Central Union High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Craig Lyon, Principal

📍 Principal, Central Union High

About Our School

Dear Parents, Students, Alumni and Friends:

As the Principal of Central Union High School, it is an honor to work with over 1900 students and nearly 160 staff members to ensure a positive and rewarding experience for your student. Central Union High School is proud of our rich history of academic, extra-curricular, and athletic programs designed to benefit and advance student curricular and extracurricular achievements. We offer a variety of course offerings and pathways that are rigorous and supported by wonderful staff members working to ensure students' academic success. Additionally, our students have the opportunity to participate in a variety of extracurricular and co-curricular activities that allow our students to showcase their talents throughout the year from athletic teams, Robotics Team, cheerleading, tall flags, majorettes, Spar-teens and The Great Spartan Band to just name a few.

This year (and every year), the students and staff of Central Union will work towards shaping the future of our students by developing skills, abilities, and knowledge. The Central Union staff believes that teaching above and beyond the standards helps ensure all students are Career and College Ready. Central Union is very proud of our rich traditions and we look forward to providing a safe and positive learning environment for all students. Help us encourage your students to become involved in our programs outside of the regular school day. Student organizations, clubs, and athletics all promote and support school community involvement and academic success.

I look forward to working with the many families that trust the Central Union staff to educate and care for their students. The administration team is always available to meet and discuss school issues or the individual progress of any student with parents, guardians, and the students themselves. Additionally, our excellent counselors and other support staff make themselves available at all times to assist in supporting our students' experience.

To make the school year the best for you and your student please support Central Union High School in any way you can. Consider becoming part of the Spartan family, by joining the Spartan Athletic Club, our Band Booster club, or volunteering for help with school events and activities. I look forward to making the high school experience a positive and memorable one for you and your student. We hope to see you at our many activities that make high school a great experience! On behalf of the staff here at Central Union, thanks for supporting us and your student and making this a great year!

Craig Lyon

Go Spartans!!!

Contact

Central Union High
1001 Brighton Ave.
El Centro, CA 92243-3110

Phone: 760-336-4301
E-mail: clyon@cuhsd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Central Union High
Phone Number	(760) 336-4500
Superintendent	Renato Montano
E-mail Address	rmontano@cuhsd.net
Web Site	www.cuhsd.net

School Contact Information (School Year 2017-18)	
School Name	Central Union High
Street	1001 Brighton Ave.
City, State, Zip	El Centro, Ca, 92243-3110
Phone Number	760-336-4301
Principal	Mr. Craig Lyon, Principal
E-mail Address	clyon@cuhsd.net
Web Site	www.cuhsd.net
County-District-School (CDS) Code	13631151333004

Last updated: 2/1/2018

School Description and Mission Statement (School Year 2017-18)

Central's Mission

We, at Central Union High School, strongly support the premise that our students must each have the opportunity to be graduated from this institution with the knowledge and skills necessary to function in an increasingly complex world. To this end, we are committed to the following Expected School Learning Results:

WE ARE SPARTA!

Socially Conscious

Problem Solvers

Achievers in academics, arts, and extra-curricular activities
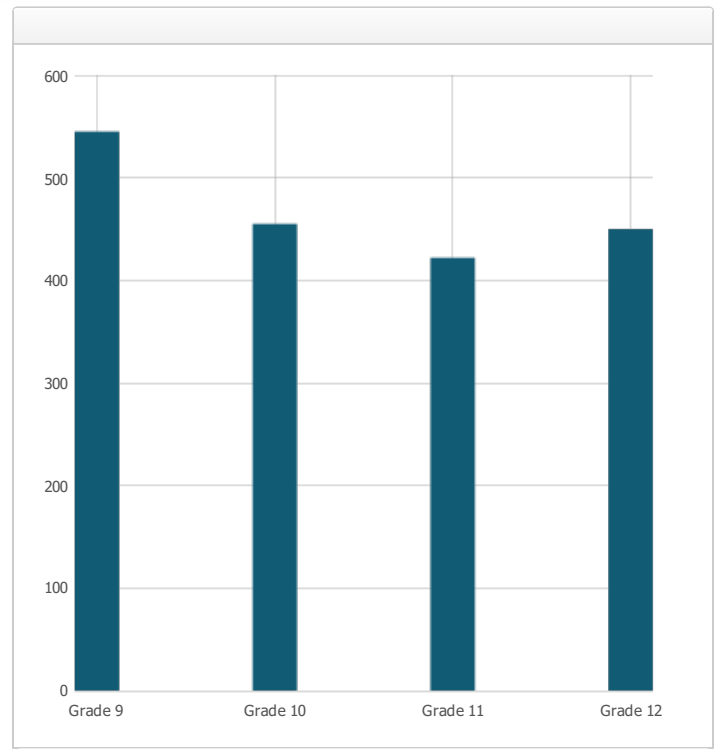
Responsible

Technologically Literate

Analytical Thinkers

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	545
Grade 10	455
Grade 11	422
Grade 12	450
Total Enrollment	1872

Last updated: 2/1/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.2 %
Asian	0.4 %
Filipino	0.1 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	2.8 %
Two or More Races	0.2 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.1 %
English Learners	23.6 %
Students with Disabilities	8.3 %
Foster Youth	0.5 %

