

Central Union High School

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> 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.



Craig Lyon
Principal
(Director)

Mr. Craig Lyon, Principal

Principal, Central Union High School

About Our School

Principal's Message:

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, academic competitions, 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 School
1001 Brighton Avenue
El Centro, CA 92243-3110*

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Central Union High School
Street	1001 Brighton Avenue
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	spartansnet.net
County-District-School (CDS) Code	13631151333004

Last updated: 1/22/2019

School Description and Mission Statement (School Year 2018—19)

Central Union High School - Home of the Spartans - Mission Statement

We, at Central Union High School, strongly support the premise that our students must each have the opportunity to graduate from this institution with the knowledge and skills necessary to collaborate, communicate, create, think critically, and effectively use technology in order to function in an increasingly complex world. Furthermore, we are committed to excellence. To this end, we are committed to the following Expected School Learning Results:

WE ARE SPARTA!

Socially Conscious

- Serve the community
- Learn tolerance and be tolerant of others' differences
- Demonstrate good citizenship
- Utilize appropriate language registers

Problem Solvers

- Develop and utilize research skills for research presentations/papers
- Apply knowledge in classroom assignments, projects, and presentations
- Solve complex mathematical problems (including word problems)

Achievers in academics, arts, and extra-curricular activities

- Increase literacy (reading, writing, speaking, and listening) in all content areas

- Utilize functional documents
- Increase capabilities in mathematics
- Maintain a 2.0 G.P.A.
- Score Achievement Levels of Standard Met or Standard Exceeded in CAASPP/CAST
- Participate in academic challenges, clubs, sports, and/or extra-curricular activities (e.g. Science Fair, ACADEC, Mock Trial, Robotics, etc.)

Responsible

- Demonstrate appropriate behavior
- Maintain satisfactory attendance
- Come prepared for class (i.e. assignments, supplies, physical education clothes, etc.)
- Develop college, career, and life skills
- Utilize time effectively

Technologically Literate

- Utilize technology and write research papers with work cited
- Collect and analyze data through internet research
- Evaluate the credibility and relevance of research findings
- Utilize programs and applications to demonstrate proficiency of word processing and Powerpoint
- Monitor and take action based on Aeries Student Portal and other school data (i.e. grades, missing assignments, STAR results, CAASPP, etc.)

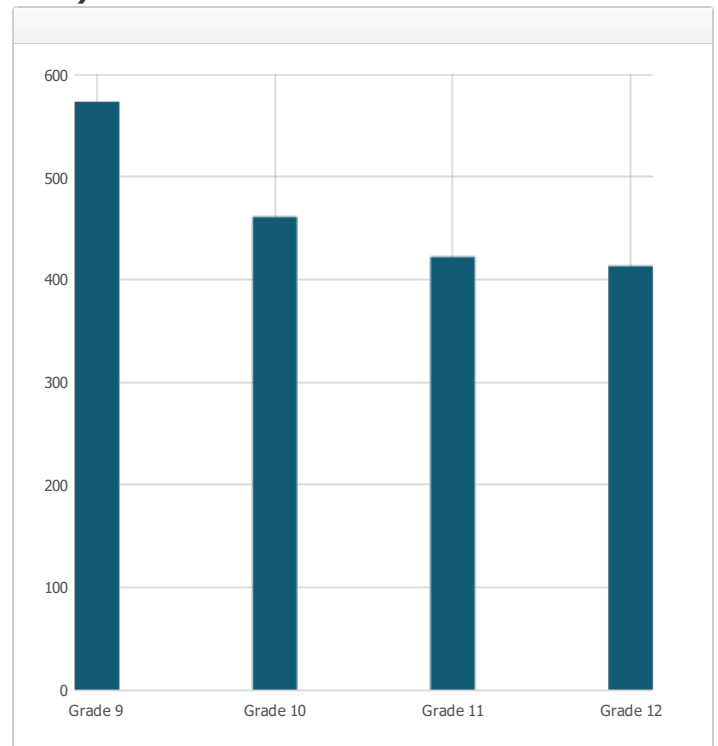
Analytical Thinkers

- Inquire about complex concepts to gain understanding
- Use higher order thinking skills to solve problems
- Evaluate arguments (claims) of others and support one's own arguments with clear evidence
- Evaluate one's own work and/or the work of others

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	573
Grade 10	461
Grade 11	422
Grade 12	413
Total Enrollment	1869



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.1 %
Asian	0.3 %
Filipino	0.1 %
Hispanic or Latino	95.5 %
Native Hawaiian or Pacific Islander	%
White	2.9 %
Two or More Races	0.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.5 %
English Learners	24.5 %
Students with Disabilities	7.8 %
Foster Youth	0.5 %

