206	257	192
	% of Total AP Students with Scores 3+	49.6%	61.4%	63.0%	67.1%	63.6%
CALIFORNIA	Total AP Students	354,227	372,502	396,254	415,825	425,450
	Number of Exams	668,479	707,509	749,392	789,140	804,786
	AP Students with Scores 3+	227,801	237,063	247,846	258,895	271,098
	% of Total AP Students with Scores 3+	64.3%	63.6%	62.5%	62.3%	63.7%
GLOBAL	Total AP Students	2,352,026	2,497,164	2,625,319	2,757,981	2,832,807
	Number of Exams	4,199,454	4,516,044	4,741,566	4,996,903	5,145,266
	AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,663,823	1,737,015
	% of Total AP Students with Scores 3+	61.3%	60.7%	60.3%	60.3%	61.3%

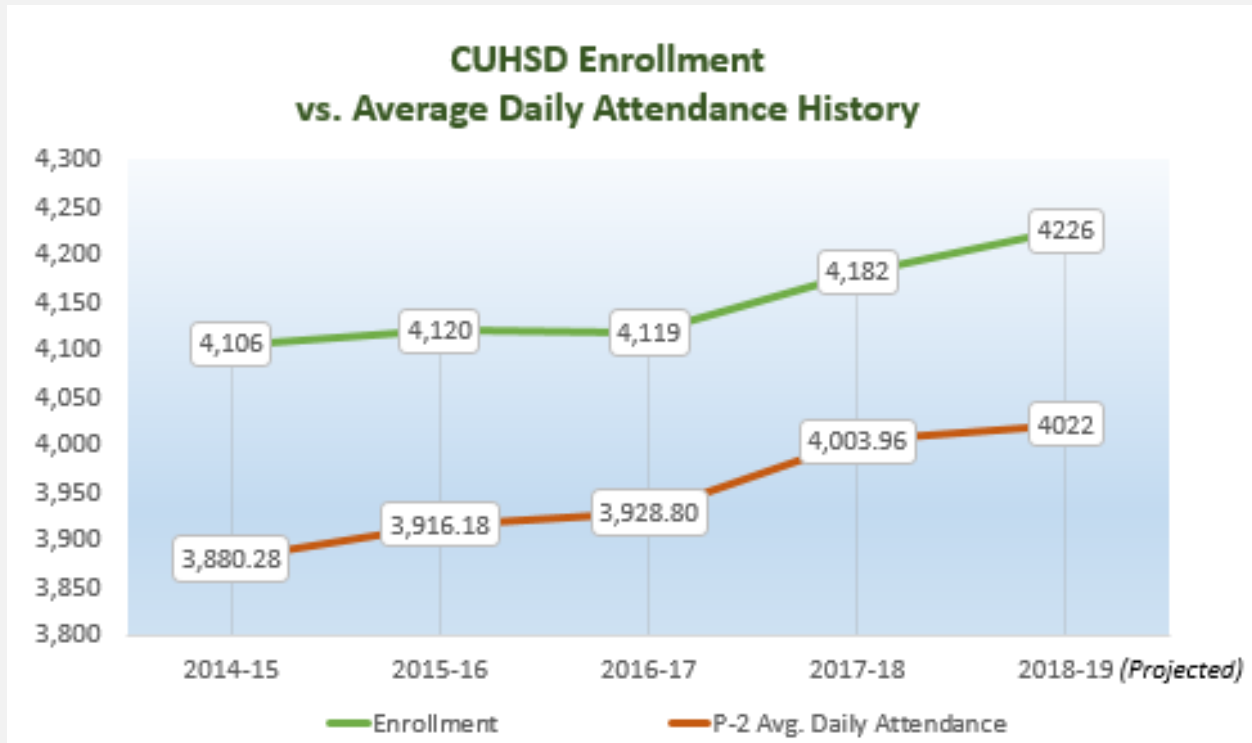
2017-18 CUHSD Advanced Placement Results

