Central Union High School

Single Plan for Student Achievement

2017-2018



The Single Plan for Student Achievement

School: Central Union High School

District: Central Union High School District

County-District School (CDS) Code: 13 63115 1333004

Principal: Craig Lyon

Date of this revision: May 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on ______.

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

			CUHS 2017-201	8 Budget Summary					
Funding Source	Goal #1: Literacy and Technology	Goal #2: Math & Science (STEM)	Goal #3: Parent Involvement; Student Engagement	Goal #4: College & Career Readiness and Support	Totals	CUHS Award 2017- 2018	Balance	Estimated Carryover	Estimated Balance
Title 1 Goals	\$ 103,811.00	\$ 97,635.00	\$ 13,873.00	\$ 148,322.00	\$ 363,641.00	\$ 315,000.00	\$ (48,641.00)	\$ 53,000.00	4,359
			\$	-					
Title 2 Goals	\$ 31,625.00	\$ 16,018.00	\$ 54,820.00	\$ 17,600.00	\$ 120,063.00	\$ 65,858.00	\$ (54,205.00)	\$ 75,000.00	\$ 11,653.00
Title 3 Goals				\$ -	\$ -	\$ 35,345.00	\$ 35,345.00	\$ -	\$ 35,345.00
LCFF	\$ 252,239.00	\$ 105,658.80	\$ 323,000.00	\$ 422,491.00	\$ 1,103,388.80	\$ 2,345,629.00	\$ 1,242,240.20	\$-	
Title I 3010		Title II (Teacher Quality-Part A	4035	Title III (Limited English Pro	oficient) - 4203				
Award-17-18	320,000.00	Award 17-18	58,500.00	Language Census					
Carryover 16-17	53,000	Carryover 16-17		Award 17-18	43,000.00				
arent Involvement	3,200	7/1/17 - 6/30/18		7/1/17 - 6/30/18					
				Carryover 16-17					

		for Ot to	labia												
CDC 4 // 2			Achievement 2017-2018	Dalated State and/or Local Prioriti											
	To improve instruction and student learning in stening, speaking and technology. LCAP Goal			Related State and/or Local Priorities:											
G()AI:	narrow the gap between high and low perform		-	1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_											
	in rate. LCAP #3: Implement the Common Core			COE only: 9 10 Local: Specify											
	Key findings are based on California Department of														
	Assessment Results: In literacy, the percentage of s														
	Socioeconomically disadvantaged students who me														
	17.5%. Among the AP Language Test takers, result														
	students are reading below the 25th percentile wit														
	Juniors who took the ELA CAASPP in 2015 met or ex have exited the English learner program - REPs - ou														
	Redesignated Fluent English Proficient (RFEP) in 15														
	with 64 students demonstrating proficiency in both														
	student use- 7 chrome carts have been deployed of														
	laptop cart has been deployed for the CSTEM Algeb	ora 1 Robotics cl	ass; 1 tablet cart has been deployed to	the math department.											
	Schools: Central Union High School Applicable Pupil Subgroups:	All, EL LI, FY, At	Dick D CED												
·															
E		LCAP Year 3:													
	CAASPP ELA- Increase the number of s														
	performance by 5%. Continue the upware students demonstrating biliteracy by inc														
	disabilities through professional develo														
	the standards by 2%.	pinent oppo	tunities to moreuse the perse	it of students who meet of exceed											
	·	Person													
I I	letions/Services	Responsi	Pupils to be served w												
		ble	identified scope of s	Expenditures	Title I	Title II	Title III	LCFF	CRBG	1000	2000	3000	4000	5000	6000
1.1 1. CURRICULUM/CON			ALL												
	urces, materials and support services to increase ension in all content areas to improve academics														
and student CAASPP s															
	early subscriptions in the current catalogue.			a. 900.00 (Title I)	900									900	
	ager maintenance agreement through "Follette"			,											
circulation software.				b. 880 (Title I)	880									800	
c. Purchase Hi/Low bo	ooks for struggling readers			c. 2500 (LCFF 2.4)				2500					2500		
d. Update fiction and i	nonfiction titles			d. 5000 (Title I)	5000			2500					5000		
e. Maintain librarian p				e. 82156 (LCFF 2.4)				82156		82156					
f. Benefits				f. 23753 (LCFF 2.4)				23753				23753			
g. Renew Renaissance	Learning program to assess reading levels for			, ,											
grades 9-11. (STAR Re				g. 7000 (Title I)	7000									7000	
	"EADMS" assessment tool to support			h. 7519 (Title I)	7519									7519	
	m" to support literacy with an emphasis in			: 0024 (Title I)	0024									0024	
writing. 1.2 2. SUPPLEMENTAL INS	STRUCTION		Low Income, English Learners, FY RI	i. 8031 (Title I)	8031									8031	
	or students struggling in core subjects.		Low income, English Learners, 1 1 10	Lr .											
	ed and temporary reading support in English titled														
	tunities Pursuing Excellence (2teachers2days 35														
weeks@40.00)				a. 5600 (Title I/SES)	5600					5600					
b. benefits				b. 396 (Title I/SES)	396							396			
	I tutorials in the Spartan Study Spot in Library (1	Intervention		- 4200 (777)						*200					
teacher 4 days 35 wee d. benefits	eks@40.00).	Coordinator		c. 4200 (Title I)	4200					4200					
	online instruction through "Edgenuity"			e. 51513 (General Fund)						51513					
f. Benefits	oninc instruction throught Eugenuity			f. 13637 (General Fund)						31313		13637			
	Software (45% of total district cost)			g. 4500 (LCFF 1.5)				4500				13037	4500		
3				5 (2011 213)				.550					.555		
1.3 3. ENGLISH LEARNER	SUPPORT														
	D, SEI, primary language, and support classes														
(ALAS & SAIL).				a. 1404272 (District)						1404272					
b. Benefits				b. included (District)											
c. Provide certificated	ELD tutors			c. 3600 (LCFF 1.4)				3600			3600				
d. Benefits				d. 666 (LCFF 1.4)				666				666			
	utors/college tutors for in class assistance			e. 18000 (LCFF 1.4b)				18000			18000				
f. Benefits	al materials (Besetta Sten - Nava-ELA Ed			f. 1849 (LCFF 1.4b)				1849				1849			
g. Provide instructiona 2-, Read 180)	al materials (Rosetta Stone, NewsELA, Edge -year			g. 45000 (District/LCFF 2.5)				45000							
	ual English Learner Institute (registration and subs)			h. 3125 (Title II)		3125		+3000		625				2500	
	pment for differentiating for EL 4/5 (subs for			SILS (fide ii)		3123				023				2500	
participating teachers				i. 7500 (Title II)		7500				7500					
j. Benefits															
	UTI ODLATAIT														
1.4 4. PROFESSIONAL DEV	velopment to teachers and counselors.														