A. Conditions of Learning

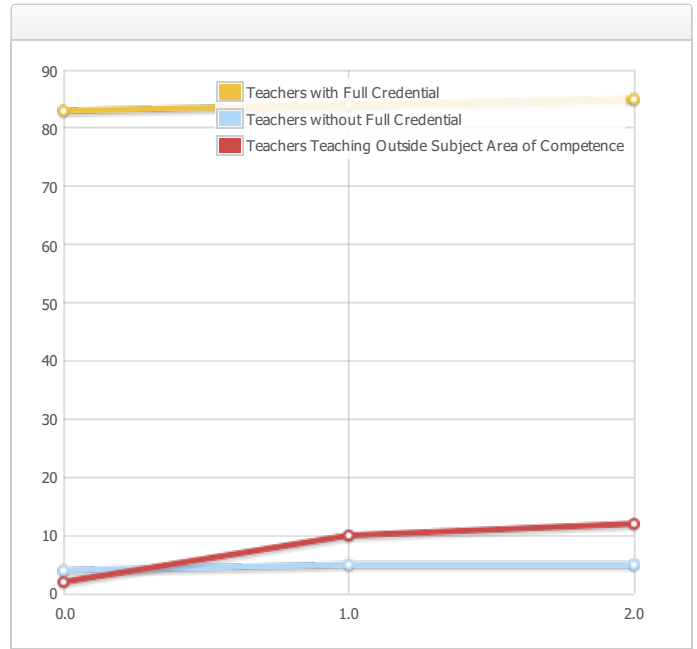
State Priority: Basic

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

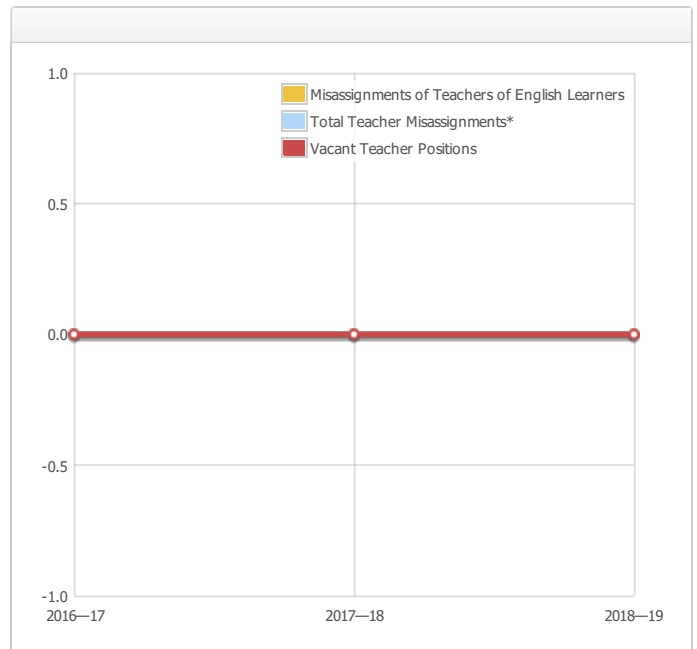
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	83	84	85	186
Without Full Credential	4	5	5	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	10	12	26



Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/22/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> o My Perspectives (ELA 9-11) Holt-Rinehart Winston ©2018 o SpringBoard English Language Arts College Board ©2018 <ul style="list-style-type: none"> o Edge Fundamentals Hampton Brown ©2009 o Texts and Contexts, 6th Ed. Thomson Learning ©2006 o ERWC Student Reader - Online (Kindles) California State University 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> o Glencoe Algebra I McGraw Hill Education ©2014 o Glencoe Algebra 2 McGraw Hill Education ©2014 o Glencoe Geometry McGraw Hill Education ©2014 o Geometry Concepts and Skills McDougal Littell ©2003/ 2005 <ul style="list-style-type: none"> o Pre-Calculus Pearson/Addison Wesley ©2007 o Calculus: Graphical, Numerical, Algebraic Pearson/Prentice-Hall ©2007 o The Practice of Statistics 5th Ed (AP) W.H. Freeman ©2015 	Yes	0.0 %
Science	<ul style="list-style-type: none"> o Earth Science Glencoe/McGraw-Hill ©2002/ 2005 o Biology: Dynamics of Life Glencoe/McGraw-Hill ©2005 <ul style="list-style-type: none"> o Chemistry Prentice Hall ©2005 o Physics; Principles and Problems Glencoe/McGraw-Hill ©2002 o Chemistry: The Central Science 13 Ed. (AP) Pearson ©2015 o Physics Principles with Application 7th Ed (AP) Pearson Prentice Hall ©2014 <ul style="list-style-type: none"> o Biology – Mader 9th Edition McGraw Hill ©2007 o Physical Science, CA Edition Holt, Rinehart & Winston ©2007 <ul style="list-style-type: none"> o Campbell Biology Pearson Education, Inc ©2011 <ul style="list-style-type: none"> o Living In The Environment: Principles, Connections, And Solutions 18th Edition Brooks/Cole Publishing Co. ©2012 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> o World History: The Modern Era (Ca. Edition) Pearson Education Inc. ©2019 o United States History: The Twentieth Century (Ca) Pearson Education Inc. ©2019 o Economics: Principles in Action (Ca. Edition) Pearson Education Inc. ©2019 <ul style="list-style-type: none"> o Magruder's American Government (Ca. Edition) Pearson Education Inc. ©2019 o The American Pageant 15th Edition (AP) Cengage Learning ©2013 o A History of Western Society 11th Ed (AP) Bedford/St. Martin ©2014 o Krugman's Economics for A.P. BFW/Worth Publishers ©2015 <ul style="list-style-type: none"> o A.P. American Government: Roots and Reform Pearson Education Inc. ©2018 	Yes	0.0 %
Foreign Language	<p style="text-align: center;">Spanish:</p> <ul style="list-style-type: none"> o Espanol Santillana High School Level 1 Santillana USA ©2018 o Espanol Santillana High School Level 2 Santillana USA ©2018 <ul style="list-style-type: none"> o Espanol Santillana Level 3 Santillana USA ©2014 <ul style="list-style-type: none"> o En Espanol Libro de Texto 8 ©2017 o Temas: AP Spanish Language and Culture Visata Higher Learning ©2014 <ul style="list-style-type: none"> o AP Spanish Language and Culture Exam Preparation Visata Higher Learning ©2014 <p style="text-align: center;">French:</p> <ul style="list-style-type: none"> o French 1 Allez, Viens! Level 1 HRW ©2006 o French 1 Allez, Viens! Level 1 Workbook HRW ©2006 <ul style="list-style-type: none"> o French 2 Allez, Viens! Level 2 HRW ©2006 o French 2 Allez, Viens! Level 2 Workbook HRW ©2006 o AP French/French 3 Allez, Viens! Level 3 HRW ©2006 	Yes	0.0 %