Last updated: 2/1/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	84	83	84	179
Without Full Credential	1	4	5	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	10	23
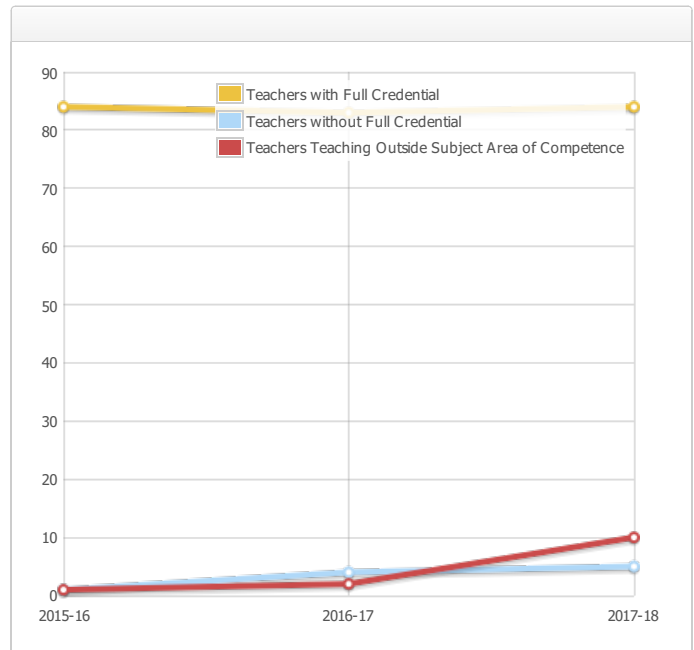
Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
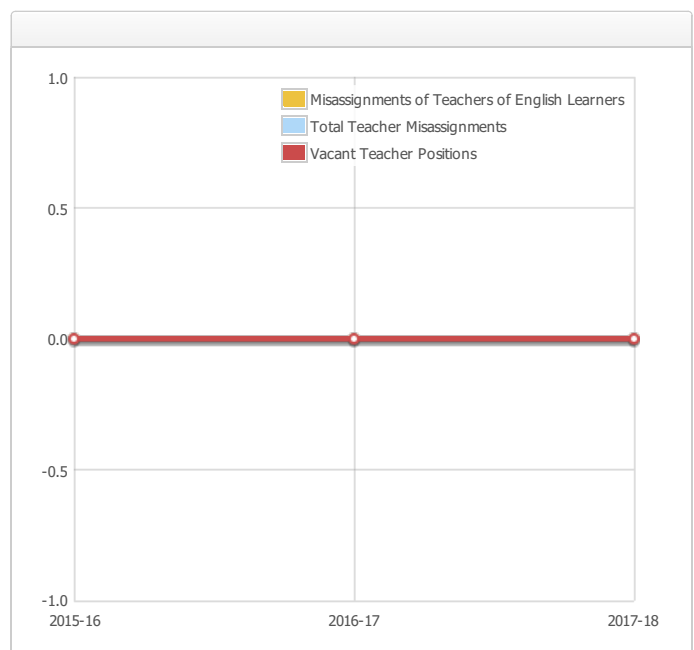
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 California My Perspectives Grade 9: English Language Arts. (2017). NY, NY: Pearson Education Inc. English 10 California My Perspectives Grade 10: English Language Arts. (2017). NY, NY: Pearson Education Inc. English 11 California My Perspectives: American Literature. (2017). NY, NY: Pearson Education Inc. English Language Learners English Language Learners Edge: Reading, Writing & Language Level A NAT'L Geographic School Edge: a Grammar & Writing Practice Book Level A NAT'L Geographic School Edge: Interactive Practice Workbook Level A NAT'L Geographic School Edge: Student Book eEdition CD-ROM Level A NAT'L Geographic School Edge: Reading, Writing & Language Level B NAT'L Geographic School Edge: a Grammar & Writing Practice Book Level B NAT'L Geographic School Edge: Interactive Practice Workbook Level B NAT'L Geographic School Edge: Student Book eEdition CD-ROM Level B NAT'L Geographic School Edge: Reading, Writing & Language NAT'L Geographic School Edge: Grammar & Writing Practice Book NAT'L Geographic School Edge: Interavice Practice Book NAT'L Geographic School Edge Fundamentals Student Book eEdition CD-ROM NAT'L Geographic School Edge Reading, Writing & Language Level A 2014 NAT'L Geographic School Edge Reading, Writing & Language Level B 2014 NAT'L Geographic School Edge: Reading, Writing & Language Level C 2014 NAT'L Geographic School English 3D Issues Course II Language & Writing Portfolio Scholastic English 3D Issues Course II Scholastic English 3D Issues Course II Language & Writing Portfolio Course II Scholastic Island of the Blue Dolphins (Scott O'Dell) Yearling Books English 12 Expository Reading and Writing (CSU)	Yes	0.0 %
Mathematics	Algebra 1: Glencoe Algebra 1 Common Core Student ed.; McGraw Hill Education Algebra 2: Glencoe Algebra 2 Common Core Student ed.; McGraw Hill Education Algebra 2: Glencoe Algebra 2 Interactive Student Guide for Common Core; McGraw Hill Education Geometry: Glencoe Geometry Common Core Student ed.; McGraw Hill Education Geometry: Glencoe Geometry Interactive Student Guide for the Common Core; McGraw Hill Education Precalculus: Precalculus Graphical, Numerical, Algebraic 7th Ed.; Pearson Prentice Hall AP Calculus: AP Calculus Graphical, Numerical, Algebraic 2007 3rd Ed.; Pearson Prentice Hall Statistics: The Practice of Statistics 5th Edition; Bedford/St. Martins Math for the Accuplacer; Research & Education Association	Yes	0.0 %
Science	Integrated Science Spanish CA Holt Clencias Fiscas student ed. Holt, Rinehart and Winston 2007 CA Holt Clencias Fiscas Workbook. Holt, Rhenhart and Winston 2007 Earth Science Earth Science Glencoe 1997 Earth Science Glencoe 2005 Biology Biology: Dynamics of life(2005) Glencoe 2005 Biology Dynamics of life student CA ed. Works 3 Discs McGraw/Hill 2005 Biology Spanish ed. Biologia la Dinamica de la vide 2004 McGraw/ Hill 2005 AP Biology New 13/14 5 yr. Campbell Biology AP 9th edition Addso/Wesley 2011 Biology 9th Edition McGraw Hill 2006 Chemestry Prentice Hall Chemistry Pearson/Prentice Hall 2005 Prentice Hall Chemistry Student Express 2CD-ROM set Textbook on CD-Rom Pearson/Prentice Hall 2005 Chemistry in the Community 5th Edition Freeman 2006 1B Chemistry Chemistry HL Pearson 2nd Edition Pearson 2015 AP Chemistry: The Central Science 13th Edition Pearson/Prentice Hall 2015	Yes	0.0 %