a. Curriculum and assessment team meetings (CAT) will meet to								
improve instruction. English emphasis.		a. 2520 (LCFF 1.2)			2520	2500		
b. Benefits		b. 466 (LCFF 1.2)			466		46	5
c. Curriculum and assessment team meetings (CAT) will meet to	Coaches	- 7220 (LCEE 4.2)			7220	7320		
improve instruction. Math and Science emphasis. d. Benefits	Coacnes	c. 7320 (LCFF 1.2)			7320 1354	7320	135	
e. Learning walks are conducted to reflect and improve instruction (4		d. 1354 (LCFF 1.2)			1354		135	+
times a year for 8 teachers).		e. 4000 (Title II)		4000		4000		
f. Induction required BTSA (beginning teacher support and assessment)		f. 4000 (Title II)		4000		4000		
g. Induction support provider (5 new teachers)		g. 6000 (Title II)		6000		6000		
h. English Learner differentiated instruction-PD to better support ELs at the expanding and bridging levels. (hourly and benefits)		h. 3555 (LCFF 2.5)		5555	3555	5555		3555
j. English teachers attend training for writing assessments that are		11. 3333 (2011 2.3)			3333			3333
aligned to CAASPP; other content teams may attend with remaining								
funds.		j. 3500 (Title II)		3500				3500
k. Library/Media Exploration Librarian Conference		k. 1500 (Title II)		1500		1500		
I. Social Studies Framework training rollout for teachers		I. 2000 (Title II)		2000		2000		
m. Employ 3 instructional coaches to support PD on site.		m. 333,707 (multi-funded)						
n. Provide Star Reading PD (9 substitutes \$1125)		n. 1125 (Title I)	1125			1125		
5. TECHNOLOGY								
a. Continue to employ Computer Lab Technician to increase technology access and create opportunities for students to create and perform research tasks.		a. 35696 (Title I)	35696			35696		
b. benefits		b. 17464 (Title I)	17464				17464	
c. Increase student access to classroom technology		c. 58,100 (multi-funded)	=					58100
d. Update instructional technology (3 teachers at \$4800) to include: "SMART" classrooms outfitted with LFD or short throw interactive projectors, tablet, apple TV, chromecast, mount, cables etc.		d. 30,000 (LCFF 2.1b)			30000			30000
e. Purchase technology supplies (black ink only, bulbs, nibs, batteries, etc.)		e. 25,000 (LCFF 2.1d)			25000		2500	
f. 10 computers (4 for Lib-1 and 6 for student stations in classrooms)		f. 10,000 (Title I)	10000					10000
English Ink (18*125.00=2250)								
Social Studies Ink (9*125.00=1125)								
P.E. /Health Ink (9*125.00=1125)								
Math Ink (12*125.00=1500)								
Science Ink (12*125.00=1500)								
World Language Dept. Ink (6*125.00=750)								
Fine Arts ink (4*125.00=500)								
Counseling ink (6*125.00 =750)								
Counseling ink (6*125.00 =750)								
Special Education (6*125.00 =750)								
TOTAL INK TO DEPARTMENTS=11,000								
TO THE HAR TO BE PARTITION TO THE PARTIT		Totala						
		Totals	103811	31625	0 252239	1584311 57296		