Health	<ul style="list-style-type: none"> o Glencoe Health McGraw Hill ©2004 o Health Pearson ©2015 o Career Choices: A guide for teens and young adults Academic Innovations ©2015 o Workbook and Portfolio: For Career Choices Text Academic Innovations ©2015 	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> o Music! Its Role and Importance in our Lives Glencoe/McGraw©2006 o Musician's Guide to Theory and Analysis Norton ©2005 o The Musician's Guide to Theory and Analysis Workbook ©2006 o First Year Guitar Class 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: 1/22/2019

School Facility Conditions and Planned Improvements

The State of California Facility Inspection Tool (FIT), School Facility Conditions Evaluation, was completed by Inspector, Jesse Garcia, Maintenance/HVAC Master Technician, and Central Union High School's Principal Craig Lyon on Thursday, October 18, 2018, at 9:00 a.m. The following were the Category Totals and Ranking:

- **A: Systems: Gas Leaks, MECH/HVAC, Sewer:** Total Percent of system in Good Repair 98%: Good; The School is maintained in good repair with only one non-critical deficiency noted in the Boy's PE Restroom/Locker Room (sewer). The deficiency is in the process of being mitigated and should be completed after the completion of the Construction of the STEM Building.
- **B: Interior: Interior Surfaces:** Total Percent of system in Good Repair 88%: Fair: The two areas of non-critical deficiencies noted were located in the Girl's Locker Room and in the Library's Basement. The deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM building.
- **C: Cleanliness: Overall Cleanliness & Pest/Vermin Inspection:** Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted.
- **D: Electrical: Electrical:** Total Percent of system in Good Repair 80%: Fair: The four areas of deficiencies noted were the tennis courts, math building (rooms 11, 12, 14), Wood Shop, and Auto Shop. The deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM building.
- **E: Restrooms/Fountains: Restrooms & Sinks/Fountains:** Total Percent of system in Good Repair 97%: Good: The School meets most standards of good repair. Only one area (sink) deficiency located in the Wood Shop is in the process of being mitigated and should be completed after the completion of the construction of the STEM building.
- **F: Safety: Fire Safety & Hazardous Materials:** Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted.
- **G: Structural: Structural Damage & Roofs:** Total Percent of system in Good Repair 88%: Fair: The four areas of non-critical deficiencies noted were located in the basement (door) located in the library, Math building (walls outside rooms 11, 12 & 14), English building hall way, and the swimming pool. These deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM Building.
- **H: External: School Grounds & Windows/Doors/Gates/Fences:** Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted.

Last updated: 1/22/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A: Systems: Gas Leaks, MECH/HVAC, Sewer: Total Percent of system in Good Repair 98%: Good; The School is maintained in good repair with only one non-critical deficiency noted in the Boy's PE Restroom/Locker Room (sewer). The deficiency is in the process of being mitigated and should be completed after the completion of the Construction of the STEM Building.
Interior: Interior Surfaces	Fair	B: Interior: Interior Surfaces: Total Percent of system in Good Repair 88%: Fair: The two areas of non-critical deficiencies noted were located in the Girl's Locker Room and in the Library's Basement. The deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM building. The Construction of the STEM building will be a three to five year project. Once the STEM building is completed the repairs needed in the Girl's Locker Room and Library's Basement will be mitigated.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	C: Cleanliness: Overall Cleanliness & Pest/Vermin Inspection: Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted. The overall cleanliness and pest control is in good condition, and normal cleaning and pest control will continue as scheduled.
Electrical: Electrical	Fair	D: Electrical: Electrical: Total Percent of system in Good Repair 80%: Fair: The four areas of deficiencies noted were the tennis courts, math building (rooms 11, 12, 14), Wood Shop, and Auto Shop. The deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM building. The Construction of the STEM building will be a three to five year project. Once the STEM building is completed the repairs needed in the tennis courts, math building, Wood Shop, and Auto Shop will be mitigated.

