

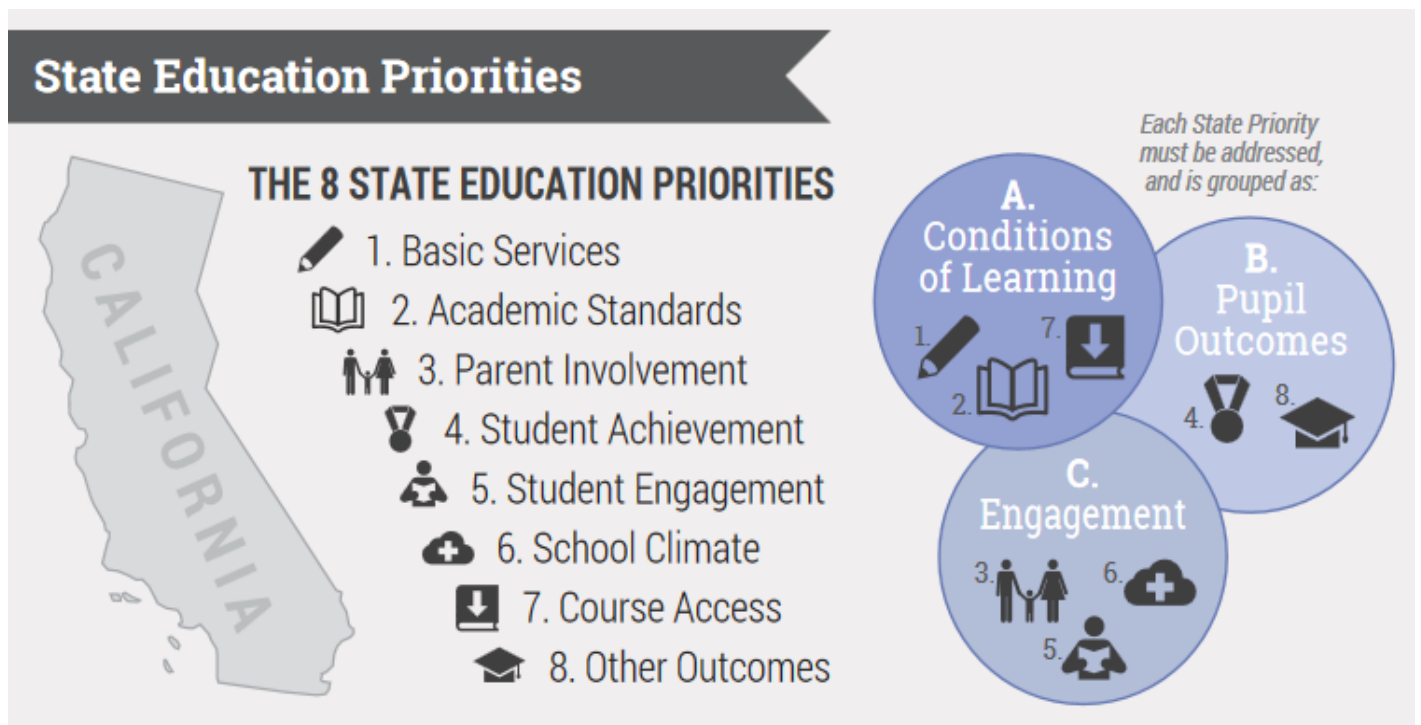
2016-17 Local Control & Accountability Plan Executive Summary



The Central Union High School District is located in El Centro, California and is composed of two traditional high schools, one continuation high school, one alternative school of choice, and an adult education school. The district serves just over 4,100 students in grades 9-12, and several hundred adult learners. The CUHSD motto, "Committed to Excellence", reflects the Board of Trustees' vision that as a district, we are dedicated to "shaping the future by developing skills, abilities, and knowledge to collaborate, communicate, create, think critically and effectively use technology in order to ensure all students are career and college ready." This summary of the CUHSD's 2016-17 Local Control and Accountability Plan (LCAP) highlights goals and actions, stakeholder engagement that supported its development, and student performance data that demonstrates progress towards improved pupil achievement.

