



# Welcome Spartan Stakeholders LCAP



“Making a difference one Spartan at a time.”

**SPARTANS WILL.**

Monday, October 28, 2019

*Whatever it takes*



**Goal #4: Improve communication  
among all stakeholders.**

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# Leadership Team

**Mrs. Rodriguez**  
**Assistant Principal**

**Mr. Lyon**  
**Principal**

**Mrs. Petter**  
**Assistant**  
**Principal**

# Agenda

1. School Parent Compact and Parent Involvement BP6020
2. State Priorities
3. LCAP Goals
4. Allocation of Funds for 2019-20
5. Feedback - Questions, Comments, Recommendation, and Suggestions.





Parent/Family



### **1st LCAP Meeting**

Monday, October 28, 2019,  
5:30 p.m. - 6:30 p.m.  
M.P.R./Cafeteria

### **2nd LCAP Meeting**

Monday, February 24, 2020,  
5:30 p.m. - 6:30 p.m.  
M.P.R./Cafeteria

### **3rd LCAP Meeting**

Thursday, May 21, 2020,  
5:30 p.m.  
District Office-Board Room

- Seek input from stakeholders regarding expenditures for 2020-2021

[2019 LCAP Survey](#)



## Central Union High School

1001 Brighton Avenue, El Centro, CA 92243

760.336.4300



## Board Policy

### Parent Involvement

BP 6020

#### Instruction

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

- (cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

- (cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

You Are Here: [Home](#) >> [Community Profile](#) >> [Parent Involvement](#)

#### Community Profile

▶ [Accountability Report](#)

▶ [Common Core Information for Parents](#)

▶ [Office Support Staff](#)

▶ [Mission Statement](#)

▶ [Parent Involvement](#)

▶ [2019-20 Parent/Guardian Survey - Encuesta Padre/Tutor](#)

▶ [Safety Plan](#)

▶ [School Site Council](#)

▶ [Single Plan for Student Achievement](#)

▶ [LCAP Student Survey](#)

## Parent Involvement

- [Parent Involvement Policy](#)
- [Title I Parent Involvement Policy 2019-20 \(English\)](#)
- [Title I Parent Involvement Policy 2019-20 \(Spanish\)](#)
- [Compact between our school and our home](#)
- [Title I Spartan Parent Night](#) - Monday, September 30, 2019
- [1st LCAP Stakeholder Meeting](#) - Monday, October 28, 2019

### Wake Cup Spartan Parents

[irkshops](#)

[September 4, 2019: Parent Portal](#)

[October 2, 2019: Stress Management](#)

## Spartan Pride Newsletter

- [September/October 2019 Newsletter](#)



# School-Parent Compact

## COMPACT BETWEEN OUR SCHOOL AND OUR HOME

### *The Student Pledge*

I realize that my education is important. I know that I am the one responsible for my own success.

#### AS A STUDENT, I AGREE TO BE RESPONSIBLE FOR THE FOLLOWING:

- Respect myself and the rights of others
- Attend all classes on time and be prepared to do my best
- Request help from my teachers or other programs when I need it
- Follow all school and classroom rules
- Turn in completed homework on time
- Spend regular time at home studying and/or reading (30 minutes minimum)
- Participate in activities that foster responsible behavior
- Strive to do my best on all standardized testing
- 2.0 GPA requirement (activities & graduation)

### *The Faculty Pledge*

We understand the importance of a quality education for each student and our role as teachers and positive models.

#### AS THE SCHOOL, WE WILL BE RESPONSIBLE FOR THE FOLLOWING

- Provide trusting and positive relationships between students and teachers
- Provide high quality curricula and instruction that is supportive and will address the individual needs of your student in meeting state standards and preparing for college and/or the workplace
- Provide a nurturing and safe environment that is conducive for learning
- Communicate regularly with students
- Assign appropriate homework with clear instructions
- Encourage students to read daily at school as well as at home
- Participate in staff development

### *The Parent's Pledge*

I understand that my participation in my child's education will help his/her progress and his/her attitude

#### AS A PARENT I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Respect the fact that time is necessary for studying
- Be supportive of school rules regarding homework, discipline and attendance
- Make sure my child gets enough sleep and follows a healthy diet
- Participate in school functions
- Engage in daily dialogue with my child to better understand and share in his/her experiences
- Read all information sent home from the school and call the school with any questions I may have.

\*Copies of the Single Plan for Student Achievement (a categorical budget and plan) and School Accountability Report Card are available and can be obtained from the main office.



## ACUERDO ENTRE NUESTRA ESCUELA Y NUESTRO HOGAR

### *El Compromiso del Alumno/a*

Yo entiendo que la educación es importante para mí. Yo soy responsable de mi propio éxito.

#### COMO ESTUDIANTE, PROMETO SER RESPONSABLE DE LO SIGUIENTE:

- Respetar mi persona y los derechos de los demás
- Asistir a la escuela a tiempo y estar preparado para dar lo mejor de mí mismo/a
- Acudir a mis maestros o programas de apoyo cuando necesite ayuda
- Seguir todas las reglas de la escuela y del salón de clase
- Entregar la tarea completa y a tiempo
- Pasar tiempo en casa estudiando o leyendo (mínimo 30 minutos diariamente)
- Participar en actividades que promuevan el buen comportamiento
- Esforzarme lo posible en todos los exámenes estandarizados.
- Requisito de promedio general de 2.0 (actividades y graduación)

### *El compromiso del maestro/a*

Yo entiendo la importancia de una educación de calidad para cada alumno/a y mi papel como maestro y modelo positivo.

#### COMO MAESTRO/A, SERÉ RESPONSABLE DE LO SIGUIENTE:

- Crear un ambiente confiable y positivo entre maestro y estudiante
- Ofrecer un plan de estudios e instrucción de alta calidad que apoye y cubra las necesidades individuales de los estudiantes en base con el cumplimiento de las normas estatales y la preparación para la universidad y/o de trabajo.
- Proporcionar un ambiente educativo y seguro que sea benéfico para el aprendizaje
- Comunicarme en forma regular con los padres
- Asignar tarea apropiada con instrucciones claras
- Animar a los alumnos a leer diariamente tanto en la escuela como en casa
- Participar en actividades de superación profesional

### *El Compromiso de los Padres*

Yo entiendo que mi participación en la educación de mi hijo/a ayudará a su progreso y actitud.