SPSA #2 - First, Best Instruction in Mathematics & Scien	ce. Counled w	ith a Tiered System of	Related State and/or Local Priorities:										
Support and Intervention, LCAP Goal #2 Effectively use			1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_										
GOAL: including technology, to improve student learning and			COE only: 9 10										
Steeling teelines.			Local: Specify										
CAASPP Math - In 2016 64% of juniors who took the (Math) Smarter Balanced Assessments: 7% of the smet the standards, 44% did not meet the standard earn and exemption for taking the Math placemer exceeded the standards on the CAASPP compared disadvantaged - In 2016, 23% of students met or Identified Need:	tudents exceed . By taking a co t for CSUs and r to last year of 2 exceeded the st	ed the standard, 21% of the studen urse of Algebra II or higher as a sen nany community colleges. English L % who met or exceeded the standa andards compared to 2015's 18% o	k the CAASPP met or exceeded standards. ts met the standard; 28% of students nearly ior and passing with a C or better, they would earners - In 2016, 7% of English learners met or rds on the CAASPP. Socioeconomically f students who met or exceeded the standard.										
Goal Applies to: Schools: Central Union High School	,												
	All, EL LI, FY, A												
Expected Annual Measurable Outcomes: Outcom	13%.Provide ant opportunit onal suppor Support the	o meet or exceed the standar additional support SWD and ies to increase the percent of t to students including help math staff through high quality e new textbook adoption.	their teachers and instructional students who meet or exceed the during advisory, afterschool tutoring professional development and										
Actions/Services	Person Responsible	Pupils to be served within iden of service	tified scope Budgeted Expenditures	Title I	Title II	Title III I	.CFF	CRBG	1000	2000	3000	4000	500
1. CURRICULUM/CONTENT RESOURCES	. IOOPOITOIDIC	ALL	Suggetor Experientales										
2.1 Instructional resources, materials and support services for academic intervention, instructional hands on activities and skills in mathematics and science.													
a. Purchase Forensic Science Lab consumables			a. 5000 (LCFF 5.1a)				5000					5000	
b. Purchase Biology/anatomy consumables			b. 10,000 (Title I)	1000	0							10000	
c. Subscribe to "Chem Matters" magazine			c. 240 (Title I)	24	0							240	
d. Purchase Algebra and Geometry consumables			d. 1500 (Title I)	200								2000	
e. Science Fair materials and participation fees			e. 3000 (Title I)	300								3000	
2. SUPPLEMENTAL INSTRUCTION		Low Income, English Learners, FY											
2.2. Continue to use diagnostic tools to determine areas of support and intervention for all Algebra I and II students. Use results to place students in support and/or intervention programs. a. Utilize "ALEKS" assessment tool (250 spots. CUHSD share of 20% free													
seats with adoption)			a. Free w/Textbooks										
b. Provide in-class tutors for ALL algebra I sections at least 3 days a week.	Intervention Coordinator		b. 39375 (Title I)	3937	5					39375			
c. benefits			c. 4045 (Title I)	404	5						4045		
d. Hire peer tutors after school for small group or one to one tutoring. (5 tutors x 4 days a week @ \$15 or minimum wage for 30weeks) e. Benefit			d. 10,000 (Title 1/SES) e. 1665.37 (Title I/SES)	1000						10000	1665		
f. Provide after-school targeted Algebra 1 support (2 teachers 3 days a week x 35 weeks @ \$40)			f. 8400 (Title I/SES)	840	0				8400				
000-01-01-01-01-01-01-01-01-01-01-01-01-													
g. Offer 8th period intervention courses (2 SAS sections)			g. 20457 (LCFF 1.6a)				20456		20456				
h. Benefits i. Offer summer intervention course in Algebra 1 and Geometry and Biology or History class			h. 7881 (LCFF 1.6a) i. 13206 (Title I)	1320	6		7881		13206		7881		
j. Benefits			j. 2204 (Title I)	220							2204		
k. Offer college prep math course for seniors planning to attend community college			k. 18153.80 (LCFF5.1c)				18153.8		18153				
I. Benefits			I. 4693 (LCFF 5.1 c)				4693				4693		
3. ENGLISH LEARNER SUPPORT													
a. Implement Algebra 1 support class with an emphasis on EL students o			a. 49475 (LCFF 1.1b)				49475		49475				
4. PROFESSIONAL DEVELOPMENT													
Offer professional development to teachers and counselors.													
a. Provide substitutes for year round professional development			a. 4000 (Title II)		4000)			4000				
b. benefits			b. 1268 (Title II)		1268						1268		
c. Math professional development at Imperial County office of Education or Academic Coach.	Coaches		c. 2000 (Title II)		2000							2000	
d. Science professional development at Imperial County Office of Education or Academic Coach			d. 3250 (Title II)		3250							3250	
e. Science NSTA Training of Trainers workshop (for instructional coach)			e. 4000 (Title II)		4000							4000	
f. Develop Math lesson studies													

