

Casa Grande Union High School Title I Parent Meeting

October 28, 2021



CASA GRANDE
UNION HIGH SCHOOL DISTRICT

Welcome

Agenda:

- Introductions
- Summary of Services Available to Students
- School Data
- Q&A

Agenda:

- Introducciones
- Resumen de los servicios disponibles para estudiantes
- Dato de la escuela
- Preguntas y respuestas

Staff Support for Students

(Apoyo al personal para estudiantes)

CGUHSD Title I Liaisons

(Enlaces CGUHSD Título I)

Casa Grande Union HS

Position is open, if interested please apply online

En este momento la posición esta abierto, se puede meter una aplicación si tiene interés in la posición.

Please contact bmabb@cguhsd.org if you have any questions.

Por favor, contacta a bmabb@cguhsd.org si tiene preguntas.

Staff Support for Homeless Students

(Apoyo al personal para estudiantes sin hogar)

CGUHSD Homeless Liaisons – McKinney Vento

Enlaces para personas sin hogar de CGUHSD – McKinney Vento

Casa Grande Union High School

Athena Garcia

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520-836-8500 ext. 3107

District Office Support

(Apoyo a la Oficina del Distrito)

Federal Programs Director

(Director de Programas Federales)

Marilyn Gardner

mgardner@cguhsd.org



Federal Program Specialist

(Especialista en Programas Federales)

Tina Ogle

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Title I Program:

The **purpose of Title 1** funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

(U.S. Department of Education)

El propósito de la financiación del Título 1 es asegurar que todos los niños tengan una oportunidad justa, igual y significativa de obtener una educación de alta calidad y alcanzar, como mínimo, la competencia en los desafiantes estándares estatales de rendimiento académico y evaluaciones académicas estatales.

(Departamento de Educación de los Estados Unidos)

FY21-22 CGUHSD Title I Program Funding

(Financiación del Programa del Título I del año 21-22 de la CGUHSD)

FY21-22 Received \$946,464.47

Support the following educational services:

- Credit recovery through Edgenuity program
- Reading support through Read 180, System 44 and Second Chance Reading programs
- Before school, lunch-time and after school tutoring
- Credit recovery summer school programming

FY21-22 Recibido \$946,464.47

Apoyar los siguientes servicios educativos:

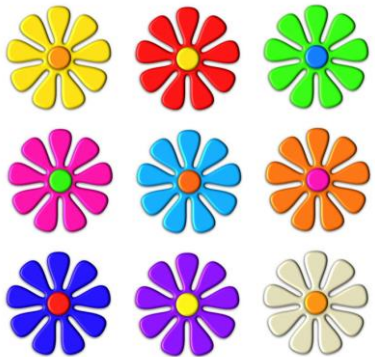
- Programa de recuperación de crédito a través de Edgenuity
- Apoyo de lectura a través de los programas de lectura 180, Sistema 44 y Lectura de segunda oportunidad
- Antes de la escuela, la hora del almuerzo y la tutoría después de la escuela
- Programación de la escuela de verano de recuperación de crédito

FY21-22 CGUHSD Title I Program Funding

(Financiación del Programa del Título I del año 21-22 de la CGUHSD)

-Homeless (McKinney-Vento)
support including school supplies,
personal necessity needs
(clothing/hygiene) and course fees

-Apoyo para personas sin hogar
(McKinney-Vento), incluyendo
útiles escolares, necesidades de
necesidades personales
(ropa/higiene) y cuotas de
cursos



Parents Right to Know:

- ▶ Both the CGUHS and the VGHS are considered School-Wide Title I Schools
 - All students are eligible to participate and benefit from Title I services
- ▶ It is your right as a parent to be involved in your child's education and to provide feedback on the educational services being provided to your child.
- ▶ Based on the requirements of the Arizona Department of Education, students are tested in 11th grade using the ACT.
- ▶ CGUHSS's curriculum incorporates all the required State of Arizona Academic Standards
- ▶ Parents right to know the professional qualifications of classroom teachers and paraprofessionals instructing their child.