#### COMO PADRE, SERÉ RESPONSABLE DE LO SIGUIENTE:

- Respetar el tiempo necesario de estudio
- Apoyar las reglas de la escuela sobre la tarea, disciplina y asistencia
- Asegurar que mi hijo/a duerma lo suficiente y que tenga una dieta saludable
- Participar en los eventos escolares
- Dialogar diariamente con mi hijo/a y así compartir sus experiencias
- Leer toda la información que envía la escuela a casa y cuando tenga preguntas o dudas, llamar a la escuela

\*Copias del Plan Individual de Rendimiento Estudiantil (un plan y presupuesto categórico) están disponibles en la oficina principal.

# Funding?

LCFF =

Base Grant Funds = number of students attending our district

- Salaries
- Benefits
- Operating Expenses

Supplemental and Concentration = LCFF Unduplicated Students (students are only counted once)

- English Learners
- Foster Students
- Low-Income Students

Supplemental funds = Equitable achievement

Ex: underperforming on state assessments, graduation rate, and completion of a-g requirements.

Supplemental dollars

- Professional Development
- Interventions
- School Climate Programs

LCAP identifies 8 state priority areas as a metric to measure the quality of an educational program. The 8 state priorities are the following: 1. Basic Services, 2. Academic Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement, 6 School Climate, 7. Course access, and 8 other pupil outcome such as College and career indicator.



Local Control  
Funding Formula

# State and Local Indicators

This is how  
Local  
Educational  
Agencies  
measure the  
quality of an  
educational  
program.

LCFF Priority	State Indicator	Local Indicator	Metrics
<b>1. Basic Services</b> Servicios básicos		Basic Conditions at School	A. Teachers appropriately assigned and full credentialed B. Access to Instructional Materials C. Facilities are Maintained
<b>2. Academic Standards</b> estándares académicos		Implementation of State Academic Standards	A. Implementation of the SBE-adopted standards B. How program/services enable English Learners to access the CA and ELD standards
<b>3. Parent Involvement</b> Participación de los padres		Parent Engagement	A. Efforts to seek parent input in decision making B. How parental participation in programs for unduplicated pupils and individuals with exceptional needs is promoted
<b>4. Student Achievement</b> Logro estudiantil	Academic Indicator (Embedded in <b>College/Career Indicator</b> for H.S.)  English Learner Indicator	In CCI	A. A-G completion B. Percentage of pupil who pass an AP exam (3+) C. Percentage of pupil who participate in & demonstrate college preparedness on CAASPP (EAP)  D. EL Progress (CELDT) -> (ELPAC) E. EL reclassification rate
<b>5. Student Engagement</b> Participación de los estudiantes	Chronic Absence Indicator Graduation Rate Indicator		A. School attendance B. Chronic absenteeism C. Dropout rate D. Graduation rate
<b>6. School Climate</b> Clima escolar	Suspension Rate Indicator	Local Climate Survey	A. Suspension rate B. Expulsion rate C. Local measures (surveys of pupils, parents, and teachers on safety and school connectedness)
<b>7. Course Access</b> Acceso al curso	<b>College/Career Indicator</b>	Local Course/Program Offerings (Master Schedule)	A. A broad course of study B. Programs/services provided to unduplicated pupils and individuals with exceptional needs C. CCI
<b>8. Other Pupil Outcomes</b>	<b>College/Career Indicator</b>		CCI



# LCAP 3 year plan - 3 parts

1. Stakeholder Input Section
2. Goals & Annual Report
  - Actions & Services
  - Previous Year's Actions & Services
3. Explanation of Supplemental Funds

## Local Control Accountability Plan Goals:

1. **Increase Academic Achievement for all students**
2. **Increase Student's access to technology**, improve student achievement
3. **Implement Common Core State Standards**
4. **Improve Communication** amongst all **stakeholders**
5. Have a **variety of courses and programs with support for struggling students and English Language Learners**
6. **Provide a positive environment for learning** (safety, highly qualified teachers, and provide quality classroom materials)

# Metas y Objetivos de LCAP

**Meta LCAP # 1** Aumentar el rendimiento para todos los estudiantes, reducir la brecha entre los subgrupos de estudiantes de alto y bajo rendimiento, y aumentar la tasa de graduación.

**Meta LCAP # 2** Usar de manera efectiva estrategias y recursos de instrucción, incluida la tecnología, para mejorar el aprendizaje y el rendimiento de los estudiantes.

**Meta LCAP # 3** Implementar los Estándares Estatales Básicos Comunes (CCSS) en todas las áreas de contenido.

**META LCAP # 4** Mejorar la comunicación entre todas las partes interesadas.

**Meta LCAP #5** Aumentar las opciones de programas de instrucción, la participación de los estudiantes y la conexión escolar a través del acceso ampliado a cursos rigurosos y de alto interés; apoyos estratégicos para estudiantes con dificultades y en riesgo; planes de estudio especializados diseñados para apoyar la adquisición de inglés por parte de los estudiantes EL; y acciones específicas, intervenciones e incentivos diseñados para mejorar la asistencia de los estudiantes.

**Meta LCAP #6** a. Reclutar, contratar y retener activamente maestros altamente calificados y totalmente certificados. si. Proporcionar materiales de instrucción alineados con los estándares para todos los estudiantes. C . Proporcionar un ambiente de aprendizaje seguro y efectivo.

# LCAP Update- What has been done? (actions & Services)

- Advisory: Remediate, Accelerate, Advise
- Extensive trainings
- Chromebook purchases
- Technology purchases
- Extra Staff: Tutors
- New Programs: Agile Minds, Reading Plus, continue with Get Focused Stay Focused
- Late bus, new bus route
- Intervention teachers
- Instructional coaches
- After school programs continued
- Expanded summer school programs (summer bridge)
- English Learners Services
- Offer online courses/ credit recovery
- Student Incentives

# LCAP: ¿qué se ha hecho? (acciones y servicios)

Segundo periodo Asesoramiento: remediar, acelerar, asesorar

Entrenamientos extensos para maestros

Compras de Chromebook

Compras de tecnología

Personal extra tutores

Nuevos programas: Agile Minds, Reading Plus, continúe con Get Focused Stay Focused

Autobús tardío, nueva ruta de autobús

Maestros de intervención

Entrenadores instruccionales

Programas después de la escuela continuaron

Programas escolares de verano ampliados (puente de verano)

Servicios para aprendices de inglés

Ofrecer cursos en línea / recuperación de créditos

Incentivos estudiantiles





CENTRAL UNION HIGH

## Student Population 2018-2019

Explore information about this school's student population.