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

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



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

Expected Annual Measurable Outcomes:

- ▶ CAASPP Math – The percentage of ALL Students and the EL & LI subgroups achieving at/above Level 3 will be increased:
ALL Students - By 3% (from 20% to 23%) EL - By 5% (from 1% to 6%) LI: By 4% (from 16% to 20%)
- ▶ CAASPP ELA – The percentage of ALL Students and the EL & LI subgroups achieving at/above Level 3 will be increased:
ALL Students - By 1% (from 60 % to 61%) EL – By 2% (from 55 % to 57%) LI: By 2% (from 55% to 57%)
- ▶ EAP/CAASPP - The percentage of grade 11 students testing at the “Ready for College” level will be increased by 3% in Math (to 7%) and 2% in ELA (to 23%).
- ▶ Advanced Placement - The percentage of AP exams taken resulting in scores of ≥ 3 will be increased by 2% (from 46.7% to 48.7%)
- ▶ Graduation Rate – The percentage of students graduating in four years will be increased by 2% (from 84.0% to 86.0%)
- ▶ CELDT – The percentage of EL students scoring at the Early Advanced and Advanced level will be increased by 2% (from 47% to 49%)
- ▶ EL Reclassification Rate – The percentage of EL students redesignated to FEP will increase by 1% (from 17.3% to 18.3%)



Significant Actions and Services

- ▶ Reduced ratio of students to teachers in lower level math and science courses
- ▶ CCSS aligned assessments
- ▶ Variety of tutoring opportunities
- ▶ Variety of intervention options (during regular day; summer; after school w/ late transportation)
- ▶ Extended instructional day (to include an advisory/intervention/enrichment period.
- ▶ Expanded guidance and support services
- ▶ Support for 9th grade students (Summer Connections & Phoenix Rising)
- ▶ Support services for English Learners; program improvement; and data analysis

Goal #1 Budgeted Expenditure Amount (LCFF S/C): \$2,859,957

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

Expected Annual Measurable Outcomes:

- ▶ Evidence of use of effective strategies will be increased by 10% (baseline to be established from initial data from the updated observation tool)
- ▶ Availability of new or updated technology devices (computers/laptops/ tablets) for student use will be increased by 20% (from 1718 to 2062 computers/tablets)
- ▶ CAASPP Math – The percentage of ALL Students achieving at/above Level 3 students will be increased by 3% (from 20% to 23%)
- ▶ CAASPP ELA – The percentage of ALL Students achieving at/above Level 3 students will be increased by 1% (from 60 % to 61%)



Significant Actions and Services

- ▶ Increased student access to technology (COWs, classroom technology, instructional software)
- ▶ Research based professional development for teachers
- ▶ Internet connectivity for Low Income student households (pilot)
- ▶ Instructional Coaching
- ▶ Differentiated instruction for English learners
- ▶ Library resources and services

Goal #2 Budgeted Expenditure Amount (LCFF S/C): \$655,137

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

Expected Annual Measurable Outcomes:

- ▶ Evidence of deeper more effective implementation of standards will be increased by 10% (baseline on revised observation protocol to be established)
- ▶ CAASPP Math – The percentage of ALL Students and the EL & LI subgroups achieving at/above Level 3 will be increased:
- ▶ ALL Students - By 3% (from 20% to 23%) EL - By 5% (from 1% to 6%) LI: By 4% (from 16% to 20%)
- ▶ CAASPP ELA – The percentage of ALL Students and the EL & LI subgroups achieving at/above Level 3 will be increased:
- ▶ ALL Students - By 1% (from 60 % to 61%) EL – By 2% (from 55 % to 57%) LI: By 2% (from 55% to 57%)



Significant Actions and Services

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

Goal #3 Budgeted Expenditure Amount (LCFF S/C): \$78,931

Goal #4: Improve Communication Among All Stakeholders

Expected Annual Measurable Outcomes:

- ▶ Website pages will be regularly updated and current
- ▶ At least two articulation meetings with each feeder school and IVC will be held
- ▶ Parent satisfaction with school-to-home communication as measured by parent surveys will be increased.