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	E: Restrooms/Fountains: Restrooms & Sinks/Fountains: Total Percent of system in Good Repair 97%: Good: The School meets most standards of good repair. Only one area (sink) deficiency located in the Wood Shop is in the process of being mitigated and should be completed after the completion of the construction of the STEM building. The Construction of the STEM building will be a three to five year project. Once the STEM building is completed the replacement/updated sink needed in the Wood Shop will be mitigated.
Safety: Fire Safety, Hazardous Materials	Good	F: Safety: Fire Safety & Hazardous Materials: Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted.
Structural: Structural Damage, Roofs	Fair	G: Structural: Structural Damage & Roofs: Total Percent of system in Good Repair 88%: Fair: The four areas of non-critical deficiencies noted were located in the basement (door) located in the library, Math building (walls outside rooms 11, 12 & 14), English building hallway, and the swimming pool. These deficiencies are in the process of being mitigated and should be completed after the completion of the construction of the STEM Building. The Construction of the STEM building will be a three to five year project. Once the STEM building is completed the deficiencies noted will be mitigated.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	H: External: School Grounds & Windows/Doors/Gates/Fences: Total Percent of system in Good Repair 100%: Good: The School meets most and all standards of good repair. No deficiencies noted.

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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Last updated: 1/22/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	60.0%	61.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	18.0%	26.0%	18.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	416	405	97.36%	60.25%
Male	210	203	96.67%	52.22%
Female	206	202	98.06%	68.32%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	392	382	97.45%	58.90%
Native Hawaiian or Pacific Islander				
White	13	12	92.31%	100.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	287	278	96.86%	56.12%
English Learners	140	137	97.86%	35.77%
Students with Disabilities	34	33	97.06%	6.06%
Students Receiving Migrant Education Services	35	34	97.14%	41.18%
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: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	403	96.64%	18.11%
Male	210	204	97.14%	18.14%
Female	207	199	96.14%	18.09%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	393	381	96.95%	17.85%
Native Hawaiian or Pacific Islander				
White	13	12	92.31%	33.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	287	277	96.52%	15.16%
English Learners	140	137	97.86%	5.84%
Students with Disabilities	34	33	97.06%	3.03%
Students Receiving Migrant Education Services	35	35	100.00%	8.57%
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: 1/22/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/12/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Systems Diagnostics, Service & Repair CTE Pathway: AUTO SHOP: Central Union High School Automotive program is designed to give students a broad overview of the automotive industry including production, engineering, manufacturing and service. Central Union High School's Auto Shop participates in the Automotive Youth Education Services (AYES) program and is NATEF certified. NATEF was founded in 1983 as an independent, non-profit organization with 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 Union High School Automotive program is certified in the areas of light duty maintenance and repair, brakes, electrical/electronic systems, engine performance, and suspension and steering. Students in the automotive pathway participate in job shadowing, take tours, and are placed in internships with our local automotive dealerships.

Residential & Commercial Construction CTE Pathway: Building and Construction Trades: Central Union High School's Construction Pathway is designed to provide students with the opportunity to train in the field of Construction Trades, and to obtain specific technical skills necessary for both new construction and remodeling projects. Included in this pathway are classroom and community classroom experiences related to: 1) safety, 2) trade vocabulary, 3) construction related mathematics and communication skills, 4) blueprint reading, 5) building codes, 6) construction processes related to planning, layout, materials, assembling and finishing, 7) rough and finished carpentry standards, 8) building standards for residential and commercial construction, 9) construction materials, tools, and equipment, 10) career opportunities.

Public Safety CTE Pathway: Law Academy: The Central Union High School's Legal Service/Law Enforcement Academy prepares students for careers in Law Enforcement. Students gain experience through classroom instruction, hands-on training, and community exercises. For example, students take field trips for exposure to the working conditions of judges, attorneys, correctional officers, and police officers. In addition, students volunteer to participate in a Mock Police Academy. Through this experience students are exposed to increased stress levels and learn about making split second decisions. Furthermore, students gain knowledge of evidence collection and crime scene investigations. The Law Academy Pathway is highly connected with law enforcement professionals from Imperial County. Central Union High School Students learn discipline, honor, integrity and the completion of the junior and senior year are dual enrollment courses aligned with the Imperial Valley College.

Financial Services CTE Pathway: ROP Finance & Banking: This pathway consists of a Finance & Banking course as well as a Computerized Accounting course. In the Finance & banking course, students are prepared for a variety of entry-level positions with banks, credit unions, insurance companies, etc. Math is integrated throughout the course on a daily basis through class instruction and financial industry application. Students also receive an overview of micro and macro-economics. Communication and customer service skills are practiced and fine-tuned as well. In the Computerized Accounting course, students earn a Volunteer Income Tax Assistance Certification. This certification is sponsored by the Internal Revenue Service. This certification allows students to prepare personal income tax for individuals that meet certain income requirements. The course is articulated with Imperial Valley College.

Information Support & Services CTE Pathway: Central Union High School Students explore Computer Programming, Web Design, Robotics, and Problem Solving. In programming they develop cell phone apps, and games. Students have their robots compete as they build and program their devices. They gain valuable insight in design and programming as they create their websites. Throughout the pathway students connect concepts learned in class to current events affecting society as they relate to computer science. Advanced Placement Computer Science Principles is a rigorous course designed to explore the foundational ideas of computer science. This includes Computational Thinking, Programming, Data Analytics, and Computational Artifacts. Students learn foundational programming concepts as they design games, applications, and try to hack their classmates code! Students also connect course concepts to real world applications, and social issues. This course is offered at many Universities as a Introduction to Computer Science course for non-majors.