# Central Union High School

LEARN MORE

Enrollment

**1,869**

[View More Information →](#)

LEARN MORE

Socioeconomically  
Disadvantaged

**77.5%**

LEARN MORE

English Learners

**24.5%**

LEARN MORE

Foster Youth

**0.5%**

2019-2020

**1,902**

2019-2020

**72.55%**

2019-2020

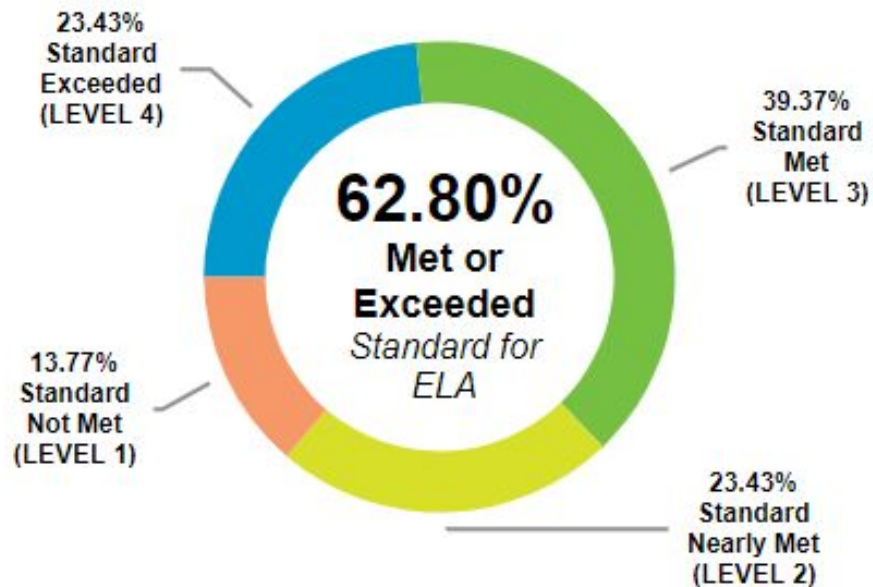
**25.7%**

2019-2020

**0.3%**

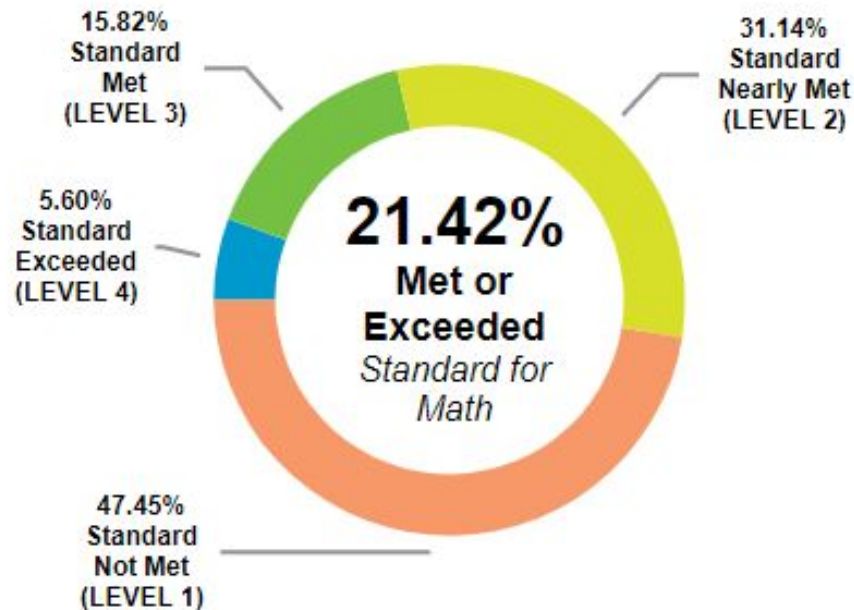
## ELA

Percent of students within each achievement level



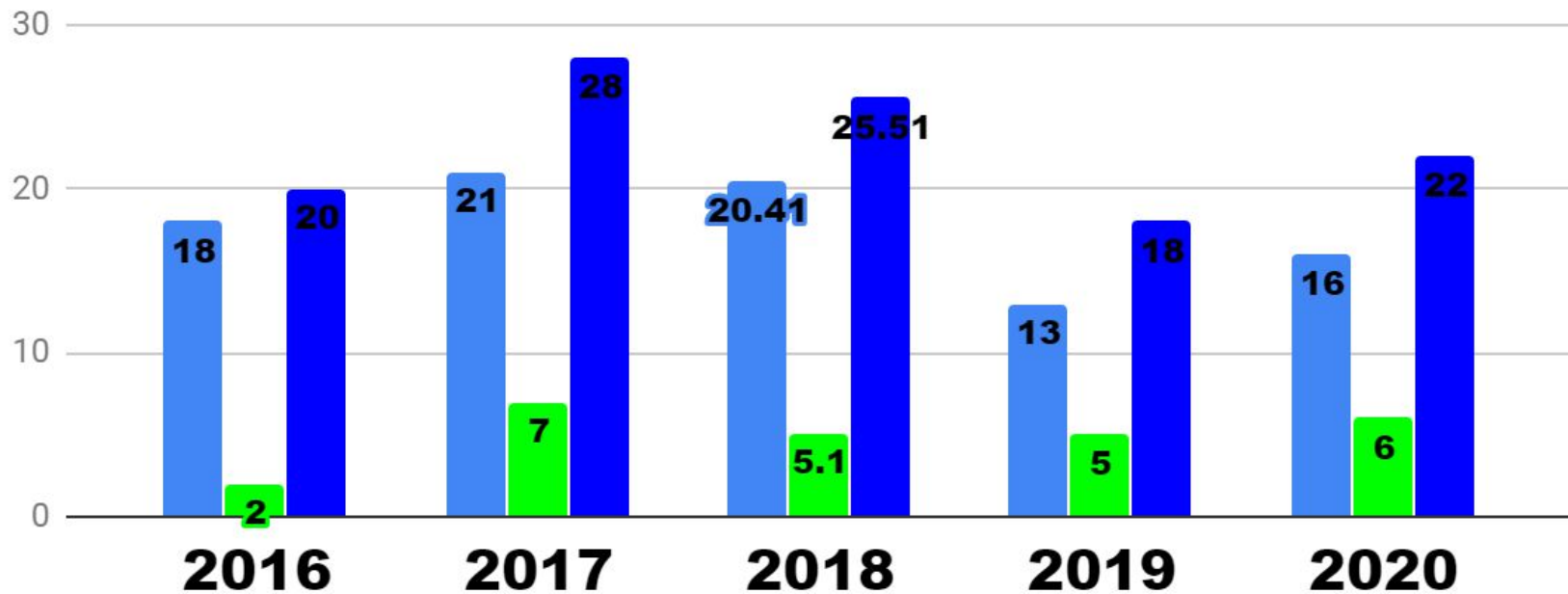
## Mathematics

Percent of students within each achievement level



# CAASPP Mathematics

Met (3) Exceeded (4) Total Met & Exceeded



Graduating Class

# Math by Claim by Socioeconomic Status



School	Group	Count	Score	Claim	% Below Standards	% Near Standards	% Above Standards
Central Union High (13631151333004)	All	406	2547 ±5	<b>Mathematics</b>			
				Concepts and Procedures	56	31	13
				Problem Solving and Modeling & Data Analysis	43	48	9
				Communicating Reasoning	32	59	9
Central Union High (13631151333004)	Economically Disadvantaged	324	2535 ±6	<b>Mathematics</b>			
				Concepts and Procedures	61	28	11
				Problem Solving and Modeling & Data Analysis	46	48	6
				Communicating Reasoning	34	58	7
Central Union High (13631151333004)	Not Economically Disadvantaged	82	2594 ±13	<b>Mathematics</b>			
				Concepts and Procedures	37	43	21
				Problem Solving and Modeling & Data Analysis	32	46	22
				Communicating Reasoning	23	60	17

# Math by Claim by EL Status

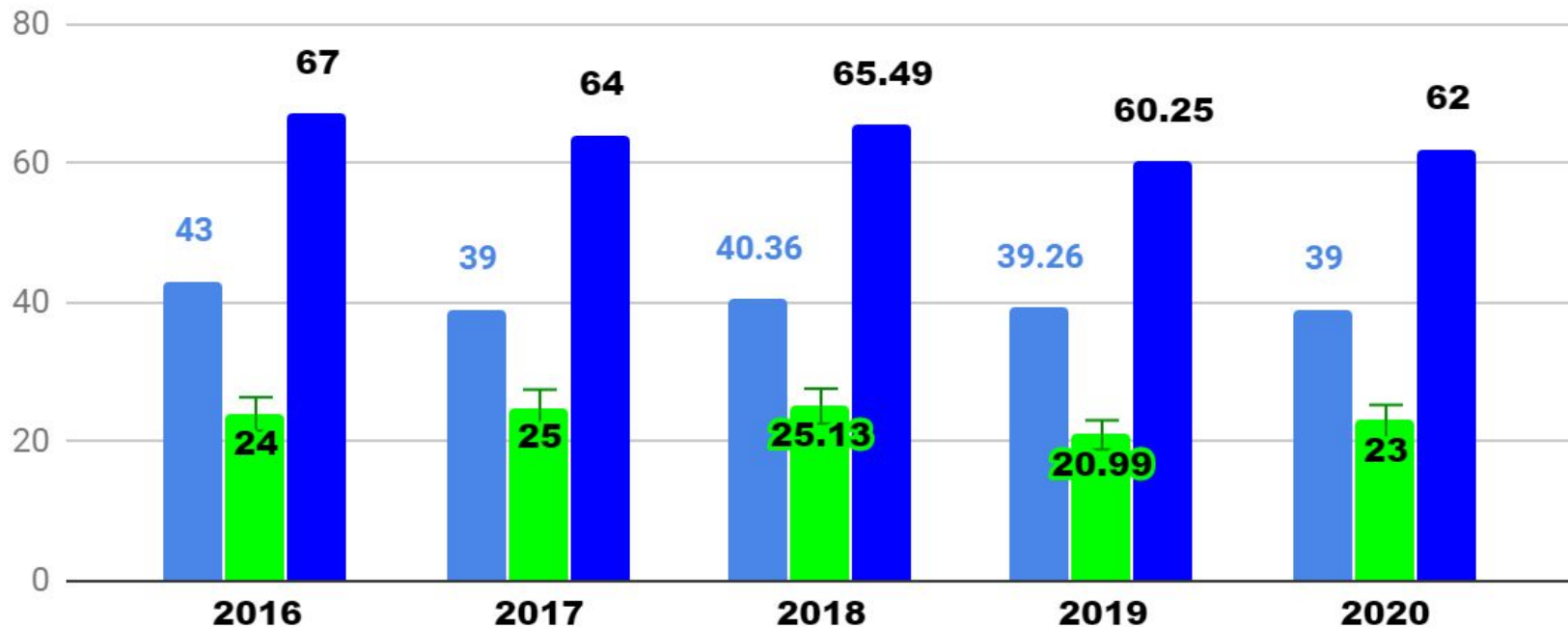