Significant Actions and Services

- ▶ Communication opportunities among students, parents, teachers, and administration (stakeholder meetings; Blackboard Connect; Website)
- ▶ Second semester schoolwide parent event (CUHS & DOHS)
- ▶ Parent Involvement Plan
- ▶ Student leadership and promotion of achievements
- ▶ Articulation with IVC and feeder schools

Goal #4 Budgeted Expenditure Amount (LCFF S/C): \$25,798

Goal #5: Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL students' acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.



Expected Annual Measurable Outcomes:

- ▶ IB program implemented at SHS - 7 IB courses will be offered at grade 11, and 7 IB courses will be offered at grade 12
 - ▶ New course offerings will be increased by eight (not including IB)
 - ▶ The Attendance rate will be increased by .2% (from 95.06% To 95.26%)
 - ▶ The Chronic Absenteeism rate will be decreased by .2% (from 13.1% To 12.9%)
 - ▶ The percentage of graduating seniors meeting all UC course completion requirements will be increased by 1% (from 27.6% to 28.6%)
 - ▶ The cohort dropout rate will be decreased from 4.6% to 4.5%
-

Goal #5: Continued

Significant Actions and Services

- ▶ Expanded elective course offerings
- ▶ Increased rigorous course options (AP & IB @ SHS)
- ▶ Assistance with AP/IB test fees for low income students
- ▶ Specialized programs (English learners, Special Ed, AVID, Pregnant/Parenting Teens)
- ▶ College and Career Readiness (Get Focused, Stay Focused)
- ▶ Attendance improvement initiative
- ▶ Expanded transportation routes (new bus and drivers)
- ▶ Coordinated foster youth services



Goal #5 Budgeted Expenditure Amount (LCFF S/C): \$3,628,752

Goal #6:

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

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

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



Expected Annual Measurable Outcomes:

- ▶ 97% of classes will be taught by teachers who are fully credentialed
- ▶ Sufficient instructional materials will be provided to all students in core academic subjects, fine arts, and CTE courses.
- ▶ Facilities Improvement Plan will be completed.
- ▶ The suspension rate will be decreased by .2% (From 4.63% to 4.43%).
- ▶ The expulsion rate will be maintained at 0% (≤4 expulsions per year).

Significant Actions and Services

- ▶ Fully credentialed teachers (training and support for new teachers)
- ▶ Common Core aligned instructional materials
- ▶ Well-maintained facilities
- ▶ Food preparation and serving facility at DOHS
- ▶ Phoenix Rising modular classrooms and furnishings
- ▶ Campus Safety (security guards, SRO, communications system)