	Physics Physics: Principle and problems 2nd ed Glencoe/McGraw 2002 Physics: Principle and problems Glencoe/McGraw 1995 AP Physics College Physics 10th Edition (includes web assign) Cengage Learning 2015 College Physics Enhanced 7th edition (includes web assign) Thomson 2006		
History-Social Science	History-Social Science World History Modern World History: Patterns of Interactions McDougal Littell 2003 World History Spanish Historia Del Mundo: El mundo Moderno (California Edition) 07 Pearson/Prentics Hall 2007 Comprende Tu Mundo: Historia, Sus Culturas Jarrett Publishing Co. 1991 AP European History New A History of Western Society Since 1300 11th Ed. Bedford/St. Martins Press 2015 A History of Western Society 7th Edition Houghton Miffin 2003 A History of Western Society II 7th edition: Study Guide (From the renaissance) Houghton Miffin 2003 Discovering the Western Past a look at the evidence Volume II : since 1500 5ht ed. Houghton Miffin 2004 U.S. History The Americans: Reconstrucion to the 21st Centrury McDougal Littell 2003 AP U.S. History New 14/15 s.yr The American Pageant 15th ed. Cengage Learning 2013 The American Pageant 12th Edition Houghton Miffin 2002 Government Magtuder's American Government (2003 Revised) Prentice Hall 2003 AP Government The American Democracy (Seventh Edition) AP McGraw Hill 2005 Economics Economics: Principles and Practices (2003) Glencoe/McGraw Hill 2003 AP Economics EconomicsL Principles, Problems, and Policies (Sixteenth ed) McGraw Hill 2005	Yes	0.0 %
Foreign Language	French 1 Allez, Viens! Level 1 HRW 2006 Allez, Viens! Level 1 workbook HRW 2006 French 2 Allez, Viens! Level 2 HRW 2006 Allez, Viens! Level 2 workbook HRW 2006 French 3 / AP French New Allez Viensi Level 3 HRW 2003 Spanish 1 native El espanol para nostros Level 1 McGraw –Hill 2006 El espanol para nostros Level 1 Stu. Wk.book McGraw Hill 2006 Spanish 2 native El espanol para nosotros Level 2 McGraw Hill 2006 El espanol para nosotros Level 2 Stu. Wk.book McGraw Hill 2006 Spanish 1 non-native Dos Mundos: Fifth Edition McGraw Hill 2002 Spanish 3 Espanol Level 3 Santillana 2015 Espanol Santillan Practice work book Level 3 Santillana 2015 Spanish for Mastery 3 Situaciones D.C. Health 1994 Spanish for Mastery 3 Situaciones Workbook D. C. Health 1988 AP Spanish New 13/14 s. yr. Temas: AP Spanish Language and Culture Visata Higher Learning 2014 AP Spanish Language and Culture Exam Prepararion Visata Higher Learning 2014	Yes	0.0 %
Health	Glencoe Health McGraw Hill 2004 Health Pearson 2015 Career Choices: A guide for teens and young adults Academic Innovations 2015 Workbook and Portfolio: For Career choices text. Academic Innovations 2015	Yes	0.0 %
Visual and Performing Arts	Music appreciation Music! Its role and importance in our lives Glencoe/McGraw 2006 AP Music & Theory Musician's Guide to Theory and Analysis Norton 2005 The musician's guide to theory and analysis: Workbook Norton 2006 Guitar New First Year Guitar Resources 2007	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

In reviewing our FIT tool that was completed by Frank Tamayo, head of our Maintence Department, we have an overall rating of 89% Fair.

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Repairs were made in the Science building plumbing and to the sewer lines that connect to our Library restroom this past year. Future repairs will be needed on our Social Science restrooms and our Boys' Locker rooms.
Interior: Interior Surfaces	Fair	Our old Business building and old trailers were removed this past summer and 18 portable trailers were installed on the outdoor Basketball/handball courts. These will be here 3 to 5 years while the new STEM building and remoderization of the science and life skills building are completed. In addition our Library basement walls are in need of repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The overall cleanliness and pest control is in good condition and normal cleaning and pest control will continue as scheduled.
Electrical: Electrical	Fair	Most areas of campus have no concerns, but we are working to improve our Industrial Arts Woodshop and Autoshop to meet the changing electrical requirements that are required with our new equipment. We are also updating the electrical systems that support our Athletic fields especially with regards to our tennis courts.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	We have replaced three water fountains with the refillable hydration stations and completely remodeled the resrooms in the gym. We still need to repair or replace fountains and sinks in the locker rooms, woodshop, and athletic fields.
Safety: Fire Safety, Hazardous Materials	Good	An inspection and removal of hazardous materials in the Science building was completed and updated procedures have been put into place.
Structural: Structural Damage, Roofs	Fair	There is some structural damage to

		the Math Building that should be addressed in the near future after the construction of the STEM building is completed next year. Other structural issues with the library and swimming pool are being evaluated and repaired as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	There are no major concerns with the school grounds, including windows/doors/gates/fencing. We have installed new fencing and gates to our softball and baseball field this winter which will support both of our programs.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Fair