School	EL Status	Count	Target	Mathematics	Concepts and Procedures	Problem Solving and Modeling & Data Analysis	Communicating Reasoning
Central Union High (13631151333004)	All	406	2547 ±5	<b>Mathematics</b>	56	31	13
				Concepts and Procedures	43	48	9
				Problem Solving and Modeling & Data Analysis	32	59	9
Central Union High (13631151333004)	English Learner	59	2457 ±10	<b>Mathematics</b>	88	10	2
				Concepts and Procedures	63	37	
				Problem Solving and Modeling & Data Analysis	42	56	2
Central Union High (13631151333004)	Non-English Learner	347	2562 ±6	<b>Mathematics</b>	51	35	14
				Concepts and Procedures	40	49	10
				Problem Solving and Modeling & Data Analysis	30	59	11
				Communicating Reasoning			



# CAASPP English Language Arts

Met (3) Exceeded (4) Total Met & Exceeded



Graduating Class

# ELA by Claim by Socioeconomic Status



% Below Standards



% Near Standards



% Above Standards

Central Union High  
(13631151333004)



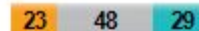
All

410

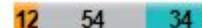
2605 ±5

## ELA/Literacy

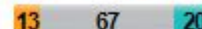
Reading



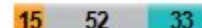
Writing



Listening



Research/Inquiry



Central Union High  
(13631151333004)



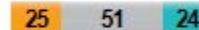
Economically  
Disadvantaged

328

2596 ±5

## ELA/Literacy

Reading



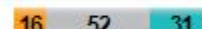
Writing



Listening



Research/Inquiry



Central Union High  
(13631151333004)