De los padres a saber:

- Tanto el CGUHS como el VGHS se consideran Escuelas de Título I en toda la Escuela.
 - Todos los estudiantes son elegibles para participar y beneficiarse de los servicios del Título I
- Es su derecho como padre a participar en la educación de su hijo y a proporcionar comentarios sobre los servicios educativos que se proporcionan a su hijo.
- De acuerdo con los requisitos del Departamento de Educación de Arizona, los estudiantes son evaluados en grado once usando el ACT.
- El plan de estudios de CGUHSS incorpora todos los estándares académicos del estado de Arizona requeridos.
- Los padres tienen derecho a conocer las cualificaciones profesionales de los maestros del salón de clases y paraprofesionales que instruyen a sus hijos.

Parents Right to Know:

- ▶ Teacher's also engage in assessment of student learning throughout courses in order to gauge how students are doing and provide needed support.
- ▶ It is a district goal and expectation that all children have an equal opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- ▶ Parents have the right to request regular meetings with school staff.

Derecho de los padres a saber:

- Los maestros también participan en la evaluación del aprendizaje de los estudiantes a lo largo de los cursos con el fin de medir cómo están los estudiantes y proporcionar el apoyo necesario.
- Es una meta y expectativa del distrito que todos los niños tengan la misma oportunidad de obtener una educación de alta calidad y alcanzar, como mínimo, la competencia en los desafiantes estándares estatales de rendimiento académico y las evaluaciones académicas estatales.
- Los padres tienen el derecho a pedir juntas regulares con los maestros.

Parent/Family Engagement Policy

- ▶ We do have a Parent/Family Engagement Policy and value your involvement
- ▶ Some ways to be involved:
 - ▶ Participate in Site Council
 - ▶ Monthly meeting, usually the 2nd Monday of each month. Next meeting is on November 8th at 5:30 in the CGUHS Library.
 - ▶ Attend Parent/Teacher Conferences - Next conference is on February 10th
 - ▶ Individual conferences can also be requested as needed with each teacher.
 - ▶ Check PowerSchool Grades
 - ▶ Provide feedback when surveys are sent
 - ▶ Current survey “Effective Communication Strategies”
 - ▶ Email went out today with the survey link:
https://forms.office.com/Pages/ResponsePage.aspx?id=6ZDhnFwVK063x_rX2O73yT2vQeBo2eNHgo4g7W61uitUN0M3TFVXUTNJQ0dHR1BVOTRVSFVGVzRBWC4u
 - ▶ Complete the Meal Application form: <https://www.cguhsd.org/cgFoodServices.aspx>
 - ▶ Encourage regular attendance
 - ▶ Follow us on Social Media and other communications - keep us updated on any changes to email or phone number.
 - ▶ Come out and enjoy our various school events.

Integrated Action Plan

Principle 1: Effective Teachers and Instruction:

SMART Goal: During the 2021-2022 school year, CGUHS students will show a 5% increase in post-testing when compared to initial pre-tests in both English/Language Arts and Mathematics utilizing the Galileo assessment. Please note: CGUHS chose to use this method of assessing students given the fact that AzM2 will not be utilized after the 2020-2021 school year (new State assessments will not be comparable to previous years).

Principle 2: Family and Community Engagement:

SMART Goal: CGUHS will increase external stakeholder engagement by 5% across all modalities (parent meetings, parent surveys, etc.) for the 2021-2022 school year when compared to the previous school year.

Principle 3: Effective Leadership:

SMART Goal: Intermediate leadership teams will continue to meet monthly throughout SY21-22 (either virtually or in person) to review, coordinate and develop consistent procedures and instructional practices.

Grade Distribution - Overall

Grade Level	A	B	C	D	F
9	37%	18%	14%	12%	20%
10	34%	17%	14%	11%	24%
11	29%	20%	16%	12%	23%
12	28%	22%	20%	13%	17%
Total	33%	19%	15%	12%	21%



Grade Distribution - Without Edgenuity

Grade Level	A	B	C	D	F
9	35%	20%	16%	13%	17%
10	32%	18%	14%	14%	22%
11	32%	25%	18%	12%	13%
12	37%	25%	20%	14%	5%
Total	34%	18%	17%	14%	17%