g. Offer "Jo Boaler" training	g. 4450 (CRBG)				4450		4450
2.5 5. TECHNOLOGY							
a. Order keyboards and mice for tablets (60)	a. 3500 (Title I)	3500					3500
	Totals	97635	16018	0 105658.8			

#3 -Monitor and impro	ve school wide student engagem	ent (as measu	red by Attendance and	Related State and/o	r Local Priorities:											
Graduation Rates) and	Improve parent awareness and i	nvolvement to	support student learning	1 2 3 4 !	5 6 7 8											
by:	• •			COE only: 9												
	clearly and often with parents re	garding studen	t progress and achievement	,												
using multiple method		g	- P - S													
, ,	dents and parents to monitor and	d support stud	ent nrogress.	Local: Specify												
dentified Need:	ucits and parents to monitor and	и зирроге зеии	cité progress.													
	ntral Union High School															
			D. I. D. 550													
Applicable Pur	oli Subgroups:	All, EL LI, FY, At	-RISK, R-FEP													
Measurable 2017. Banners sign. A freshm feeder schools	Ve will continue to focus on building will be posted at registration and a real parent orientation will also be spo	awareness abou new attendance onsored to educa during summerti	It the importance of attendance early letter will be placed in the registration ate parents about expected outcomes me attendance SSTs.Graduation Rate	n packet for parents/gu s. Based on information	ardians to read and provided by the											
Actions/		Person Responsi	Pupils to be served w		Sudgeted											
		ble	identified scope of s	ervice Ex	penditures	Title I	Title II	Title III	LCAP	CRBG	1000	2000	3000	4000	5000	•
L. CURRICULUM/CONTENT RESOUR Improve communication between p attendance and achievement in aca Empower them in individual success	arent and staff regarding student demics. Work with students to		ALL													
Continue hire of counselor on spe				2 67964	(LCFF 1.9)				67864		67864					
Benefits	Longene (coor).								21376		07004		21376			
	cnocialist				(LCFF 1.9)						24500		21376			
Continue hire of guidance support	specialist				(LCFF 1.8)				31564		31564					
Benefits					(LCFF 1.8)				16762				16762			
Continue hire of community liaiso	n				(LCFF 5.9a)				15325		15325					
Benefits					CFF 5.9a)				8275				8275			
Continue hire of district data analy	/st			g. 30954	(LCFF 1.13)				30954		30954					
Benefits				h. 10332	(LCFF 1.13)				10332				10332			
nvite all parents/guardians to Bacl ources for success (mailings, "con	nadres", refreshments etc)			i. 3500 (1	itle I)	3500								3500		
urchase certificate and awards fo nesters of the school year.				j. 1500 (1	ïtle I)	1500								1500		
Purchase rewards/awards for exce mesters in a school year.	ellent and perfect attendance for 2			k. 5000 (District)									1500		
Host 2 school award ceremonies fo	or 2 semesters in a school year.			1. 1500 (7	itle I)	1500								5000		
Purchase advertising supplies for	encouraging parent involvement.			m. 500 (1		500								500		
	Parent education night providing															
sources and materials for breakou				n. 500 (T	tle I)	500								500		
host a spring showcase open hous				0.1600 (1					1600		1600					
benefits	(q. 264 (L					264		1000		264			
SUPPLEMENTAL INSTRUCTION			Low Income, English Learners, FY RI		311 4.2)				204				204			
			Low income, English Learners, FT Ki	FEF												
ovide opportunities for success by d students on overcoming obstac	les.															
ner.	nilies of important dates, events, or			a. 3200 (Fitle I)	3200								3200		
Host a Freshman Parent/Guardian d motivate parent/guardians to su	Orientation to educate, promote			h 1000 /	Title I)	1000								1000		
o motivate parent/guardians to st Provide materials for COSA small g				b. 1000 (
				c. 200 (Ti	tie ij	200								200		
Jtilize poster maker "Spinitar" for		Intervention Coordinator		d. 1000 (Title I)	1000								1000		
Provide assistance for PE uniforms dents)				g. 673 (T		673				2000				673		
Create visuals to promote pathwa ENGLISH LEARNER SUPPORT	y opportunities at Central.			h. 3968 (LNDU)					3968				3968		
	250/															
supervisor of Instruction/English l	earner .25%				(LCAP 1.11a)				29565		29565					
Benefits				b. 10,590	(LCAP 1.11a)				10590				10590			
rovide clerical support for invitat ards or parent meetings.	ions, certificates, posters etc. for EL			c. 300 (Ti	tle I)	300								300		
Continue hire of English Learner p	rogram assistant			d. 39564		300		20564				20564		300		
Continue nire of English Learner p Benefits	rogram assistant							39564				39564	45256			
	ation alone			e. 15256				15256	200			2005	15256			
Continue hire of English Learner te	sung clerk			f. 28950					28950			28950				
Benefits				g. 14399					14399				14399			
Continue hire of English Learner to	esting assistants			h. 4500 (4500			4500				
enefits				i. 933 (LC	FF)				933				933			
Provide stipends for SEI/Bilingual t	eachers			j. 25500	LCFF)				25500		2550					
Benefits				k. 4247 (4247				4247			
PROFESSIONAL DEVELOPMENT				,	·											
ain staff to improve student enga	gement, parent communication															
d student progress.				1												