Goal #6 Budgeted Expenditure Amount (LCFF S/C): \$524,834

Stakeholder Engagement

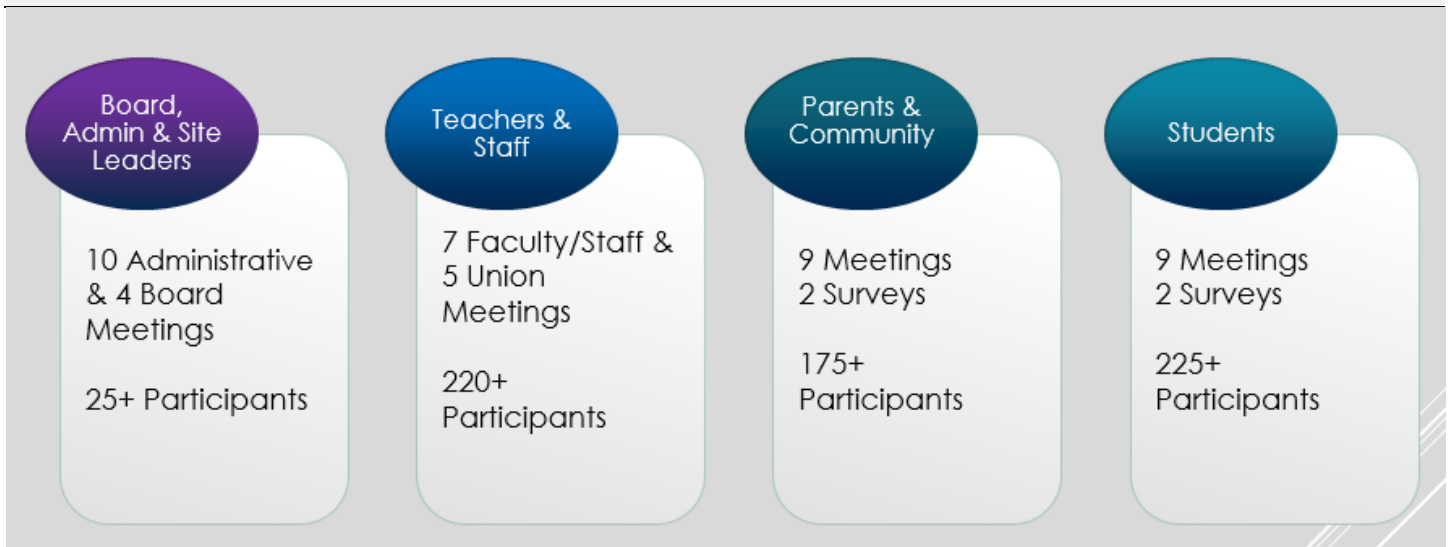
Engaging stakeholders is a critical part of the LCFF and the LCAP process. A stakeholder is anyone with an interest in a project, initiative, or program an organization is implementing or anyone generally interested in what the organization is trying to achieve. They stand to win if the organization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



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

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

Stakeholder Engagement – Involvement Opportunities



Student Performance Data

GRADUATION RATE

	CUHSD	CUHS	SHS	County	State
2010-11	84.50%	87.40%	89.90%	83.80%	77.10%
2011-12	84.40%	87.60%	89.40%	82.80%	78.90%
2012-13	86.00%	90.80%	90.20%	83.10%	80.40%
2013-14	84.00%	88.60%	89.10%	82.00%	81.00%
2014-15	87.10%	88.30%	92.00%	85.00%	82.30%

DROPOUT & STILL ENROLLED RATE

CUHSD	Dropout Rate	Still Enrolled (5 TH Yr Seniors)	Non-Grads in 4 Yrs (Combined)
2010-11	9.20%	5.70%	14.90%
2011-12	6.50%	8.70%	15.20%
2012-13	6.40%	7.30%	13.70%
2013-14	5.60%	10.30%	15.90%
2014-15	4.60%	8.40%	13.00%

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

English Language Arts

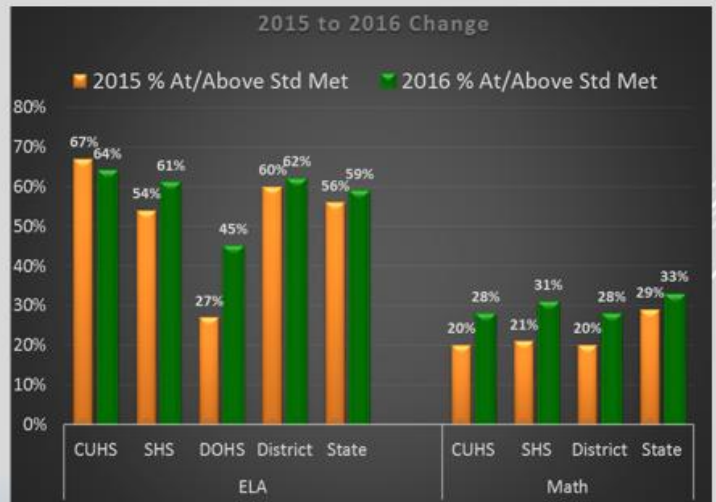
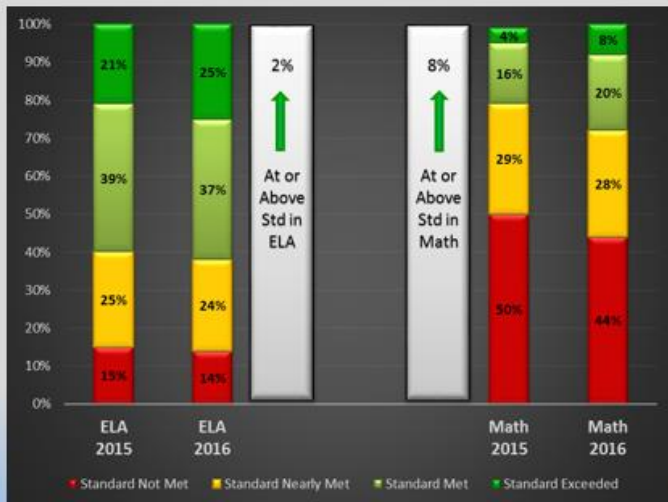
Mathematics