Grade Distribution - Edgenuity ELA

Course	A	B	C	D	F
English 9 S1 EDGE				25%	75%
English 9 S2 EDGE			10%	40%	50%
English 10 S1 EDGE			7%	20%	73%
English 10 S2 EDGE			14%	43%	43%
English 11 S1 EDGE		8%	28%	20%	44%
English 11 S2 EDGE		12%	47%	12%	29%
English 12 S1 EDGE		18%	42%	22%	18%
English 12 S2 EDGE		9%	48%	36%	6%



Grade Distribution - Edgenuity Math

Course	A	B	C	D	F
MAT Algebra III/Trig EDGE S1		33%	33%		33%
Math Algebra 11 -EDGE			100%		
Math Algebra I S1 EDGE				15%	85%
Math Algebra I S2 EDGE			19%	25%	56%
Math Algebra II S1 EDGE		6%	14%	14%	65%
Math Algebra II S2 EDGE		20%	24%	28%	28%
Math Geometry S1 EDGE		7%	13%	10%	70%
Math Geometry S2 EDGE		9%	18%	9%	64%
Math Income Management S1 EDGE		35%	32%	11%	22%
Math Income Management S2 EDGE		19%	48%	7%	19%



Grade Distribution - Edgenuity Science

Course	A	B	C	D	F
SCI Biology S1 EDGE		20%	10%	15%	55%
SCI Biology S2 EDGE		20%		20%	60%
SCI Earth Science S1 EDGE		17%	3%	24%	55%
SCI Earth Science S2 EDGE		22%	22%	11%	44%
SCI Science Inquiry S1 EDGE		8%	10%	10%	72%
SCI Science Inquiry S2 EDGE		33%	7%	13%	47%
SS American History S1 EDGE	2%	23%	25%	7%	43%
SS American History S2 EDGE		32%	32%	8%	28%
SS Economics EDGE	10%	39%	22%	10%	20%
SS US Government EDGE	17%	42%	17%		25%
SS World History S1 EDGE	5%	5%	14%		77%
SS World History S2 EDGE	20%	30%	20%		30%
US Government - EDGE				100%	