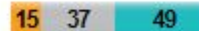
Not  
Economically  
Disadvantaged

82

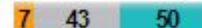
2643 ±10

## ELA/Literacy

Reading



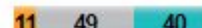
Writing



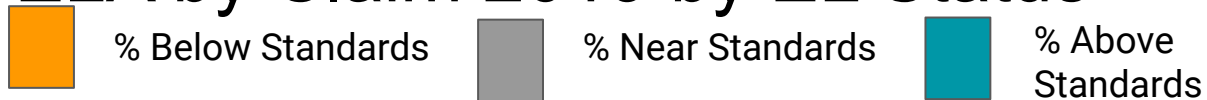
Listening



Research/Inquiry



# ELA by Claim 2019 by EL Status



Legend: Claim Achievement Category  
■ %Below Standard   
 ■ %Near Standard   
 ■ %Above Standard

School	EL Status	Count	Score	Claim	% Below Standard	% Near Standard	% Above Standard
Central Union High (13631151333004)	All	410	2605 ±5	<b>ELA/Literacy</b>			
				Reading	23	48	29
				Writing	12	54	34
				Listening	13	67	20
				Research/Inquiry	15	52	33
Central Union High (13631151333004)	English Learner	60	2493 ±10	<b>ELA/Literacy</b>			
				Reading	57	40	3
				Writing	42	55	3
				Listening	38	57	5
				Research/Inquiry	52	42	7
Central Union High (13631151333004)	Non-English Learner	350	2625 ±5	<b>ELA/Literacy</b>			
				Reading	17	50	33
				Writing	7	53	40
				Listening	8	69	23
				Research/Inquiry	9	53	37



# 10/9/19

## 12th grade Advisory ASB will deliver CAASPP Incentives

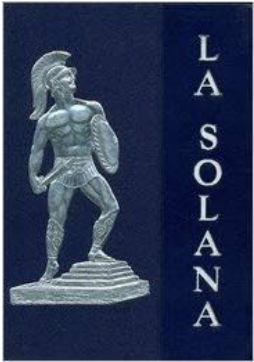
**LCAP 4.2** Promote Positive Communication With and Between Students: a. Publicly recognize student achievement through incentives.



I ♥  
AP

### When you **Meet** or **Exceed** Standards:

- College and Career Ready
- No need to take the ACCUPLACER Senior year
- Placed in college level math and English courses at IVC
- Earn **\$70** toward your ASB account if you pass **both Math and English** with a 3 or higher
- Earn **\$30** toward your ASB account if you pass **one** of the CAASPP exams with a 3 or higher.

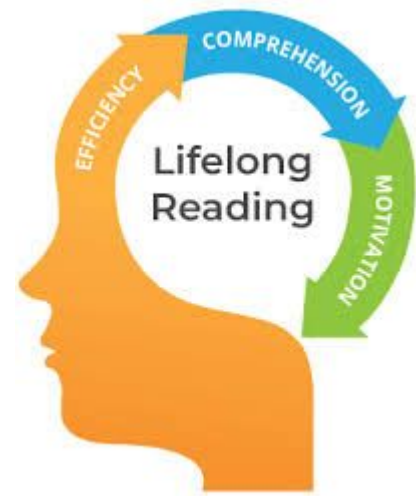


Disney  
**GRAD NITE**

**CASH**



reading  plus®



# Reading Plus

2019 Pilot Data



# Welcome !



Your dashboard is now even better! Click on the ? icons to learn more. Click the More Info button to see details about your progress.



You've earned 10 new avatars! Click on your avatar to see your new choices. New avatars are always on the top row.

[Start Lessons ▶](#)

## Your Reading Rate ?

G-Rate



GRAPH | NUMBERS



## Your Words Read ?



ALL WORDS | 80%+



## Your Reading Profile ?



You have 5 stories to add to your profile.

[More Info ▶](#)



## Select a program and begin lessons!

This Week's Lessons 

## Reading

4 more Combos to finish this level.



## Vocabulary

Master 150 more words to unlock the next level.



## Visual Skills



# Central Union High School - Reading Plus



Sep 3, 2019 - Sep 27, 2019

Benchmark 1  
1743 Students



■ Below 5+ 
 ■ Below 4 
 ■ Below 3 
 ■ Below 2 
 ■ Below 1 
 ■ At Grade 
 ■ Above

[Classes](#)
[Grades](#)
[Students](#)

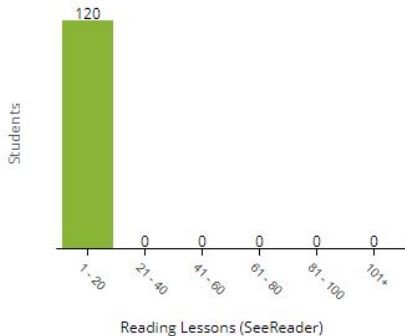
Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
9	565	B1	509	6.0	8.3	158	5.9		-	-
10	453	B1	427	6.7	8.9	161	6.5		-	-
11	447	B1	411	8.2	10.0	154	7.8		-	-
12	426	B1	396	8.4	10.4	162	8.1		-	-



# September 2019



1,894 Students Enrolled  
120 Students Active



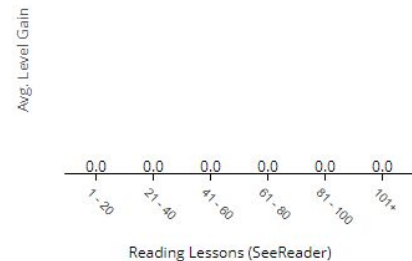
## Silent Reading Fluency Gains

+0 wpm Average Rate Gain  
2% Reading At/Above Rate Target



## Reading Level Gains

7% Reading At/Above Grade  
3% Reading One Level Below Grade



[View by Class](#) [View by Grade](#)

Grade	Enrolled	Assessed	Active	Avg Reading Lessons (SR)	Avg Guided Rate Gains (wpm)	Avg Level Gains	% At/Close to Grade
2nd	1	1	1	5.0	6	0.2	100%
9th	565	512	41	1.5	0	0.0	10%
10th	455	429	35	2.3	1	0.0	6%
11th	447	411	32	1.3	0	0.0	16%
12th	426	401	11	2.6	0	0.0	0%
Totals	1,894	1,754	120	1.8	0	0.0	10%