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

2015	CUHS	SHS	DOHS	District	State
Standard Exceeded	24%	18%	0%	21%	23%
Standard Met	43%	36%	27%	39%	33%
Standard Nearly Met	24%	26%	27%	25%	24%
Standard Not Met	9%	20%	47%	15%	20%

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

2015	CUHS	SHS	DOHS	District	State
Standard Exceeded	2%	6%	0%	4%	11%
Standard Met	18%	15%	0%	16%	18%
Standard Nearly Met	34%	26%	0%	29%	25%
Standard Not Met	46%	52%	100%	50%	45%



ENGLISH LEARNER PROGRESS ON CELDT

	2012-13	2013-14	2014-15	2015-16	
CELDT Levels	Advanced	12%	9%	13%	16%
	Early Advanced	39%	38%	37%	39%
	Intermediate	31%	36%	32%	27%
	Early Intermediate	13%	10%	9%	11%
	Beginning	5%	7%	8%	7%
Number Tested	944	782	755	838	

Year	2015-16 Target	2015-16 CUHSD %	2014-15 Target	2014-15 CUHSD %	2013-14 Target	2013-14 CUHSD %
Percentage of ELs Making Annual Progress in Learning English	62.0%	69.1%	60.5%	63.0%	59.0%	61.5%
Percentage of ELs (<5 Years) Attaining English Proficient Level	25.4%	22.3%	24.2%	16.0%	22.8%	14.7%
Percentage of ELs (5+ Years) Attaining English Proficient Level	52.8%	58.4%	50.9%	53.6%	49.0%	50.8%

ADVANCED PLACEMENT EXAMS

Central Union High School 2016

Central Union High School 2016							
Total AP Students: 220							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	39	54	73	107	103	376	
Percentage of Total Exams	10	14	19	28	27	100	
Number of AP Students	37	49	60	85	78		
Subject Totals	5	4	3	2	1	% >3	Total Exams
Studio Art: 3-D Design Portfolio	0	1	0	4	0	20.0%	5
English Language and Composition	2	1	21	25	3	46.2%	52
English Literature and Composition	0	0	1	8	1	10.0%	10
European History	0	0	1	14	6	4.8%	21
Microeconomics	0	1	2	3	6	25.0%	12
Psychology	0	0	0	1	4	0.0%	5
United States Government & Politics	1	2	5	7	10	32.0%	25
United States History	0	5	9	16	28	24.1%	58
Calculus AB	3	4	2	3	4	56.3%	16
Computer Science A	0	0	0	1	13	0.0%	14
Statistics	0	1	1	0	0	100.0%	2
Biology	0	0	2	4	2	25.0%	8
Chemistry	0	0	2	2	12	12.5%	16
Environmental Science	0	5	2	7	6	35.0%	20
Physics 1	0	1	3	6	3	30.8%	13
Japanese Language and Culture	1					100.0%	1
Spanish Language and Culture	32	33	22	6	3	90.6%	96
Spanish Literature and Culture					2	0.0%	2
Totals	39	54	73	107	103	44.1%	376
Number of Exams ≥ 3	166						