Last updated: 2/1/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	64%	65%	62%	61%	48%	48%
Mathematics (grades 3-8 and 11)	28%	26%	28%	26%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	396	98.75%	65.40%
Male	191	189	98.95%	64.55%
Female	210	207	98.57%	66.18%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	385	380	98.70%	64.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00%	83.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	323	318	98.45%	63.52%
English Learners	123	119	96.75%	37.82%
Students with Disabilities	36	35	97.22%	17.14%
Students Receiving Migrant Education Services	54	53	98.15%	66.04%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	394	98.25%	25.63%
Male	191	188	98.43%	30.85%
Female	210	206	98.10%	20.87%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	385	378	98.18%	25.66%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00%	25.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	323	316	97.83%	21.52%
English Learners	123	117	95.12%	12.82%
Students with Disabilities	36	35	97.22%	--
Students Receiving Migrant Education Services	54	52	96.30%	17.31%
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39.0%	36.0%	37.0%	36.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

AUTO SHOP: Central's automotive program is quite strong in preparing students for the workforce. Central participates in the Automotive Youth Education Services (AYES) program and is NATEF certified. NATEF was founded in 1983 as an independent, non-profit organization w ith a single mission: To evaluate technician training programs against standards developed by the automotive industry and recommend qualifying programs for certification (accreditation) by ASE, the National Institute for Automotive Service Excellence. Central's auto program is certified in the areas of brakes, electrical/electronic systems, engine performance, and suspension and steering. The Auto program was recently certified in light duty maintenance and repair. Students in the automotive program participate in job shadowing and visit local dealerships for tours. Highly-qualified students are placed in internships with local dealerships.

BUILDING AND CONSTRUCTION TRADES: Construction includes an introduction to the basic building materials, components, methods, and sequences in residential construction and home repair. It is designed to give students basic, entry level skills in construction and related trades along with an overview of career opportunities available. Emphasis is placed on safety and the proper use of both hand and power tools.

EXPLORING COMPUTER SCIENCE: Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students are also introduced to topics such as interface design, limits of computers and societal and ethical issues.

AP COMPUTER SCIENCE: AP Computer Science is a college level course that emphasizes both hardware and software of computing. Students gain knowledge in computer hardware; object oriented programming, methodology, algorithms, data structures and problem solving. Students learn common language used worldwide-JAVA. Learning the JAVA programming language allows students to adapt to other languages with ease. Students are expected to take the AP Computer Science A exam in May. The composition of the class is class lectures, online resources, and labs. Students work on projects where they enhance their collaboration and problem solving skills.

LAW ACADEMY: The Legal Services/Law Enforcement Academy prepares students with a broad-based foundational knowledge in careers that involve Law Enforecement. The educational foundation will assist students who wish to pursue related professional training at the postsecdary level. Students will gain experience through classroom instruction, hands-on training and community exercises. Students take field trips to expose them to working conditions of judges, attorney's, correctional officers, and police officers. Students volunteer to participate in a Mock Police Academy where they are exposed to increased stress levels and have to make split second decisions. Students are taught about evidence collection and crime scene investigations. The evolving integration of state public safety organizations, their connections with federal and state intelligence agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for this program. Law Academy is highly connected with Law Enforcement professionals from the Imperial Valley County and Junior and Senior courses include dual enrollment with our local community college.

ROP COMPUTERIZED OFFICE & ACCOUNTING: Students will earn a Volunteer Income Tax Assistance Certification. This certification is sponsored by the Internal Revenue Service. This certification will allow students to prepare personal income tax for individuals that meet certain income requirements. The course is articulated with Imperial Valley College.

Last updated: 2/2/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1165
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	6.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	47.0%

Last updated: 2/1/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	23.9%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	21.4%	22.6%	24.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

AERIES COMMUNICATIONS: Aeries Communications is a school/classroom dialing system that allows users to send out mass messages in English and Spanish via telephone. The system is widely used by teachers, counselors, and administrators to relay important messages about parent meetings, deadlines, testing schedules etc.

NEWSLETTER: Central writes a newsletter in both English and Spanish every quarter with updates on school's events, dates and times on upcoming activities, and informational blurbs on tips for improving student success.

PARENT/STUDENT PORTAL: Spartan Parent Portal is being fully implemented. Parents apply for a username and password at Back to School night or anytime in the front office. Then they are able to log-in to view their child's attendance, missing assignments, grades, discipline records, etc. This has empowered parents to be proactive in the decisions that support their child's academic and behavioral growth. Students also have access to a the Portal which allows them the opportunity to be responsible for their progress.

PARENT CENTER: Parents are welcomed the first Monday of each month to utilize the Parent Center for refreshments and discussion. Parents are encouraged to share ideas, ask questions and provide insight on programs and happenings on campus. The Parent Center provides two computers for use and is hosted by the Program Improvement Resource Teacher.

PROGRESS REPORTS: Student progress is shared with parents via mail every nine weeks. Progress reports to the parents of any student who is at-risk of earning a D or an F are sent out 4.5 weeks into each grading period.

SOCIAL MEDIA: Central Spartans stays connected through social media via Facebook, Instagram and Snapchat. Information from our bulletin links to scholarship applications, flyers, athletic event information are all examples of the type of information we provide to our stakeholders.