c. Offer content lead training focusing on facilitation skills.								
5 TECHNOLOGY								
		Totals	13873	 	323000			

	CUHS SPS	SA 2016-17														
GOAL:	#4 - Provide a series of courses and experiences at each grade-level that su		a vision for their	Related State and/or Local												
	future after high school. (LEAP GOAL 1A, 1B, 1D, 1E; LCAP Goal 1,2, 3, 5)			Priorities:												
				2 X 3_ 4 X 5X 6X 7_ 8X												
(ey Data	ta AP Courses and Exams- 15% percent of students enrolled in grade	as 10-12 took at least 1 Al	Devam in 2015. That numb	COE only: 9 10												
indings		f 3 or higher has decrease														
	Graduation Rate: In 2015 there was a 88% graduation rate. The sch	nool climate demonstrates	3.6 suspension with 0 exp	ulsions in 2015-2016.												
	CTE Pathway Completion - In 2014, 30% of the 4-year (graduating	cohort completed at lea	st 1 Career Technical Educa	ation pathway.												
	Dropout Rate- In 2014, the dropout rate of the overall 4-year (grad English learners (8%), and students with disabilities (17%) were hig		hile the rates for African Ar	nerican (11%), white (10%),												
	AVID - There are a total of 178 students enrolled in the AVID prog program; 128 female and 50 male; 100% of AVID students are tal entrance requirements. 83.3% of 10th grade AVID students (40/4 AP class; 83.3% of 12th grade AVID students (30/5) are taking ar the general student population. In 2016, 24/35 or 68.5% of senior	king a sequence of course 48) are taking an AP class; n AP class; In 2014-15, AV rs have been accepted to	s that will allow them to m 77% of 11th grade AVID st ID students attended scho	neet four-year college udents (30/39) are taking an ol at a 2.34% higher rate than												
vnected	ed Annual AP Courses and Exams - Increase the overall number of stu	SA 2016-17 dents who take and has	s the an AP test with a 3	or better by 5% in 2017												
/leasura	rable	dente who take and pas	o the difficult test with a o	or better by 576 in 2017.												
Dutcome	A-G Course Completion-															
	CTE Pathway Completion - Offer more CTE pathway options about the pathways that we do offer to increase the number of			our students and their families												
	Dropout Rate- Decrease the dropout rate by 2% and close				1											
	AVID - We will continue to serve AVID students with 8 sections, tw	o classes at each grade lev	el. AVID will continue to ou	ide and support students as	-					CUHS	CUHS	CUHS	CUHS	CUHS	CUHS	
	they maintain a schedule that will challenge them to complete the development focused on WICOR to teachers outside of the AVID p possibly growing the program in the future. We will increase the n universities by 2%.	A-G pathway and/or AP or rogram in an effort to "AV	ourses. AVID leaders will en IDize" more classrooms on	courage professional campus, with a vision of						Cons	COIIS	COMS	COHS	cons	cons	
Lotton	ms/Services	Person(s)	Pupils to be	Budgeted	Title I	Title II	Title III	LCFF	CRBG	1000	2000	3000	4000	5000	6000	
		Responsible	served within identified scope of service	Expenditures												
VID		Principal, AVID														
		Coordinator, AP Curr, PIRT	Low Income													
	it, interview and select students each spring for the following fall.			a. 50 (Title I)	50									50		
	ortation)								1							
	de a prep period for AVID Coordinator de Employee Benefits			b. 18438 (Title I) c. 7273 (Title I)	25711 7273					18438		7273				
	oy AVID Tutors (7 tutors 3 days a week x35 weeks @15)			d. 16140 (Title I) [1]	16140				1		16140	1213				
	de Employee Benefits			e. 1662 (Title I)	1662							1662				