Central Union High School 2015

Central Union High School 2015							
Total AP Students: 201							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	32	48	80	112	114	386	
Percentage of Total Exams	8	12	21	29	30	100	
Number of AP Students	32	42	64	88	87		
Subject Totals	5	4	3	2	1	% >3	Total Exams
Studio Art: 3-D Design Portfolio	0	0	1	1	0	50.0%	2
English Language and Composition	0	3	18	23	9	39.6%	53
English Literature and Composition	0	0	12	9	1	54.5%	22
European History	0	1	0	2	11	7.1%	14
Microeconomics	0	6	4	8	5	43.5%	23
Psychology	0	1	1	3	3	25.0%	8
United States Government and Politics	0	3	5	13	14	22.9%	35
United States History	0	0	7	14	29	14.0%	50
Calculus AB	0	1	4	4	2	45.5%	11
Computer Science A	0	0	1	0	10	9.1%	11
Statistics	0	2	7	4	3	56.3%	16
Biology	0	1	5	5	1	50.0%	12
Chemistry	0	2	1	3	4	30.0%	10
Environmental Science	0	2	1	7	9	15.8%	19
Physics 1	0	1		12	12	4.0%	25
Spanish Language and Culture	32	22	11	1	0	98.5%	66
Spanish Literature and Culture	0	3	2	3	1	55.6%	9
Totals	32	48	80	112	114	41.5%	386
Number of Exams ≥ 3	160						