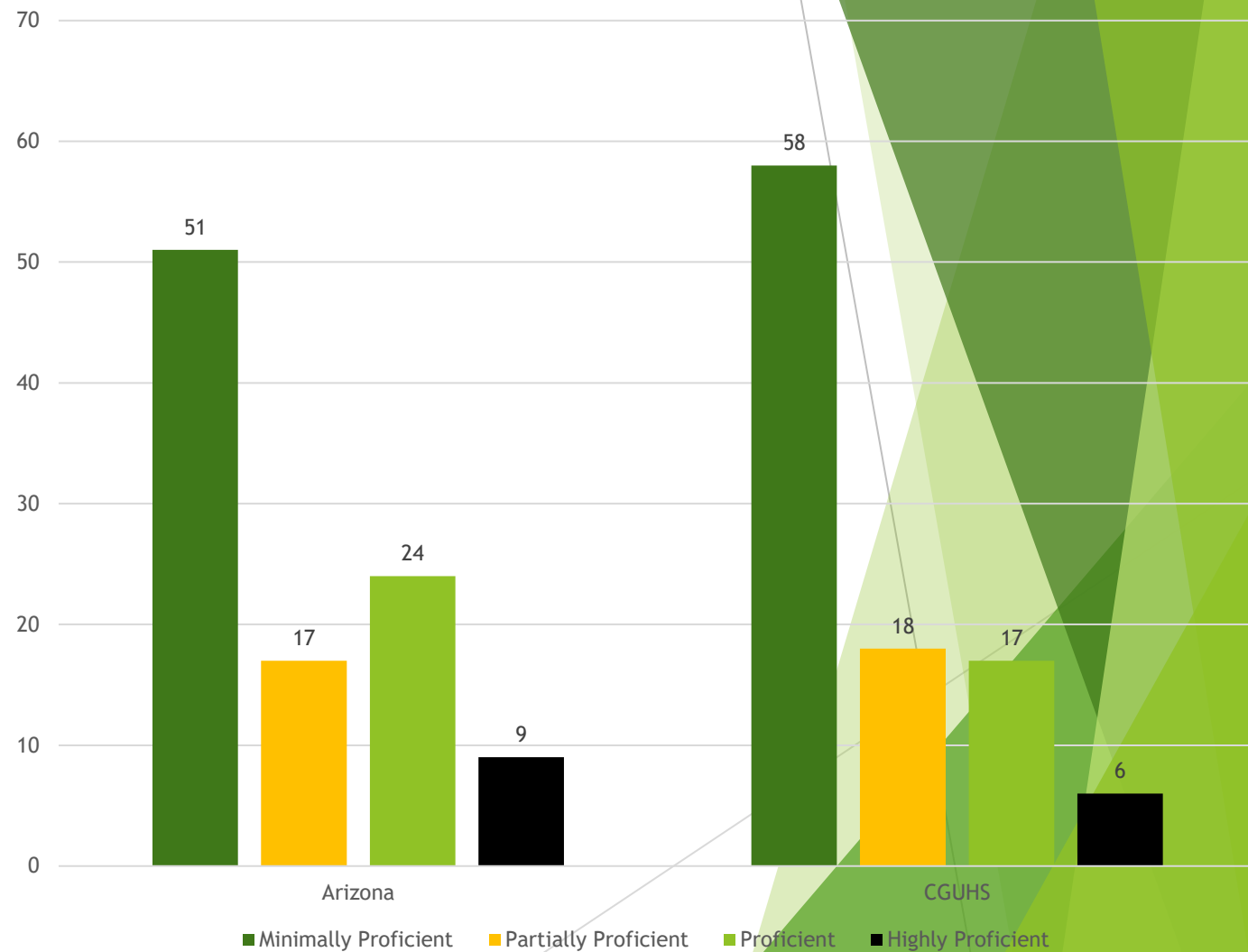
AzM2

ELA

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	51%	17%	24%	9%
CGUHS	58%	18%	17%	6%