	de AVID curricular materials such as AVID Weekly (525.00) (particularly for			f. 1100 (Title I)	1100							1002	1100			
	Thinking, Reading, and Writing skills)			1. 1100 (fille f)									1100			
	rials and supplies for AVIDs signature events (recruitment, awards, etc.)			g. 100 (Title I)	100								100			
	nue to provide professional development opportunities (ie. AVID Summer e, site team, coordinators meetings)			h. 7500 (Title II)		7500										
. AVID C	Courses (8 sections) salary and benefits			k. 149022 (LCFF 5.7)				149022		149022						
benefits				I. 41909 (LCFF 5.7)				41909				41909				1
Advisor	ry	Principal, advisory committee	Low Income; English Le	earners; FY; RFEP												
	ent Planner/Agendas (925 for all 9th grade; AVID 10, 11 & 12; SAS 10, 11, & grant; Spartan Senate 11 & 12)	Committee		a. 2520 (Title I)	2520								2520			
et Foc	cused, Stay Focused	Principal, GFSF Coordinator,	040112													
. Provide	de substitutes for professional development and curriculum development.	COACHES	Grades 9 and 10	a. 3,000 (CRBG)					3000	3000						
	ase materials or resources to support program.			b. 12,050 (CRBG)					12050				12050			
	py Coordinator			g. 820 (CRBG)					820	820						
ink Cre	rew	LC Coordinator, PIRT, AP Curriculum	Grade 9; Grade 11 and 12													
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. benefit	fits			b. 269 (Title I)	269							269				
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l. Link Cr	Crew student conference (Register before October 2017) and transportation			d. 500 (Title I)	500									500		

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Section Sect		Poplace (Poplanich Parcha Potr (as pooded)		Grades 9 and 10	2 1000 (LCEE E 1c)				1000					1000		
## A CONTRACT OF THE PROPERTY														1000		
A 2000 Community of the Community of t		b. Renew partnership fee with UC Davis CSTEM program			b. 1000 (LCFF 5.1c)				1000							
A CONTINUE OF THE PARTY OF TH	4.5	 Maintain up-to-date training for teachers by participating in the UC Davis C-STEM Conference or Summer Institute (1 teachers + Subs) 			c. 3000 (Title II)		3000								3000	
March Sections Section 1		d. 5 sections			d. 78795 (S&C)				100481		78795					
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March Marc		f. MESA Robotics (materials, supplies)			f. 10000 (General Fund)									10000		
A Control Co		Field Trips														
A. B. C. Common Temporal Contraction Statistics Common Temporal Contractio			, PIRT	Low Income												
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ACCOUNTING POSITION													565			
Comment		intervention (7 hrs/day* \$31/hr* 20 days)				4976					4340					
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ACT/SAT Preparation ACT/SAT ACT/S		• .							45000							
Provide 2 teachers for 3 a lay Saturday prop course for SAT/ACT test taking strategies.		f. Summer Connections program and staff			f. 17973 (Centralized services)						17973					
As 1		· · · ·	AP Curr; PIRT													
Provide materials for a 3 day Saturday prep course for SAT/ACT text taking strategies. 2		(3 sat * 4 hrs * 2 teacher * \$40/hr)									960					
1.1 1.2													162		100	
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Exemits	4. 9					14424			20274		40454					
ALL Off-year ALL											18154		7191			
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		b. benefits			b. 451											
Totals		c. AP training (4t x 1050)				44.45		1	+400		+040	***	404	40m ====		C400 F41
					Totals	\$148,322	\$17,600	\$ 0	s422,491		\$349,195	\$16,1 40	\$94,386	\$27,570	\$12,250	\$499,541