# October 2019

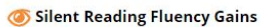


Use

1,898 Students Enrolled

366 Students Active

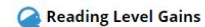
366



Silent Reading Fluency Gains

+1 wpm Average Rate Gain

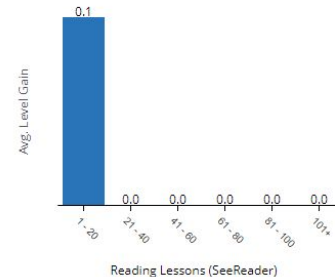
7% Reading At/Above Rate Target



Reading Level Gains

8% Reading At/Above Grade

4% Reading One Level Below Grade



Grade	Enrolled	Assessed	Active	Avg Reading Lessons (SR)	Avg Guided Rate Gains (wpm)	Avg Level Gains	% At/Close to Grade
2nd	1	1	1	1.0	0	0.0	100%
9th	566	523	171	3.4	1	0.1	20%
10th	455	433	64	4.7	3	0.1	5%
11th	449	413	117	3.4	1	0.0	5%
12th	427	403	13	6.0	4	0.1	0%
Totals	1,898	1,773	366	3.7	1	0.1	12%

# Reading Plus Incentives - October & November

\$10 Gift card to Cinemark - Complete 5 Lessons from Reading Comprehension, 5 Lessons from Vocabulary, and 5 Lessons from Visual Skills with 80% or higher.



**LCAP 4.3 - Promote Positive Communication with and between students (a) Publicly recognize student achievement through incentives.**



**RRR- Algebra I Tutoring**  
**Mrs. Ortiz - Room: M-5**  
**Mondays, Tuesdays &**  
**Thursdays**  
**After-School**  
**&**  
**Saturday Schools**



## **Spartan Study Spot**

- Who:** All Spartan Students who need assistance with any of their classes.
- What:** Spartan Study Spot (SSS), also known as tutoring,
- When:** Monday through Thursday

**Where:** Inside the Library.

**Late bus is available** for those who ride the bus.

**CUHS**

LCAP 1.3 - Tutoring: After-school  
LCAP 4 - Improve communication among all stakeholders.



**-ELD-**  
**AFTER**  
**SCHOOL**



**WHEN:**

**Tuesdays**  
**Wednesdays**  
**Thursdays**  
**(except minimum**  
**Wednesdays)**

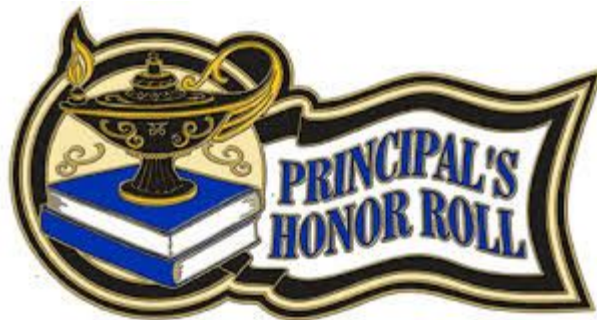
**WHERE:**

**Room M8**  
**Ms. Vega**

**TIME:**

**3:05pm - 4:05pm**





# 1st Semester Principal's Honor Roll Incentives

## 3.0 GPA or Higher with No "F"



Receive a "Free" Shaved Iced



### Drawing:

Enter the chance to win  
*Bose - SoundSport Free Wireless*  
and  
*Bose Soundlink Revolve Portable*  
*Bluetooth Speaker*



LCAP 4 - Improve Communication among all stakeholders.

LCAP 4.3 - Promote Positive Communication with and between students (a) Publicly recognize student achievement through incentives.





# Spartan Study Spot



Qué: Tutoría disponible para todas las materias

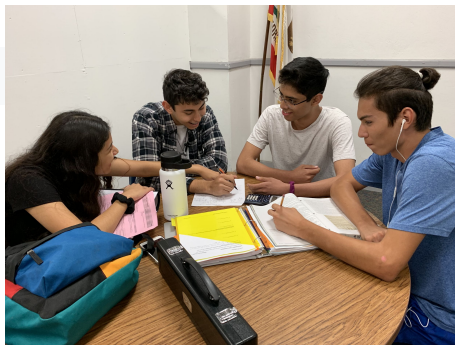
Cuándo: después de la escuela de lunes a jueves de 3:05 p.m.-4:05 p.m.

Donde: En la Biblioteca

\* Llame al 760-336-4317 para verificar que su hijo / hija asista.