Design, Visual & Media Arts CTE Pathway: Central Union High School Students are trained in Adobe Photoshop and learn skills needed for digital photography. Students learn the use of digital cameras, and how to save and manage digital files. Elements of color, exposure, balance, lighting, composition and creative style are integrated in the course work. Skills learned can be used to improve assignments in other courses and are becoming a job requirement for the computer literate employee today. The pathway is an in depth study in contemporary media using Adobe Creative Suite 5. Technical skills learned will apply specifically to Photoshop and Illustrator. The pathway is structured around projects emphasizing the art elements of line, shape, color, and texture. It will introduce the student to the principles of design including rhythm, balance, proportions, and variety. Students develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society.

Last updated: 1/22/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	556
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	28.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	83.0%

*Last updated: 1/28/2019***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	28.2%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	17.9%	21.7%	25.4%

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: 1/22/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

AERIES Parent Portal: The AERIES Parent Portal is a resource available to ALL students, parents, teachers, administrators, and staff at Central Union High School. The Parent Portal is first introduced to parents at a parent orientation that takes place two weeks prior to the beginning of school. At registration, one week prior to the beginning of school, parents have a second opportunity to complete the "Request for CUHSD Parent Portal Account" form and submit the form for access to the Parent/Student Portal. In the month of August, during the Spartan Parent Wake Cup meetings, parents are given a tutorial, hands-on practice, and learn how to access the Parent Student Portal. This portal gives parents and students access to teacher gradebooks, attendance, missing assignments, weekly progress reports, graduation status, transcripts, and grade point average. In addition, Ms. Godinez, our Technology Computer Lab Technician, is available Monday through Friday to assist parents with access the AERIES Parent Portal. This tool keeps parents involved in their child's academic success.

AERIES Communications: The AERIES Communication allows teachers, counselors, and administrators the opportunity to communicate with parents via email or telephone. Mass messages with information about current events taking place at the school allow parents the opportunity to stay involve and participate in activities such as ASB-Club activities, Dances, Sporting events, and parent meetings. In addition, this is an essential tool for teachers as it is utilized to send messages to parents about student behavioral and academic growth, assessments, and deadlines.

SPARTAN Pride! Newsletter: Parents and Students receive a bi-monthly newsletter via U.S. Mail and social media. The newsletter contains important events such as LCAP meetings, AP testing dates, SPARTA Nominees, counseling team workshops, and informational blurbs on resources available to students on campus.

Social Media: Central Union High School parents, students, teachers, staff, administrators, and community members stay connected through social media via Facebook, Instagram, and Snapchat. Information from the daily bulletin is linked to these media sources. The Spartan bulletin contains information such as scholarship information, athletic events, and club activities. This bulletin allows all stakeholders the opportunity to participate and stay involved in all school events.

SPARTAN Parent Center: The Spartan Parent Center is located on 10th street. WAKE CUP Spartan Parent meetings are held on the first Tuesday of every month. In order to accommodate parent needs, two meetings are held; one meeting is in the morning from 8:30 a.m. to 9:30 a.m. and in the evening at 6:30 p.m. to 7:30 p.m. These meetings give parents the opportunity to be active participants in the educational success of their child. Topics for these meetings include: CTE Pathways, Parent Portal, Social Media Safety, School Safety, Road to College, and Healthy Habits.

School Site Council: School Site Council meets on the second Monday of each month. Parents have the opportunity to serve as elected active members of the School Site Council and attend as active stakeholders of our community. All stakeholders have access to School Site Council monthly agenda as it is posted two weeks prior to the monthly meetings on our spartansnet.net website under Community Profile. Via School Site Council meetings parents have the opportunity to become involved in the allocation of funds to meet our Single Plan for Student Achievement Goals.

Progress Reports: Student progress reports are sent home via U.S. Mail every nine weeks. Progress reports are sent to parents whose child is at-risk of earning a "D" or failing a course. This progress report gives parents the opportunity to encourage their child to attend after-school tutorial programs, and arrange a meeting with teachers and counselors to assist with their child's academic needs.

LCAP Parent Advisory Committee: Central Union High School Parents have the opportunity to actively participate in our three LCAP Parent meetings. In these meetings, parents are provided with data and resources available to support student needs giving parents the opportunity to make recommendation and/or suggestions in order to better support and serve our students.

CTE Parent Night: The community and all stakeholders are invited to a Career and Technical Education event in which all CTE member of our Spartan Team showcase each of our CTE program pathways. This event allows the community to learn about our CTE Spartan Pathways giving our community the opportunity to meet with each of our experts and have their questions answered.

AP Parent Night: In the month of January, the community and all stakeholders are invited to an Advanced Placement parent night in which the community has the opportunity to learn about the AP courses offered at Central Union High School. In addition, each of the AP instructors share expectations, requirements, and opportunities attained from enrolling in AP courses.