Form B: Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Centralized	Based on Preliminary BUDGET
Program	2017-2018
Title I	\$17,973.00
Title II Teacher	\$0
Title III	\$0
LCFF	\$0

• Summer Connections Program – This summer bridge program targets incoming freshmen who struggled in middle school/junior high and need additional support in Math and English language arts before starting high school in the fall.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After–School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp

State	e Programs	Allocation
\boxtimes	California School Age Families Education (Cal-SAFE) Purpose: Assist expectant and parenting students to succeed in school.	\$163,800
\boxtimes	Educator Effectiveness Grant (District-wide) Purpose: Attract, train, and retain personnel to improve student performance in core curriculum areas (Academic coach and ICOE MOU).	\$98,773
	Career Technical Education Incentive Grant Purpose: To provide courses and pathways for students to learn practical skills, related to a particular career.	\$214,900
	Total amount of state categorical funds allocated to this school	\$477,473

Fed	Allocation				
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)				
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).				
\boxtimes	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)				
\boxtimes	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals				
\boxtimes	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards				
\boxtimes	∑ Title III, Immigrant				
	Migrant Education Purpose: Support the unique needs of migrant students				
	Career Technical Education Purpose: Support vocational classes in education				
	\$ 763,589				

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School	Parent or Community Member	Secondary Student
Craig Lyon	\boxtimes				
Alicia Apodaca		\boxtimes			
David Henderson		\boxtimes			
Cristina Plancarte		\boxtimes			
Jose Ramirez (alternate)		\boxtimes			
Melissa Nava			\boxtimes		
Diana Seanez				\boxtimes	
Sylvia Lemus				\boxtimes	
Sonia Carter				\boxtimes	
Susie Cajigas (alternate)				\boxtimes	
Anna Rita Moukarzel					\boxtimes
Vivianna Plancarte					\boxtimes
Aidan Fabela					\boxtimes
Voting members in each category	1	3	1	2	3

CUHS SPSA 2017-2018

^{*}Other members include: Jacqueline Rios (alternate student) and Theresa M. Gonzalez (ex-officio member).

¹ EC Section 52852

	The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:						
2.	The SSC is correctly constituted and was formed in accordance with district governing board policy and statelaw. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):						
	State Compensatory Education Advisor	ry Committee					
	English Learner Program Representation	ve					
	Special Education Program Represent	ative					
	Gifted and Talented Education Adviso	ry Committee					
	District/School Liaison Team for school	ols in Program Improvement					
	Compensatory Education Advisory Co	mmittee					
	Departmental Program Representative (secondary)						
	Other committees established by the school or district (list)						
4.5.6.	sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.						
Att	Attested:						
Cra	Craig Lyon	Signature of School Principal	5/8/17 Date				
10	nna Villicana	Avina Ullicara	<u>5/8/1</u> 7				
SSC	Member	Signature of SSC Member	Date				

SPSA ANNUAL EVALUATION

Which activities funded by Title 1, Part A were successful at closing the achievement gap for our lowest-performing students?				
Activities	Results			
9 th Grade Student Agendas	All 9 th grade students, most AVID stuents and some SAS students are encouraged to utilize agendas to support time management and organizational skills. We will work to coordinate expectations for use of the			
Continue	student agendas through all of the 9 th grade advisory classrooms.			
10 th grade counseling meetings Continue	Sophomore conferences permits counselors to increase parent awareness of course requirements for graduation versus college entrance. Counselors intervene for students who are not on track to graduate on time.			
AP Tutoring (certificated)	Each AP course was offered up to 6 hours of Saturday tutoring. Sessions			
Continue	are well attended and often teachers offer their time to tutor well beyond the 6 paid hours.			
Articulation with feeder schools (math)	District Administration met with administrators from feeder schools regarding scheduling for next year, changes in enrollment procedures, and curriculum development. Math diagnostics were administered to incoming freshman who would like to be considered for Geometry placement for this upcoming school year. Once curriculum is established, English and Math anticipate articulation with feeder schools.			
AVID Program 9-12	AVID remains one of our most successful programs that targets low-income first generation families. 100% of students in this program are on track to graduate having completed all A-G courses making them eligible for			
Continue AVID tutors Continue	acceptance at CSU and UC schools. Currently, we maintain a 7:1 student to tutor ratio during Tuesday and Thursday tutorials. All tutors on our site have been trained in the style of AVID tutors, even if they do not tutor for the AVID program.			
Blackboard Connect to contact parents Continue	The system supports teacher-parent contacts as demonstrated by system reports.			
CSTEM Computing and Robotics	CSTEM has offered an alternative Algebra 1 option for Freshmen or for students repeating the Algebra 1 course. We will continue with the course next year with two teachers being trained at the UC Davis institute. We will make this a 2 period course to ensure students can have more interaction with the computing and robotics portion of the course.			
English Learner Parent Meeting/Awards Ceremonies Continue	These events have been effective for recognizing Els working hard to acquire the English Language and in increasing parent awareness and involvement in their student's education.			
Learning Walks as PD	Teachers who walk consistently report that they appreciate seeing their colleagues at work. Teachers reflect on their own practice and begin to implement new teaching strategies. We will work to modify our common language of instruction so that it is more connected to other processes in			
Continue	the district.			
Link Crew Continue	Link Crew continues to build a bridge for incoming Freshman. This year Link Crew paired with 9 th grade advisory periods. It plans to continue its program in 2017-18 school year by adding a mentoring component.			