Central Union High School							2018	Southwest High School							2018
Total AP Students in Your School: 195								Total AP Students in Your School: 297							
School Totals for this View								School Totals for this View							
Number of Exams	5	4	3	2	1		Total Exams	5	4	3	2	1		Total Exams	
Number of Exams	37	50	76	107	80		350	Number of Exams	55	86	113	133	99		486
Percentage of Total Exams	11	14	22	31	23		100	Percentage of Total Exams	11	18	23	27	20		100
Number of AP Students	37	44	62	80	63			Number of AP Students	49	73	94	108	76		
Subject Totals								Subject Totals							
Studio Art: 3-D Design Portfolio			1			100.0%	1	English Language and Composition	3	8	27	36	13	43.7%	87
English Language and Composition	1	3	12	14	5	45.7%	35	European History	2	9	15	21	18	40.0%	65
English Literature and Composition				9	8	0.0%	17	Macroeconomics		3	1	6	9	21.1%	19
European History			3	5	13	14.3%	21	Psychology	1	1		1	3	33.3%	6
Microeconomics		2	6	8	4	40.0%	20	United States Government and	1	1	9	12	7	36.7%	30
Psychology			2	1	4	28.6%	7	United States History		6	8	18	19	27.5%	51
United States Government and Politic:	1	6	5	9	3	50.0%	24	Calculus AB	6	11	16	4	2	84.6%	39
United States History	1	5	8	18	16	29.2%	48	Calculus BC	2		1	1		75.0%	4
Calculus AB	1	1	2	2	2	50.0%	8	Computer Science Principles			2	3		40.0%	5
Computer Science A			2		1	66.7%	3	Statistics		1	2	4	4	27.3%	11
Computer Science Principles	1		3	7		36.4%	11	Biology		5	5	11	8	34.5%	29
Statistics			2			100.0%	2	Chemistry	1	1	7	4	2	60.0%	15
Biology			5	4	2	45.5%	11	Physics 1		1	1	8	12	9.1%	22
Chemistry				7	3	0.0%	10	Physics 2		1	2	3	2	37.5%	8
Environmental Science		4		2	2	50.0%	8	Spanish Language and Culture	39	38	16			100.0%	93
Physics 1		1	5	15	15	16.7%	36	Spanish Literature and Culture			1	1		50.0%	2
Spanish Language and Culture	31	24	19	2		97.4%	76	Totals	55	86	113	133	99	52.3%	486
Spanish Literature and Culture	1	4	1	4	2	50.0%	12	Number of Exams ≥ 3	254						
Totals	37	50	76	107	80	46.6%	350								
Number of Exams ≥ 3	163														

2016-17 CUHSD Advanced Placement Results

Central Union High School							2017	Southwest High School							2017
Total AP Students: 217								Total AP Students: 383							
School Totals for this View								School Totals for this View							
Number of Exams	5	4	3	2	1		Total Exams	5	4	3	2	1		Total Exams	
Number of Exams	19	79	93	130	76		398	Number of Exams	70	123	163	225	98		679
Percentage of Total Exams	5	20	23	33	19		100	Percentage of Total Exams	10	18	24	33	14		100
Number of AP Students	19	73	78	100	61		61	Number of AP Students	64	112	134	184	83		
Subject Totals								Subject Totals							
Studio Art: 3-D Design Portfolio			1	1		50.0%	2	English Language and Composition	3	13	18	20	1	61.8%	55
English Language and Composition		1	10	26	10	23.4%	47	English Literature and Composition	1	5	16	40	10	30.6%	72
English Literature and Composition		2	7	9	4	40.9%	22	European History		4	13	39	16	23.6%	72
European History		1	2	10	14	11.1%	27	Macroeconomics	1	5	9	12	4	48.4%	31
Microeconomics		5	6	8	7	42.3%	26	Psychology			2	3	8	15.4%	13
Psychology				1	2	0.0%	3	United States Government and Politics	1	9	6	11	7	47.1%	34
United States Government & Politics	1	2	8	17	9	29.7%	37	United States History	2	6	10	27	33	23.1%	78
United States History	1	9	11	13		29.4%	34	Calculus AB	12	11	12	1	4	70.0%	50
Calculus AB	1	4	1	1	3	60.0%	10	Calculus BC				1		0.0%	1
Computer Science A		2	5	2	1	70.0%	10	Statistics		1	5	6	5	35.3%	17
Statistics				4	1	0.0%	5	Biology	1		11	24	5	29.3%	41
Biology		2	6	9	1	44.4%	18	Chemistry	1	2	3	7	3	37.5%	16
Chemistry			1	4	8	7.7%	13	Physics 1				6		0.0%	6
Environmental Science	1	9		7	2	52.6%	19	Physics 2	1		3	7	2	30.8%	13
Physics 1				10	2	0.0%	12	French Language and Culture			3	3		50.0%	6
Spanish Language and Culture	16	45	34	9		91.3%	104	Spanish Language and Culture	47	67	52	7		96.0%	173
Spanish Literature and Culture		5	3	1		88.9%	9	Spanish Literature and Culture				1		0.0%	1
Totals	19	79	93	130	77	48.0%	398	Totals	70	123	163	225	98	52.4%	679
Number of Exams ≥ 3	191							Number of Exams ≥ 3	356						

STUDENT ATTENDANCE



Average Daily Attendance Percentage Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Statewide Average Attendance Rate – High Schools	93.72%	93.95%	94.05%	<i>Data not Available</i>	<i>Data not Available</i>
Central Union High School District	94.50%	95.05%	95.38%	95.74%	95.17% <i>(Projected)</i>