# State Priority: Pupil Engagement

Last updated: 2/2/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	5.9%	3.7%	3.5%	5.6%	4.6%	4.6%	11.5%	10.7%	9.7%
Graduation Rate	88.6%	88.3%	92.8%	84.0%	87.1%	89.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
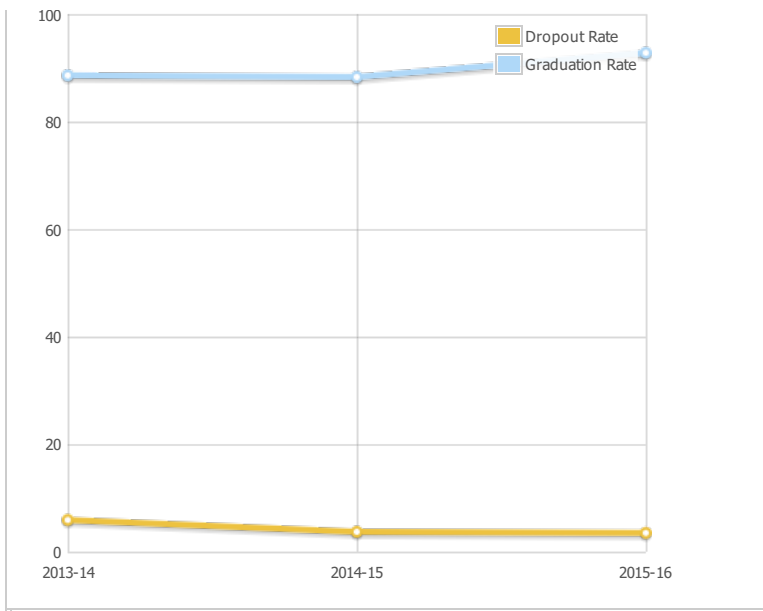
Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	100.0%	100.0%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	91.7%	96.4%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	51.3%	59.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	100.0%	100.0%	68.2%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.1%	3.6%	3.9%	4.4%	4.2%	4.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
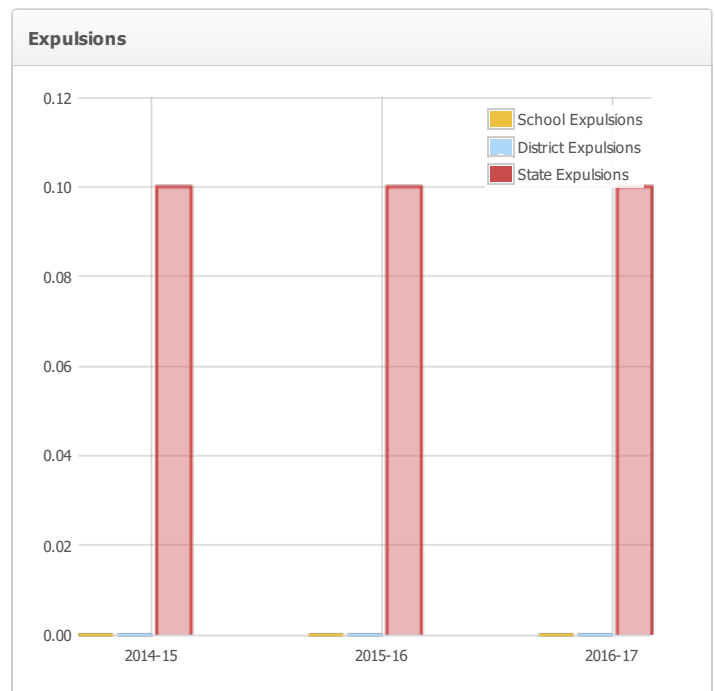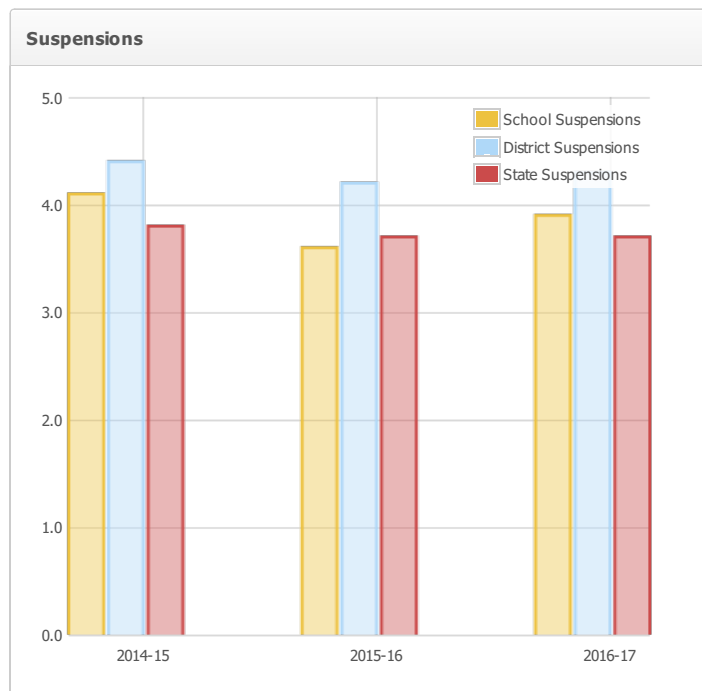
School Safety Plan (School Year 2017-18)

The 2018-2019 Comprehensive School Safety Plan of Central Union High School, planned by a committe of 13 members, included teachers, staff, and students. Prepared by Vice-Principal Adrienne Rodriguez, the plan was approved by the School Site Council on January 9, 2018. The Comprehensive School Safety Plan is a 117 page document that encompasses twelve major components including but no limiting to members of the board of education, school profile, safety strategies, safety compliance and more.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 1/18/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	30	63	0	24.0	30	58	0	24.0	29	60	0
Mathematics	27.0	16	33	15	28.0	11	30	18	27.0	13	38	11
Science	26.0	7	49	0	25.0	13	41	2	26.0	9	48	1
Social Science	28.0	10	19	21	29.0	9	21	23	27.0	13	25	19