\*\*\* El último autobús sale a

*Whatever it takes.*

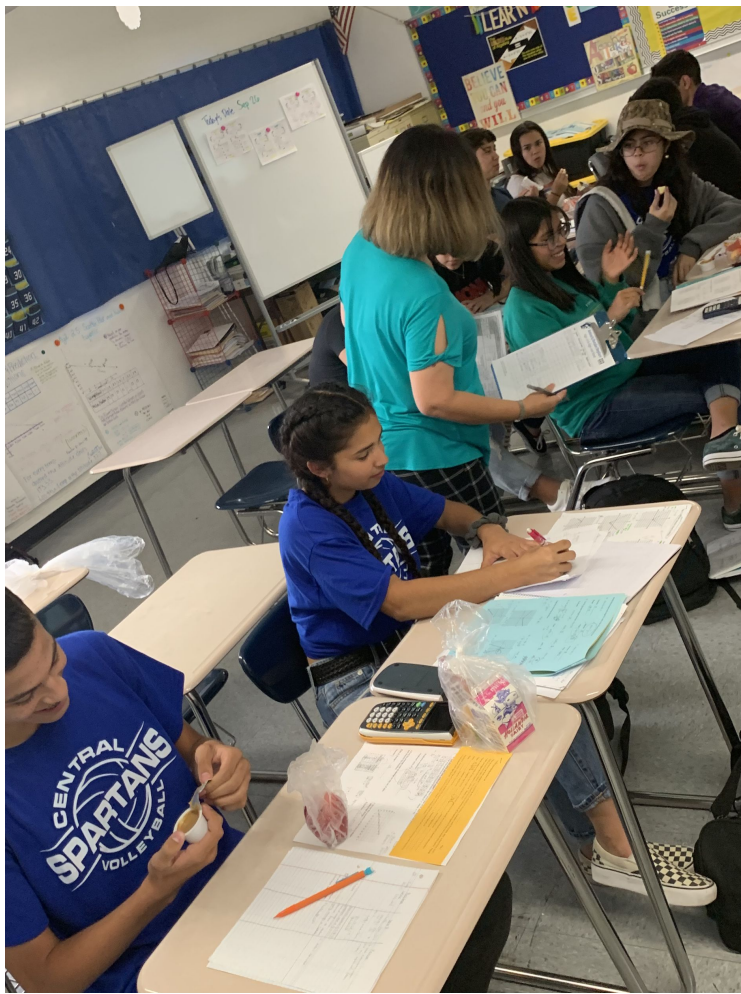


nible par

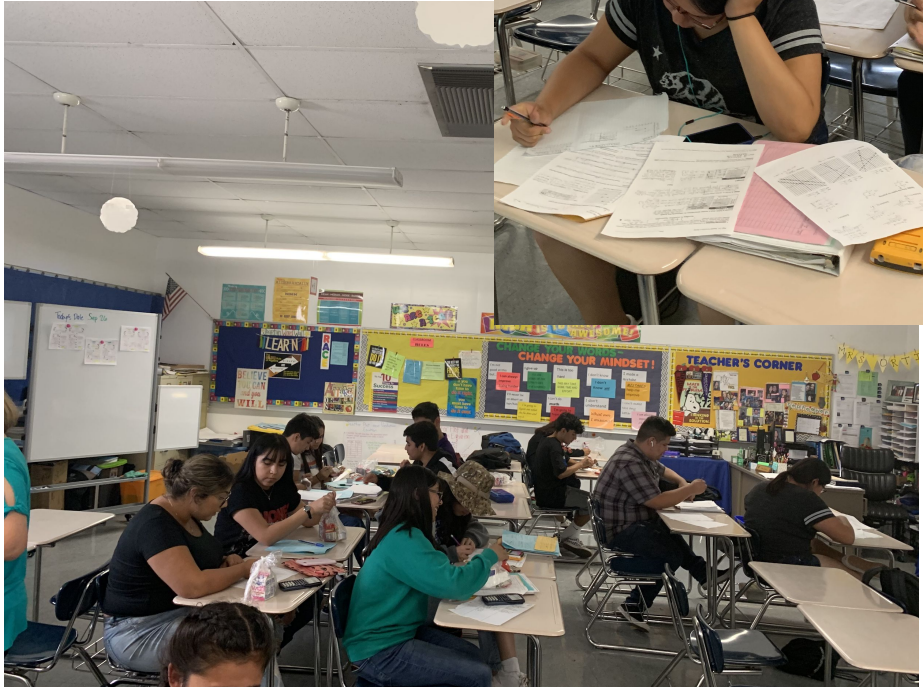
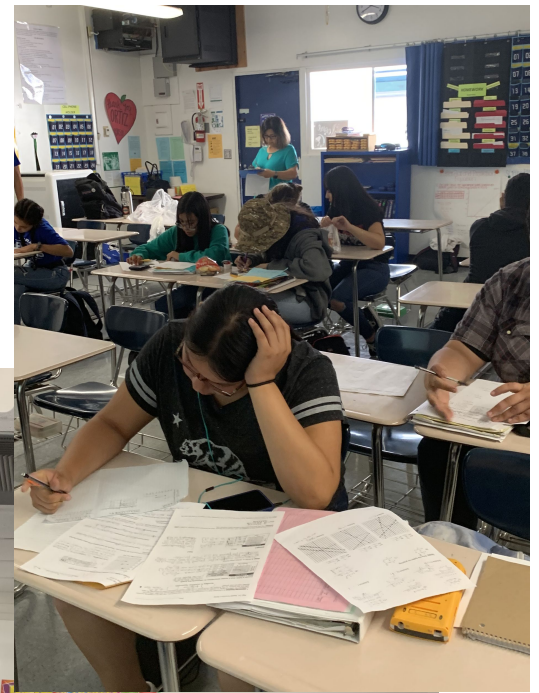


itobús.

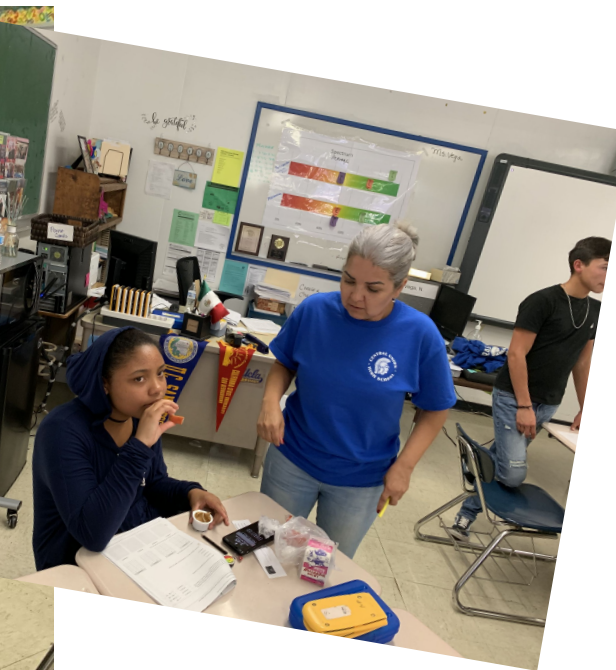
Los **Espartanos** harán lo que sea necesario para ayudar a su hijo o hija a tener éxito.



RRR- Tutoring  
Mrs. Ortiz - M-5  
Mondays, Tuesday,  
Thursdays, &  
during Saturday  
School