State Priority: Pupil Engagement

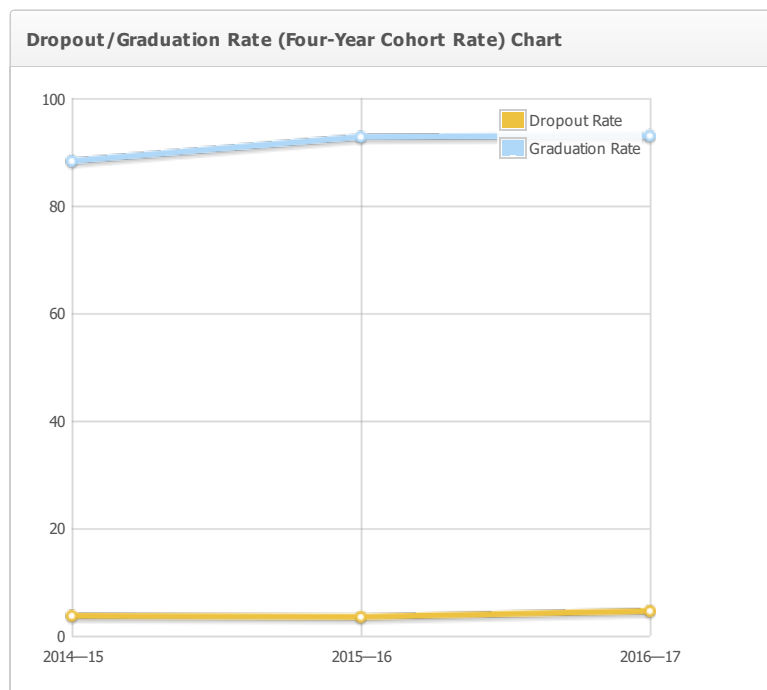
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.7%	3.5%	4.6%	4.6%	10.7%	9.7%
Graduation Rate	88.3%	92.8%	87.1%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.6%	5.2%	9.1%
Graduation Rate	93.0%	88.4%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.9%	97.3%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	96.9%	97.7%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	100.0%	90.0%	92.1%
Two or More Races	0.0%	50.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	65.6%	78.2%	56.7%
Students with Disabilities	100.0%	96.2%	67.1%
Foster Youth	50.0%	50.0%	74.1%

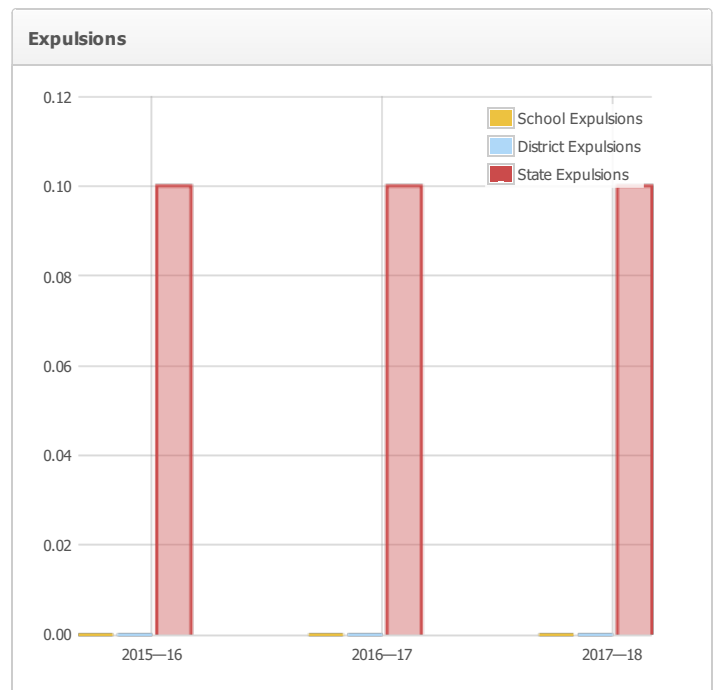
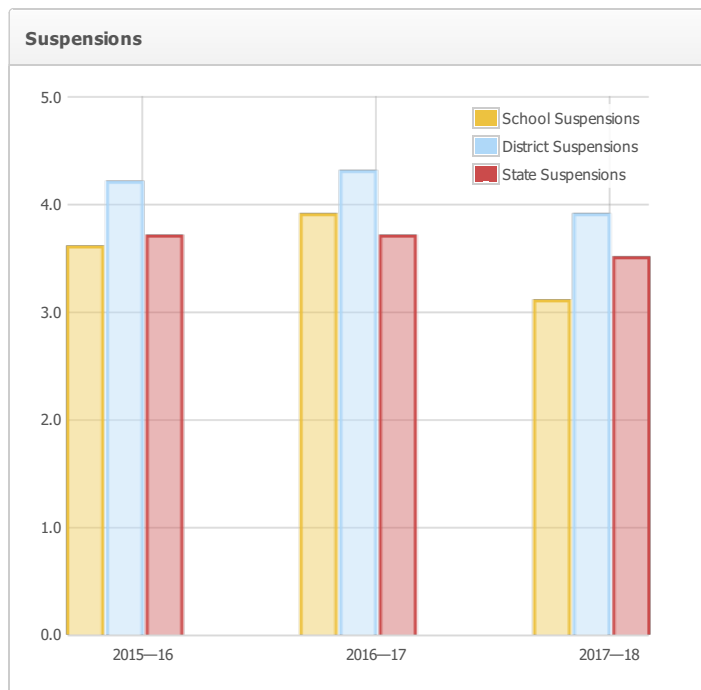
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.6%	3.9%	3.1%	4.2%	4.3%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

The 2018-19 Comprehensive School Safety Plan was prepared by a committee of 13 members led by Central Union High School's Vice Principal Adrienne Rodriguez. The committee included students, teachers, staff, counselors, and administrators. The Safety Plan contains 117 pages in length, and the plan includes information about school climate, social environment, action plan, safety strategies, school safety compliance, procedures to ensure a safe and orderly environment, and the School Site Council evaluation and public hearing certification. The Comprehensive School Safety Plan was approved by the members of the School Site Council on January 9, 2018. To view our School Safety Plan 2018-19, please visit our website at www.spartansnet.net. Under Community Profile, you may find the Safety Plan.