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/18/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	385.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11727.2	$2411.5	$9315.7	$82605.1
District	N/A	N/A	$9469.4	$83222.0
Percent Difference – School Site and District	N/A	N/A	1.6%	-0.7%
State	N/A	N/A	$6574.0	$77535.0
Percent Difference – School Site and State	N/A	N/A	34.5%	-2.1%

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

State Program:
Advancement Via Individual Determination (AVID)- Our AVID program continues to be a model of implementation. AVID's target audience are students who 1) would be a first generation college-goer, 2) comes from a low income household, and/or 3) maintains an average GPA (2.0-3.5). AVID works with these students, beginning in 9th grade, to develop the skills necessary to be successful in college and beyond. In addition to dedicated, outstanding teachers who manage the program, AVID employs several tutors that work with students 2-3 time per week during the school day. AVID supports students through every step of the college application process, from field trips to colleges, to applying for financial aid, to filling out applications and writing the personal statement, to celebrating all of the college acceptance letters.

California School Age Families Education (Cal-SAFE) Program is designed to increase the availability of support services necessary for enrolled pregnant/parenting students to improve academic achievement and parenting skills and to provide quality child care/development program for their children. This is a comprehensive, continuous and community-linked school-based program.

Imperial Valley Regional Occupation Program (IVROP) is a public education service which provides free, practical hands-on job training, career guidance, job placement assistance and other supportive services to youth and adults. IVROP, one of 74 ROPs in California, is a joint powers entity formed by the consortium of Imperial County school districts and the Imperial County Office of Education.

Federal Programs: Title I is a program designed to expand and improve the educational opportunities for all students to succeed in the regular program. These services are intended to supplement, not take the place of, the regular education program far all students. The major goal of the program is to provide services, which improve all student achievement, especially disadvantaged students.

Supplemental Education Services (SES) Tutoring- Based on our school's Program Improvement status, we allocate Title I funds for Low Income students, struggling with Math or English, to assist with after school tutoring facilitated by highly motivated teachers.

Title II, Part A: Teacher Training and Recruiting is a program that supports and improves professional development for teachers and principals. Also to improve and increase the number of highly qualified teachers and principals.

Title II, Part D: Enhancing Education Through Technology supports professional development and the use of technology.

Title III, Part A: Language Instruction for Limited English Proficient (LEP) Students is to supplement language instruction to help ELs attain English proficiency and meet academic performance standards.

Migrant Education Program: The goal of the Migrant Education Program is to ensure that all migrant students achieve challenging academic standards and graduates with a high school diploma (or GED) and demonstrates preparation for responsible citizenship, further learning, and productive employment. Migrant Services provides additional help for students through specialize counseling and referral services, dedicated tutoring and credit recovery contracts utilizing the PASS program. A class offered during the school day to migrant students is designed to build academic skills and to help students make progress toward improving GPA and meeting graduation requirements.

Carl Perkins- Career Technical Education is a program that ensures all students have access to CTE courses, pathways, and programs of interest, workplace opportunities, highly skilled instructors, and facilities and technology that make all CTE options available regardless of location and enrollments limits.

Types of Supplemental Services Funded: On-going Professional Development Instructional Coach – We support ½ of the District-wide Instructional position. The coach is available to all teachers for training and one-on-one coaching. The coach also facilitates the English Curriculum and Assessment Team (ECAT).

English/Mathematics Curriculum and Assessment Teams (ECAT/MCAT)- These teams are district-wide teams comprised of one representative per gradelevel/content, per school. These team works collaboratively to design district common assessments aligned to common curriculum guides that the larger English and Math teams have created.

Trainings, Workshops, and Conferences- Teachers attend various professional development workshops to learn effective teaching strategies that align to the demand of Common Core State Standards and/or build our Common Language of Effective Instruction (see description in PD section).

Advanced Placement (AP)- Our AP program provides students the opportunity to engage in rigorous coursework in several subject areas. In the spring, students are able to take an assessment to determine the extent to which they have mastered the skills in the course. If they perform well enough on the assessment, students are exempt from taking that course in college and may be eligible to receive college credit for the high school class.

Super Saturdays- Group study and tutoring sessions preparing students for high-stake testing.
Legal Services/Law Enforcement Academy- provides core teachers sharing the same cohort of students, tutoring in areas of weak performance. The Academy requirement is 75% high-risk students.

Academic Decathlon, Mock Trial, Science Fair

Support Classes- English and math support classes for "at-risk" sophomore English Learners and for Juniors and Seniors striving to meeting graduation requirements.
Teaching Individuals Positive Skills (TIPS) classes provide additional academic support during the school day for students who qualify for special education services.

Accelerated Language- Based on the premise that English learners must not only learn the content from the current year, they must also learn English at an accelerated rate. Utilizing Kate Kinsella's English 3D and Academic Vocabulary Toolkit. 1 and 2 classes offered for English Learners

Credit Recovery- Edginuity (formerly E2020) is offered for students needing to make up credits toward graduation. Priority is given to Seniors and Juniors attempting to get back on track for graduation.

Technology Access-Computer Carts on Wheels (COWs) and Chromebooks - have been deployed in all core content areas and in ELD and Health courses. Computer Labs 1 & 2- manned by a technology aid during the school maintained through categorical funding.

Library Services- The library staff and the computers in the library are available before school, during lunch, and after school.

Computer-based Intervention Software- Accelerated Math, iPASS by iLEARN, Study Island, and Rosetta Stone programs are being used to provide individualized programs of study for students in math, English, and Spanish classes. Computers and printers available in classrooms for student use and to provide supplemental instructional opportunities.