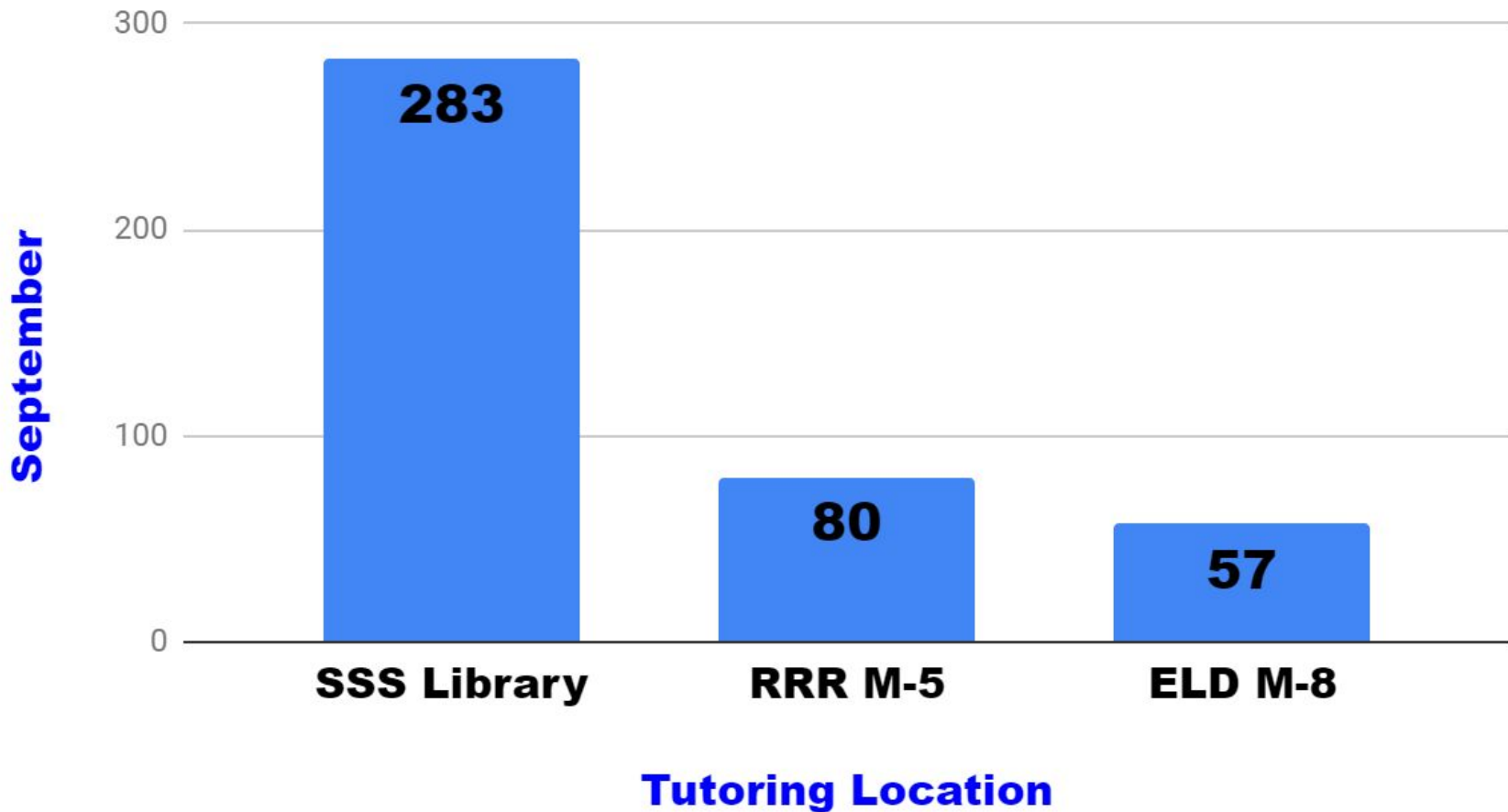




ELD After-School  
Tutoring  
Ms. Vega  
Room M-8  
Tuesdays, Wednesdays,  
and Thursdays



# 2019 CUHS Tutoring Attendance



# We are SPARTA = Expected School Learning Results

**S** Socially Conscious

**P** Problem Solvers

**A** Achievers

**R** Responsible

**T** Technologically Literate

**A** Analytical Thinkers

## September 2019 Honorees

- **Serve in the community.**
- **Demonstrate good citizenship.**
- **Utilize appropriate language registers.**
- **Demonstrate tolerance of others' differences.**

Celebration will take place **October 21, 2019**, during advisory period



**2019-20 Socially Conscious Spartans**



# Congratulations Socially Conscious Spartans!

Jayden Carrillo

Alvin Vela-Lizarraga

Andrea Torreros

Andres Contreras

Ashley Araque-Gonzalez

Brian Martinez

Christopher Torres-Lopez

Miranda Bravo

Erica Garcia Soberanes

Gael Verdugo

Guillermo Arredondo

Jared Efren Rodriguez

Joe Espinoza Saldaña

Deisy Lemus

Robert Lucio

Demarco Marcus

Jose Quevedo

Sebastian Rodriguez-Muñoz

Karely Bañuelos

Patricia Muñoz

Roy Felix

Miguel Iribe-Cabrera

# Title I Spartan Parent Night Feedback

**In Attendance: 48 Stakeholders**

- 19 - Parents
- 8 - Students
- 11 - Team members: Teachers & counselor
- 7 - Community Stakeholders
- 2 - Administrators
- 1 - Superintendent



**Parent recommendations, suggestions, questions:**

“I strongly encourage the reading program [Reading Plus] for students to be more successful in this subject.”

“How can teachers support parents in [Reading Plus] by holding students accountable for reading?”

“When does AR return? Make it mandatory and with incentives.”

“Tutoring after-school for students is a plus. Extra help for them. I appreciate teachers and students who are involved in it.”



Parent/Family



### **1st LCAP Meeting**

Monday, October 28, 2019,  
5:30 p.m. - 6:30 p.m.  
M.P.R./Cafeteria

### **2nd LCAP Meeting**

Monday, February 24, 2020,  
5:30 p.m. - 6:30 p.m.  
M.P.R./Cafeteria

### **3rd LCAP Meeting**

Thursday, May 21, 2020,  
5:30 p.m.  
District Office-Board Room

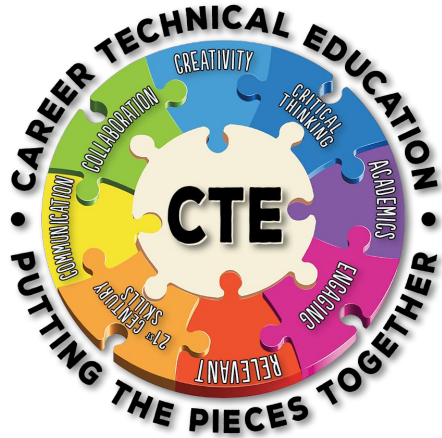
- Seek input from stakeholders regarding expenditures for 2020-2021

[2019 LCAP Survey](#)



# Goal #4 -Improve Communication among all stakeholders.

*Save  
the  
Date*



January 13, 2020  
**CTE Parent Night**  
M.P.R. at 5:30 p.m.

*Save  
the  
Date*

**AP**

January 27, 2020  
**A.P. Parent Meeting**  
M.P.R. at 5:30 p.m.

2nd LCAP Meeting  
Monday, February 24, 2020,  
5:30 p.m. - 6:30 p.m.  
M.P.R./Cafeteria