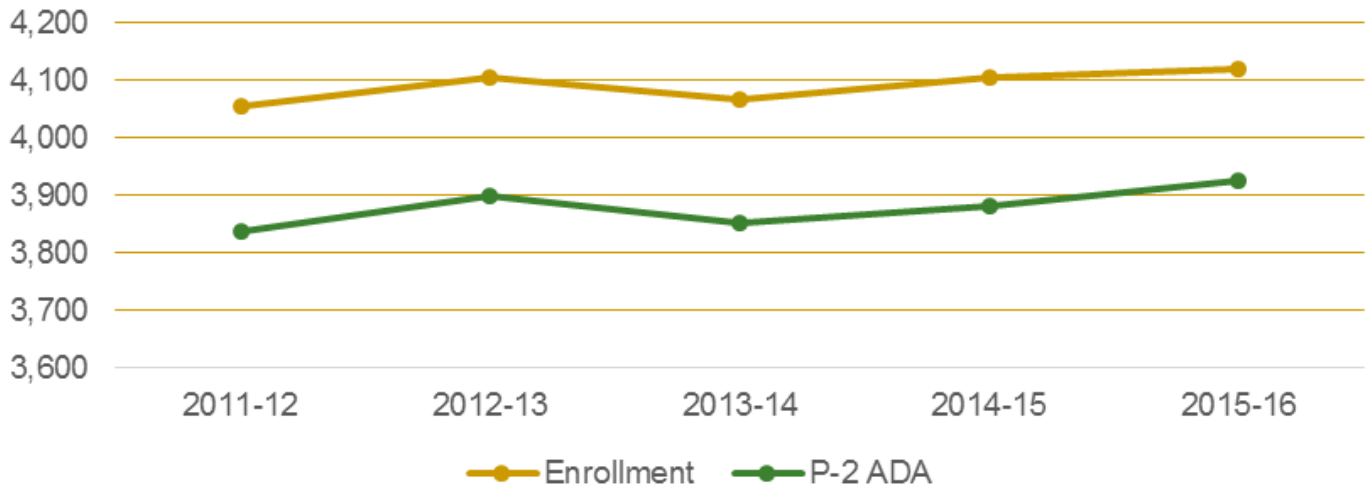
Southwest High School 2016

Southwest High School 2016							
Total AP Students: 327							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	75	99	142	187	98	601	
Percentage of Total Exams	12	16	24	31	16	100	
Number of AP Students	69	81	113	149	86		
Subject Totals	5	4	3	2	1	% >3	Total Exams
English Language and Composition	5	14	14	15	2	66.0%	50
English Literature and Composition	1	8	23	28	10	45.7%	70
European History	0	1	11	46	14	16.7%	72
Macroeconomics	0	7	6	10	8	41.9%	31
Psychology	1	1	3	2	9	31.3%	16
United States Government & Politics	2	9	12	17	10	46.0%	50
United States History	4	8	13	19	17	41.0%	61
Calculus AB	7	6	10	5	8	63.9%	36
Calculus BC	9	5	3	1	1	89.5%	19
Computer Science A	0	0	0	0	3	0.0%	3
Statistics	0	0	1	2	2	20.0%	5
Biology	0	2	15	19	4	42.5%	40
Chemistry	0	0	7	6	3	43.8%	16
Physics 1	1	1	6	13	7	28.6%	28
Chinese Language and Culture	1	0	0	0	0	100.0%	1
French Language and Culture	1	1	0	1	0	66.7%	3
Spanish Language and Culture	43	36	18	3	0	97.0%	100
Totals	75	99	142	187	98	52.6%	601
Number of Exams ≥ 3	316						

Southwest High School 2015

Southwest High School 2015							
Total AP Students: 319							
School Totals for this View	5	4	3	2	1	Total Exams	
Number of Exams	63	84	149	182	113	591	
Percentage of Total Exams	11	14	25	31	19	100	
Number of AP Students	57	76	114	144	99	0	
Subject Totals	5	4	3	2	1	% >3	Total Exams
English Language and Composition	0	9	14	24	7	42.6%	54
English Literature and Composition	1	7	20	54	9	30.8%	91
European History	2	4	20	8	33	38.8%	67
Macroeconomics	0	0	2	2	5	22.2%	9
Psychology	1	0	0	2	3	16.7%	6
United States Government and Politics	0	0	6	4	10	30.0%	20
United States History	2	9	18	27	15	40.8%	71
World History	0	0	1	0	0	100.0%	1
Calculus AB	17	10	16	2	11	76.8%	56
Statistics	0	2	0	4	0	33.3%	6
Biology	1	2	14	24	2	39.5%	43
Chemistry	1	0	8	8	2	47.4%	19
Environmental Science	0	1	0	1	0	50.0%	2
Physics 1	0	0	6	13	16	17.1%	35
French Language and Culture	0	0	7	3	0	70.0%	10
Spanish Language and Culture	38	39	17	6	0	94.0%	100
Totals	63	84	149	182	113	50.1%	591
Number of Exams ≥ 3	296						

CUHSD Enrollment vs. Avg. Daily Attendance History



Central Union High School District CALPADS Enrollment vs. P-2 Attendance

	2011-12	2012-13	2013-14	2014-15	2015-16	Estimated 2016-17
CALPADS Enrollment (October Snapshot)	4,056	4,104	4,066	4,106	4,120	4,185
Change in Enrollment	47	48	(38)	40	14	65
Percentage Change	1.17%	1.18%	-0.93%	0.98%	0.34%	1.58%

	2011-12	2012-13	2013-14	2014-15	2015-16	Proj. 5 yr Avg. 2016-17
P-2 Actual Attendance	3,836.28	3,897.91	3,852.10	3,880.28	3,916.18	3,966.18
Change in ADA Attendance P/Y	(9)	62	(46)	28	36	50
Percentage Change	-0.24%	1.61%	-1.18%	0.73%	0.93%	1.28%

P-2 Actual Attendance as a % of CALPADS Enrollment	2011-12	2012-13	2013-14	2014-15	2015-16	5 yr Avg.
	94.58%	94.98%	94.74%	94.50%	95.05%	94.77%

The 2015-16 P-2 ADA has been calculated at 3,924.09. This is an increase of 44 over the prior year P-2 ADA.

Statewide Average Attendance Ratio - High School	2012-13	2013-14	2014-15
	93.53%	95.61%	93.74%