Tutoring During and After School AVID Tutors- Tutors work during the school day in the AVID classrooms. They are provided PD to growth their tutoring skills and maximize the time with students.

Algebra Intervention- Three times a week, four certificated math teachers run an after-school tutoring program that allows students more time to master learning targets and an opportunity to retake assessments and replace poor grades.

Student Well Being School Nurse- Our school nurse splits her time between the schools in our district. She is on call to help our students with any medical need the may have.

Student Resource Officer - Services of a full time police officer on campus to assist in establishing a safe learning environment. Truancy Officer – Monitors student attendance by contacting families, performing home visits, and counseling students. California School Age Families Education (CALSAFE-) program for pregnant and parenting students.

Student Support Team (SST)- This group convenes upon request of the Assistant Principal in charge of discipline for students struggling with grades, attendance, and behavior. The parents and student are invited to participate. During the meeting, the AP, the counselor, parents, and student work together to explore resources available and create a plan to ensure academic and/or behavioral improvement.
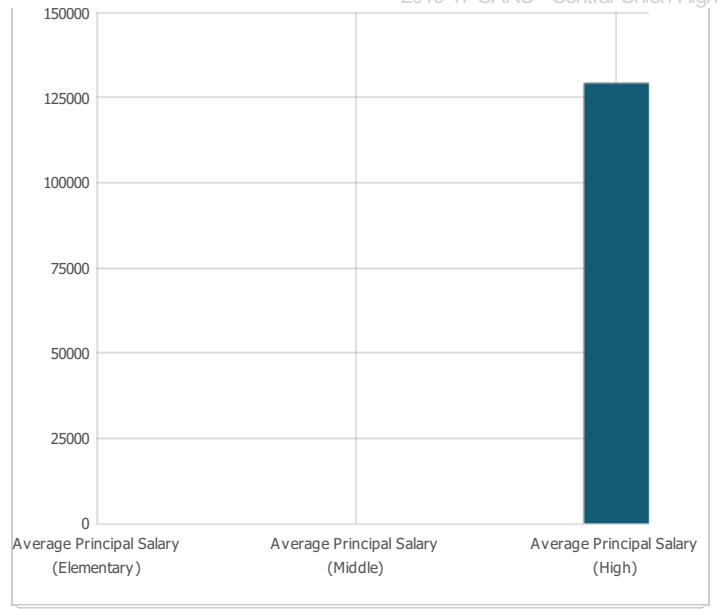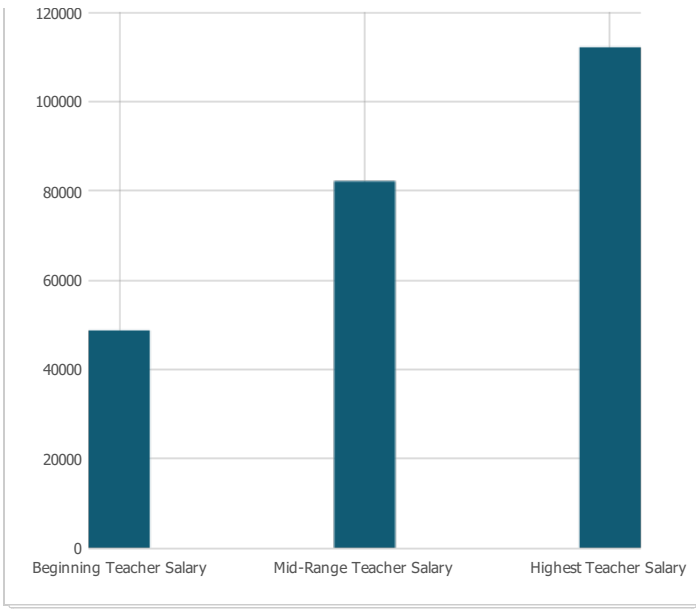
Last updated: 2/2/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,708	$46,060
Mid-Range Teacher Salary	$82,156	$70,769
Highest Teacher Salary	$112,149	$98,039
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$	$
Average Principal Salary (High)	$129,189	$127,576
Superintendent Salary	$170,000	$170,379
Percent of Budget for Teacher Salaries	36.0%	33.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart	Principal Salary Chart

Last updated: 1/26/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	16	25.9%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/2/2018

Professional Development

2017-18 Professional Development Based on school changes, district observations and state test results District Leadership designed Professional Development for the 2017-18 school year with a series of three required sessions: College/Career Readiness, Common Language of Instruction, and Technology. College/Career Readiness provided a descriptive overview of the curriculum implementation for 9th-11th graders, titled "Get Focused, Stay Focused." Lead by one administrator and two classroom teachers, the overview provided a brief make up of each grade level's goals and expectations. Common Language of Instruction sponsored a session on "Closing the Feedback Loop"-led by an administrator, resource teacher and classroom teacher. Its session demonstrated a series of resources on student feedback giving teachers the opportunity to reflect upon their own practices in the classroom. The session under technology instructed teachers on a developing software program AERIES, led by an administrator and company trainer. Teachers walked through the steps in utilizing the communications component in AERIES. The session provided a question and answer portion as long as a hands on experience. While the three aforementioned sessions were required, eight other sessions were presented. Teachers choice to visit three of the eight sessions included: Turn-it-in, Engagement Strategies, Google Classroom, CAASPP, Productive Group Work, Developing Speaking and Listening.