Last updated: 1/22/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	30	58	
Mathematics	28.0	11	30	18
Science	25.0	13	41	2
Social Science	29.0	9	21	23

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	29	60	
Mathematics	27.0	13	38	11
Science	26.0	9	48	1
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	23	64	
Mathematics	25.0	17	44	7
Science	26.0	11	46	
Social Science	24.0	19	27	15

* 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: 1/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	370.0
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	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12721.0	\$2405.4	\$10315.6	\$89461.1
District	N/A	N/A	\$10453.5	\$87485.0
Percent Difference – School Site and District	N/A	N/A	-1.3%	2.3%
State	N/A	N/A	\$6574.0	\$89551.0
Percent Difference – School Site and State	N/A	N/A	56.9%	-0.1%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

State Programs:

Advancement Via Individual Determination (AVID)- Our AVID program continues to be a model of implementation. AVID supports students who 1) would be first generation college 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 the 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)- The 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 for 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 demonstrate preparation for responsible citizenship, further learning, and productive employment. Migrant Services provides additional help for students through special 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 G.P.A. 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:

Ongoing 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 grade level/content, per school. These teams work 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: Academic Decathlon is a competitive event for high school students aimed at encouraging and honoring scholastic accomplishments. The students compete as individuals and teams in a series of ten academic tests and demonstrations, including: art, economics, language and literature, mathematics, music, science, essay, interview, speech (prepared and impromptu) and SuperQuiz (a team-relay event). Mock Trial, Science Fair

Mock Trial: The Mock Trial Program is sponsored by the Constitutional Rights Foundation (CRF). Each year CRF creates a mock trial that addresses serious matters facing young people today. Each team works with teacher and attorney coaches to prepare their version of the criminal case, both from the prosecution and defense perspective. Students assume the roles of trial attorneys, pretrial motion attorneys, witnesses, clerks, and bailiffs. Through these role-playing techniques, students learn about the content and processes of law in an exciting and vibrant way. Also, by studying the case and preparing strategies and arguments for trial, students increase their public speaking skills, analytical ability and team cooperation. Mock Trial Program is an extra-curricular activity.

Science Fair: All student projects that participate in the Imperial County Science Fair will be eligible for Greater San Diego Science and Engineering Fair screening. Recommended students will receive an invitation to participate in the GSDSEF.

Support Classes:

English and mathematics support classes for "at-risk" sophomore, junior, and senior English Learners 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.

Credit Recovery- Edgenuity (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, in the English Language Development content areas, and in the health courses.

Computer Labs 1, 2, and 3 under the guidance of a technology aide before school, during, and after school is 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, and Rosetta Stone programs are being used to provide individualized programs of study for students in math, English, and Spanish classes.

Computers and printers are available in classrooms for student use and to provide supplemental instructional opportunities.

Tutoring:

AVID Tutors: College students serve as tutors during the school day in the AVID classrooms. Prior to the start of the school year, AVID tutors participate in professional development training allowing for the opportunity to learn and implement strategies that provide effective use of time and best practices during tutorials.

Interventions:

Reteach, Retake, Replace (RRR): Two certificated mathematics teachers hold after-school Algebra I and geometry tutoring. Students "At-Risk" of failing are given the opportunity to re-learn the material, retake the assessment, and replace the grade of the previously failed assessment. The intervention is timely as the mathematics department works together to quickly assign and encourage "At-Risk" students to attend the RRR after-school intervention.

English Language Learner After-School Tutoring: One certificated mathematics teacher holds after-school tutoring three times a week. Assisting English Language Learners in all content areas, but specifically focusing on mathematics as this is the core subject in which most students are in need of support.

Spartan Study Sport: Two certificated mathematics teachers hold after-school tutoring in the library four times a week. These tutoring sessions are open to all content areas, but specifically focusing on mathematics as this is the core subject in which most students are in need of support.

Student Services:

Student Well-Being School Nurse- The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all students within the school setting. The school nurse splits her time between two comprehensive high schools and one continuation school in our district. She is always available, on-call, should a student need to be assessed.

Resource Officer - Our full-time School Resource Officer creates a safe learning environment for both students and staff. The SRO also provides support to our students by mentoring and conducting presentations on youth-related issues.

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. The Cal-SAFE Program is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills, and to provide a quality child care and development program for their children.