Name	Percent Passing
Arizona	32%
CGUHS	23%

AzM2 ELA - Proficiency





ELA

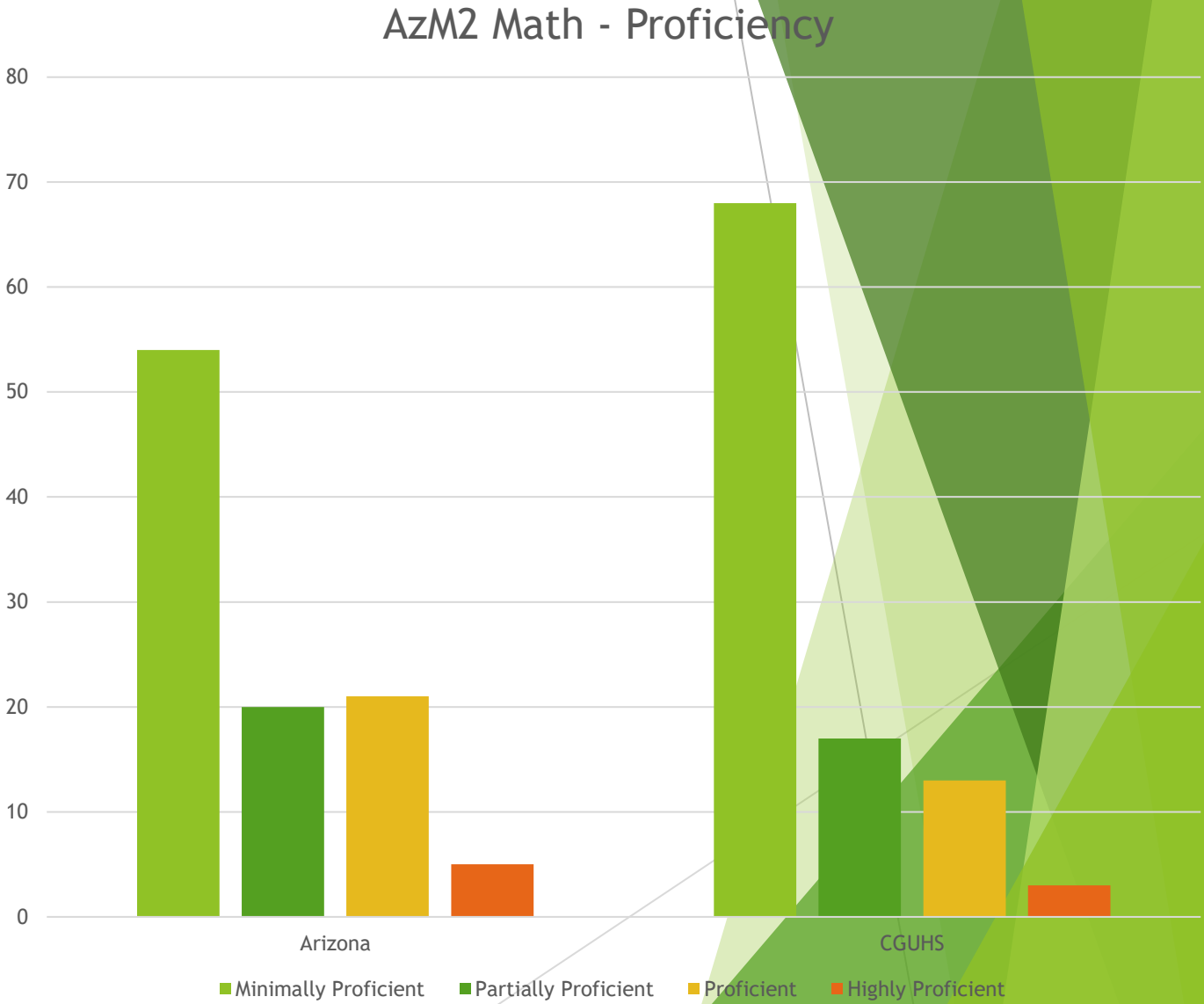
Name	Ethnicity	Percent Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	All	32%	51%	17%	24%	9%
CGUHS	All	23%	58%	18%	17%	6%
Arizona	American Indian /Alaska Native	12%	76%	13%	10%	2%
CGUHS	American Indian /Alaska Native	0%	93%	7%	0%	0%
Arizona	Asian	65%	22%	13%	38%	27%
CGUHS	Asian	67%	33%	0%	67%	0%
Arizona	Black / African American	20%	65%	15%	17%	4%
CGUHS	Black / African American	9%	82%	9%	9%	0%
Arizona	Hispanic or Latino	22%	62%	16%	17%	4%
CGUHS	Hispanic or Latino	19%	62%	19%	14%	5%
Arizona	Multi-Racial	40%	43%	17%	29%	11%
CGUHS	Multi-Racial	43%	36%	21%	21%	21%
Arizona	Native Hawaiin Other Pacific Islander	27%	56%	17%	24%	3%
CGUHS	Native Hawaiin Other Pacific Islander	0%	100%	0%	0%	0%
Arizona	White	43%	39%	18%	30%	13%
CGUHS	White	33%	47%	21%	27%	5%



Math

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	54%	20%	21%	5%
CGUHS	68%	17%	13%	3%

Name	Percent Passing
Arizona	26%
CGUHS	16%





Math

Name	Ethnicity	Percent Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	All	26%	54%	20%	21%	5%
CGUHS	All	16%	68%	17%	13%	3%
Arizona	American Indian / Alaska Native	9%	77%	14%	9%	1%
CGUHS	American Indian / Alaska Native	0%	100%	0%	0%	0%
Arizona	Asian	66%	18%	16%	37%	29%
CGUHS	Asian	67%	33%	0%	33%	33%
Arizona	Black / African American	12%	73%	15%	11%	1%
CGUHS	Black / African American	0%	82%	18%	0%	0%
Arizona	Hispanic or Latino	15%	67%	18%	13%	2%
CGUHS	Hispanic or Latino	9%	73%	18%	8%	1%
Arizona	Multi-Racial	33%	46%	21%	26%	7%
CGUHS	Multi-Racial	38%	41%	21%	34%	3%
Arizona	Native Hawaiin Other Pacific Islander	18%	60%	22%	14%	4%
CGUHS	Native Hawaiin Other Pacific Islander	0%	100%	0%	0%	0%
Arizona	White	38%	40%	23%	30%	8%
CGUHS	White	29%	55%	17%	23%	5%