2016-17 Professional Development This year's decision for back to school PD was based on the Leadership's discussion on the needs of our students and teachers. Looking at data from our state, district and site test scores, it was decided to focus on 5 major strands: Technology, Project-based Learning, Literacy for All, Student Motivation, and Curriculum Adoption. The first PD day (first teacher work day) teachers rotated strands and listened to the strand presenter's overview of the topic. This day was to explore and decide on which strand teachers felt they would benefit their professional growth. Throughout the school year, selected dates were designated to work on desired strands where expertise provided insight, research and instruction regarding stated topics. In addition, 2015-2016 Central took a hard look at the CAASPP and the expectations of the assessment for our students. Teachers were ushered in to labs to take the practice tests in English and math (including the Performance Tasks) to get a first-hand feel for what students are expected to know and do. There were discussions among teachers about the types of questions, the content of the questions, the tools available for students to use, and the need to adjust instruction to better prepare students for the assessment. Minimum day activities followed mainly devoted to becoming more familiar with CAASPP.

2015-16 Professional Development Opportunities BACK TO SCHOOL PD Based on prior year's success of the decision to use our own district expertise for back to school PD, the district leadership team designed iour own Professional Development. This time, inviting even more teachers to share what they have been doing in the classroom. Some sessions were mandatory and others were options for teachers to choose. To ignite the teacher's year, a few teachers were invited to participate in "Tech Slam"- where 6 teachers had 5 minutes to share the features of a technology application that they were using with success in their classrooms.
Mandatory Sessions Included:
1)How Do You Know That Students Are Picking Up What You Are Putting Down?
2) When You Quite...You Lose: What Students Need to Know About Their Brains
3) Building Awesome Assessments
Teacher Choice Included:
1) Google is Here....Where Am I?
2) Tool of Trade: Turnitin
3) Project Based learning: What do I need to Know?
4) Developing Trust: A Do it Yourslef Guide
5) Critical Thinking Skills (Strategies, DOK)
6) Have You met Gale Yet?

*Mandatory sessions
ECAT/MCAT (District-wide) The Curriculum and Assessment Teams in both English and Math have been evaluating possible instructional materials in preparation for textbook adoption in those two areas.
Lesson Study Cycles in English Members of the ECAT team are scheduled to participate in lesson study. This process begins with teams planning a lesson together on one, day and then later, multiple team members deliver the same lesson and debrief with the team. It is a powerful job-embedded professional learning process.
LEARNING WALKS (Site-based) Based on the success and positive feedback from both teachers and students, Learning Walks remain a central strategy for promoting the Common Language of Effective Instruction, as well as providing job-embedded professional development for participating teacher.

2014-15 Professional Development BACK TO SCHOOL PD Based on feedback from teachers, the district leadership team opted not to invite any outside guest speakers to present new information, but decided instead to use the resources within the district to design our own PD. Topics included: 1) An introduction to our district-wide book study of Building a Culture of Hope by Robert D. Barr & Emily L. Gibson. 2) A common overview of our district-wide Common Language of Effective Instruction. 3) An introduction to the newly revised Teacher Evaluation System, which designed and delivered by a representative committee of teachers and administrators.

BUILDING A CULTURE OF HOPE (District-wide) All teachers and administrators in the district were provided a copy of this inspiring book. In light of the major funding shift in California - which allocates additional resources to school serving high concentrations of English Learners (ELs), students from Low Income (LI) families, and Foster Youth (FY) - this book highlights measures that schools can take to improve the likelihood of success in high school and beyond for these high risk populations. The staff at CUHSD is reading assigned chapters before each site designated CW and lead through a reflective discussion with colleagues. Teachers and students are also participating in a survey to get a sense of the hopefulness of our schools. Building a Culture of Hope has been included in our district-wide Common Language of Effective Instruction.

COMMON LANGUAGE OF EFFECTIVE INSTRUCTION (District-wide) Beginning last school year with the input of several stakeholders, the Instructional Coaches developed a set of high impact strategies that should be present in most, if not all lessons. Those strategies are described below in the 2013-14 PD opportunities.

LEARNING WALKS (Site-based) Based on the success and positive feedback from both teachers and students, Learning Walks remain a central strategy for promoting the Common Language of Effective Instruction, as well as providing job-embedded professional development for participating teacher.

FOCUS ON CHECKING FOR UNDERSTANDING (Site-based) Based on administrative walk-through observation data, a special emphasis is being placed on our piece of our Common Language regarding Checking for Understanding. Additional site PD is being provided for all staff and administrators will be collecting and reporting Checking for Understating throughout the year. The goal is to increase the instances of teachers stopping to check for student understanding during lessons, in order to make instructional decisions.

COMMON LEARNING OPPORTUNITIES, by Department (Site-Based) Because our district office has worked diligently to increase the amount of available substitute teachers and provide compensation for Saturday/after hour training, we have the opportunity to send entire departments to local opportunities to learn together from experts in their field. Those opportunities include: 1) Dan Meyer: Intellectual Need in the Math Classroom at Imperial County Office of Education 2) Paul Anderson: Effective Classroom Design to Future Proof Your Science Classroom at Imperial County Office of Education 3) Getting to the Core of the Common Core for English Language Arts – Designed and presented by Imperial County Office of Education 2013-14 Professional Development Opportunities BACK TO SCHOOL PD Back to school PD included an address by the Superintendent reporting on the most current district and school-wide data from California Standardized Tests (CST) and the California High School Exit Exam (CAHSEE).

In a presentation by our district Supervisor of Instruction and English Learners, a plan was articulated for a placement of ELs at each proficiency level. Teachers were requested to focus on increasing the following: 1) Student Talk - Increasing the amount of structured student interaction focused on academic content, 2) Checking for Understanding- Increasing the quantity and the quality of teacher checks for student understanding to make instructional decisions during lessons, and 3) Close Reading of Expository Text- Increasing the amount and complexity of texts that students encounter throughout the school da

Last updated: 2/2/2018