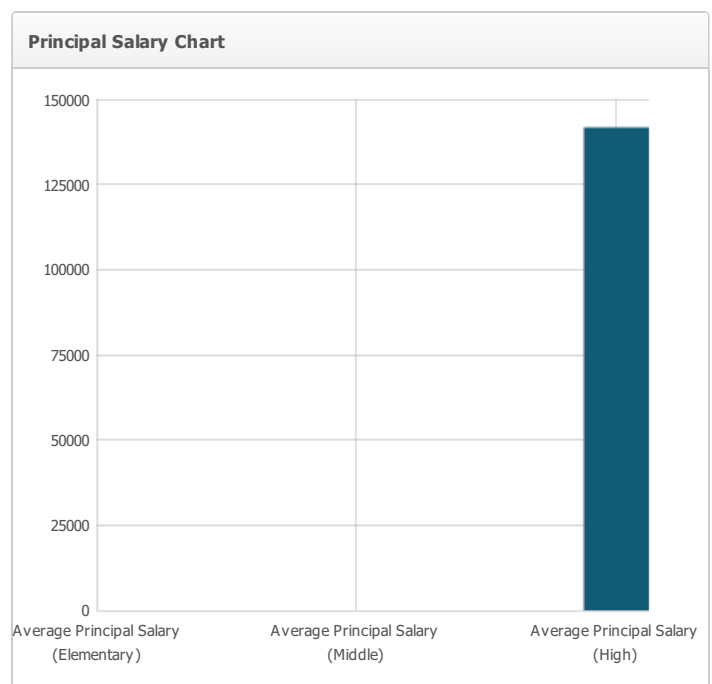
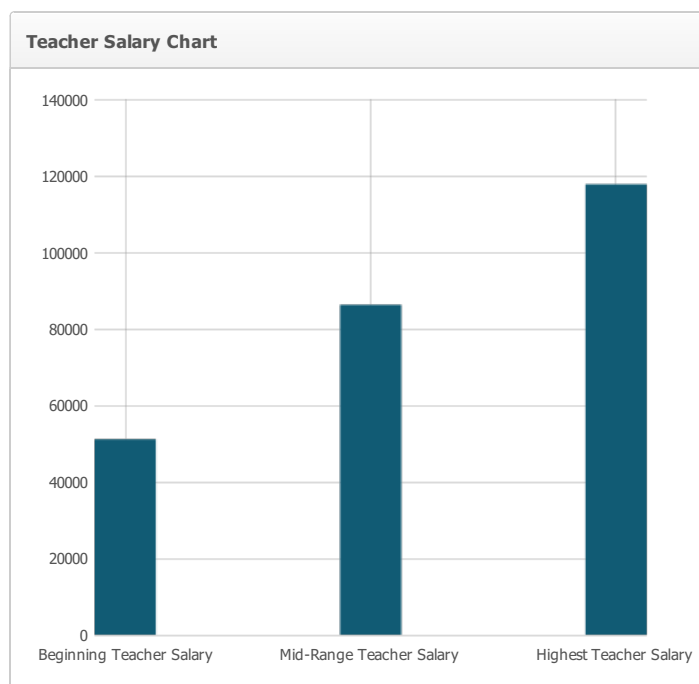
Student Support Team (SST)- is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education. This group convenes upon request of the assistant principal in charge of discipline, for students struggling with grades, attendance, and behavior. The parent(s)/guardian and student are invited to participate. During the meeting, the assistant principal, the counselor, parent(s)/guardian, and student work together to explore resources available and create a plan to ensure academic and/or behavioral improvement/success.

Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,143	\$48,783
Mid-Range Teacher Salary	\$86,264	\$80,177
Highest Teacher Salary	\$117,756	\$104,535
Average Principal Salary (Elementary)	\$	\$128,506
Average Principal Salary (Middle)	\$	\$154,350
Average Principal Salary (High)	\$141,683	\$133,486
Superintendent Salary	\$179,112	\$181,868
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



Last updated: 1/18/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	17	25.1%

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

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

Last updated: 1/28/2019

Professional Development

2018-19 Professional Development Based on WASC recommendations, CAASPP scores, and educational research, Professional Development at Central Union High School during the 2018-2019 school year has focused on the effect-size work of John Hattie in Visible Learning by placing an emphasis on the formative assessment process, specifically teacher clarity in the form of development and use of learning targets and success criteria. The school year started with a district-wide training with Steve Ventura centered around the development of learning targets, learning progressions, and success criteria. In late October, a team of teachers and administrators continued working with Mr. Ventura in the area the development of school achievement teams to support student learning. The instructional coach team has continued to provide training for department chairs and the full staff via faculty meetings, site collaboration days, a prep-period training, administrator calibration, and a pull-out session for department chairs to discuss the development of learning targets and success criteria.

State CAASPP scores have led the administration and instructional coaching team to work together to provide Professional Learning opportunities regarding writing strategies for use in all classrooms. These training sessions have been provided through faculty meetings, site collaboration days, and prep-period sessions.

The instructional coaching team has also provided learning walks to the staff to develop an understanding of the district's Common Language of Instruction. Monthly CUHSD Teacher Academy Professional Learning opportunities are offered to further develop that understanding for teachers new to the school and district. Prep period training sessions have been provided by the team in the areas of learning targets and success criteria, writing strategies, Aeries Student Information System, and GoGuardian. Additional department-specific training sessions have also been provided. The World Language department participated in a full-day technology integration training that focused on educational technology frameworks, learning management, video development and formative assessment; and the Counseling department participated in sessions dedicated to design and marketing using digital signage. Furthermore, a website that hosts multiple resources for district-wide professional development was made available to the faculty in September 2018.

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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.

Last updated: 1/22/2019