Sub Populations

Sub Population	Percent of student population
Free & Reduced	54%
ESS	13%
ELL	1%

ESS

ELA

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
CGUHS	82%	0%	18%	0%

Math

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
CGUHS	95%	0%	5%	0%

ELL

ELA

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
CGUHS	100%	0%	0%	0%

Math

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
CGUHS	100%	0%	0%	0%

Graduates

Graduates	# in Cohort	Graduation Rate
312	465	67.1%



	Graduation		
	Graduates	# Enrolled	Rate
American Indian or Alaska Native	17	42	40.48%
Asian	11	11	100%
Black/African American	10	14	71.43%
Hispanic or Latino	179	269	66.54%
White	77	103	74.76%
Multiple Races	18	26	69.23%
Female	165	233	70.82%
Male	147	232	63.36%
Special Education	52	74	70.27%
English Learner	2	3	66.67%

College and Career Readiness Indicator (CCRI)

Points Earned	8.6	Cohort 2021 Students	408
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- Schools can earn up to 23 points
- The CCRI accounts for 20% of the A-F grade

Indicator	Points Earned
Meet all 16 Board of Regents program of study requirements	117
Passing score on AzMERIT Algebra 2 or ELA 11	45
Meets cut score ACT English ≥ 18 , Reading ≥ 21 , Math ≥ 22 , Science ≥ 20	10
Meets cut score SAT	18
Meets cut score ≥ 3 on AP exam	38
Meets cut score on COMPASS English ≥ 88 , Math = 81 (or any nationally recognized placement exam)	15
Passes college level English, Math, Science, Social Studies, or Foreign Language course	38

Indicator	Points Earned
Submits the FAFSA	98
Passes a CTE course for which college credit can be earned with an A, B, or C	3
Completes a CTE course with an A, B, or C (outside of complete sequence)	184
Earns industry recognized credential, certification or license	109
CTE sequence and passes technical skills assessment	64
Meets benchmarks score ≥ 35 on ASVAB	2
Completes well defined work-based learning of at least 120 hours	72

"Promise students"

Promise Students	Enrolled	Dropout Rate
195	2262	8.62%



	Promise Students	# Enrolled	Dropout Rate
American Indian or Alaska Native	41	211	19.43%
Asian	0	24	0%
Black/African American	4	69	5.8%
Hispanic or Latino	109	1336	8.16%
Native Hawaiian or Pacific Islander	27	461	5.86%
White	14	158	8.86%
Multiple Races	41	211	19.43%
Female	91	1151	7.91%
Male	104	1111	9.36%
Special Education	20	293	6.83%
English Learner	2	59	3.39%

CTE Graduation Follow-up

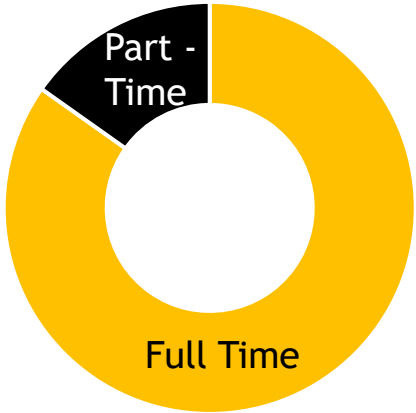
CTE	Postsecondary	Military	Employment
2020	118	9	41
2019	120	13	31
2018	102	14	41