Meetings with parents of At-risk	Our COSA (Counselor on Special Assignment) has been a great help as			
students	she works to intervene for our most at risk students. She sits on SST,			
	SARB and DAHP, to assist in identifying both school and community			
Continue	based resources for students and families.			
Reteach, Retest, Replace	Increase in students' ability to receive individualized attention, master			
(RRR) Math Summer	standards and attain credits and/or improve GPA.			
Intervention				
Continue				
Rewards and Recognition	We were able to reward students with perfect attendance with a school			
	voucher of 10 to 15 dollars. Students were excited about using their			
	rewards towards items in the ASB window that would normally be			
Continue	something they could not afford. We plan to continue this type of rewards			
	system.			
Supplemental Intervention	We increased the number of students eligible for graduation by meeting			
Courses (Edgenuity)	requirements; we prepared more students for the next level of instruction so			
	they do not fall behind. We were able to improve the systems of			
	communication between teachers, counselors, students, and			
Continue	administration. Teachers were also provided training in the program and the			
	beginning of the school year.			
Title 1 Family Night	We increased in parent awareness of programs available. Invite other			
	student outreach organizations such as Upward Bound, Cal-SOAP, UCOP			
Continue	etc. to share information with families.			

Which activities funded by Title 1, Part A were not successful at closing the achievement gap for our lowest-performing students?				
Activities	Results			
After-school tutorial in Library is	The after-school tutorial in Library continues to lack participants. We are			
questionable	discussing the use of other locations for our students such as community centers.			
Reduce service				
Turn-it-in	After sharing with the staff that Turn-it-in will no longer be provided due to the small percentage of teacher participation, teachers advocated to reconsider the decision. We will attempt to use the program for another year.			
SAS (Student Academic Success Program)	There will be offered two sections of math only. We will continue to employ a TOSA to follow up on student attendance and maintain parent contact. and build a PLC for Algebra I.			
Continue and modify				
Reteach, Retake, Replace (RRR)	Due to the lack of personnel, RRR was not effective until third quarter. There has been a commitment from faculty to ensure a running RRR at the beginning of the upcoming school year.			
Professional Learning Community	PLC lacked direction this year. Administration anticipates more teacher participation through professional development and commitment.			
Real, World Action Project	Although teachers may provide real, world action projects, very few teachers solicited funding for special projects.			

ACT/ SAT Preparation Saturday Sessions	Prep Saturday sessions were not offered this year as we had no teachers volunteer to offer these services. We will work with staff and external partners early next year to find staffing for these sessions.
	carry float year to find starting for these sessions.

Form F: Budget Planning

SPSA Form F: Budget Planning Central Union High School Central Union High School District CDS Code: 13 63115 1333004

Craig Lyon, Principal Revised: 5/24/2016

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source		
\$2,345,629.00	LCFF		\$		
\$369,252.00	Title 1, Part A: Allocation	\$375,155	(5903.00)		
\$3692.52	Title 1, Part A: Parent Involvement	3692.52	0		
\$36,925.20	PI Schools: Title 1, Part A: Professional development	36925.20	0		
\$65,858.00	Title 2, Part A: Improving Teacher Quality	33448.50	\$74,204.05		
\$35,345.00	Title 3, Part A: Language Instruction for LEP Students	35345.00	\$0		
\$57,000.00	Career Technical Support	\$50,000.00	\$7,000		
\$	Unrestricted		\$		