Status

106
84.8% of students
attended at least two
semesters full time

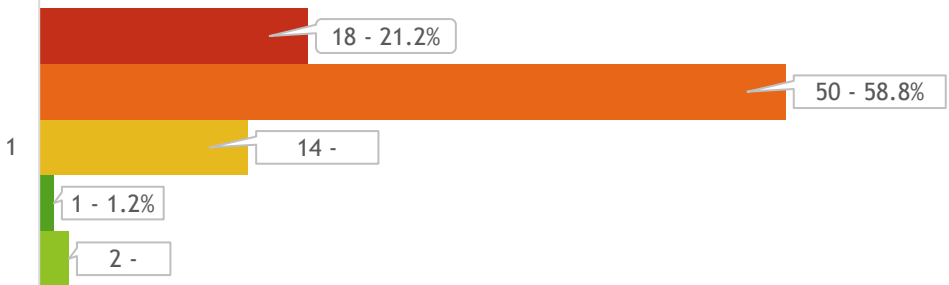
19
15.2% of students
attended part time



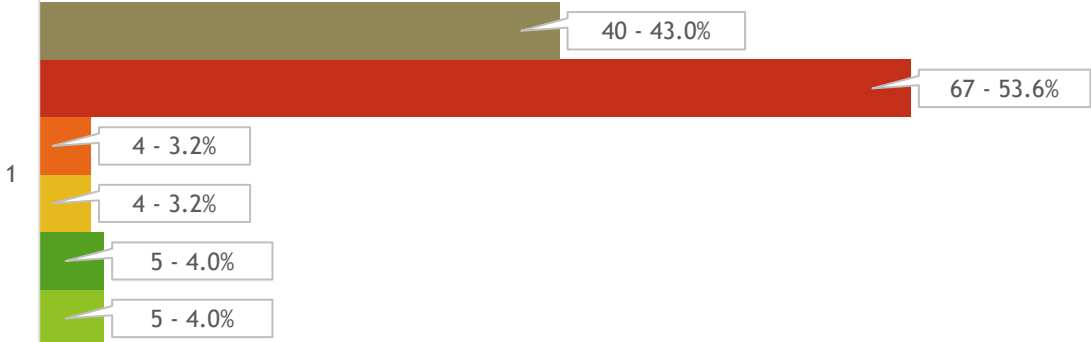
Community College

48.8%
61 students had transfer credits
from an AZ community college

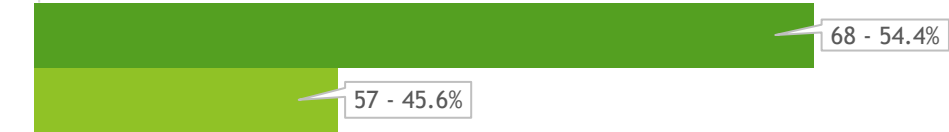
GPA Range in Spring 2020



Race/Ethnicity



Gender



2017 Graduates

125
Students Attended
Arizona Universities

Universities
Attended by 2012 Grads

Arizona State University	70
Northern Arizona University	28
University of Arizona	34
Some students attended more than one	

Arizona University
Majors as of Spring 2020

Bachelor of Science	33
Bachelor of Arts	24
Nondegree-Seeking	6
Bachelor of Social Work	4
Bachelor of Science in Education	4
Bachelor of Science in Engineering	3
Bachelor of Music	2
Bachelor of Fine Arts	1
Bachelor General Studies	1
Bachelor of Arts in Education	1
Bachelor Science in Design	1
Bachelor Science in Nursing	1
Bachelor University Studies	1
Bachelor Science in Computer Science	1
Bachelor Science in Business Administration	1
Bachelor Science in Materials Science and Engineering	1
Bachelor Science in Electrical and Computer Engineering	1

Major only listed if student was enrolled in Spring 2020

CGUHSD Priority: Viable Curriculum that Promotes High Student Achievement

- Encourage creative and critical thinking that promotes collaboration in solving relevant real-world situations
- **Provide relevant, current, and focused methodology and resources** for all course offerings to meet the needs of the diverse student population of the district
- **Develop personalized student learning** that encourages creative and critical thinking strategies

NEXT STEPS: Train and Use Resources with fidelity to improve academic outcomes for all.

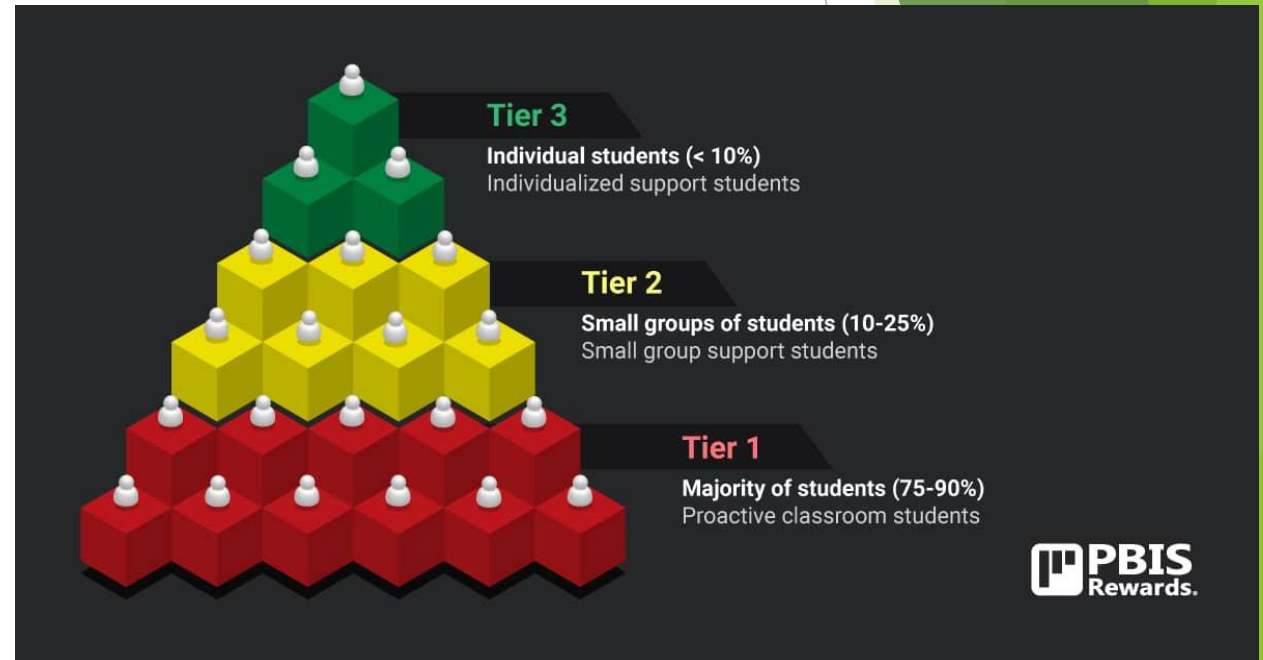
Year 1:

- Provide training for all appropriate workgroups in Power School.
- Provide Blackboard, the CGUHSD Learning Management System (LMS) training for teachers, staff, students, and parents.
 - ✓ Leadership development, site and district
 - ✓ All teachers will be trained to set up standard information for students to access content for **all** classes in Blackboard.
 - ✓ Regardless of the instructional setting, all teachers will maintain learning in an LMS.
 - ✓ Effective tool for personalized learning and blended learning strategies.
 - ✓ Organizes eLearning content in one location.
 - ✓ Provides unlimited access to eLearning materials.
 - ✓ Easily tracks learner progress and performance.
 - ✓ Reduces Learning and Development costs.



Year 2:

- ✓ Assess and Evaluate Year 1 strategies and student performances.
- ✓ Provide PD supporting new staff and current staff needs.
- ✓ Provide PD to Personalize Learning through blended learning, self-paced, master-based learning.
- ✓ Provide PD for Co-teaching: Gen/Gen CTE/Gen, and ESS/Gen
- ✓ Monitoring student performances using data dashboards to support Personalized Learning.
- ✓ MTSS: Multi-tiered Systems of Support: [ADE: Multi-Tiered Systems of Support](#)



Key Components of MTSS

Instead of the “waiting for failure” assessment model of pre-IDEA days, MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- *Universal screening of all students early in the school year*
- *Tiers of interventions that can be amplified in response to levels of need*
- *Ongoing data collection and continual assessment*
- *Schoolwide approach to expectations and supports*
- *Parent involvement*

Opportunities to support School / District goals

- Certified 301 plan:
 - Time for flexible collaborative work before school, after school, during intercessions, summer, and extending contractual year for PD before the following year.
 - Increase use of Technology (Slide 18)
- Possible Classified 301 Plan: (TBD)
 - Increase use of Technology and support staff development
- Determine which strategies are working and which are not. Pilot new strategies
- **School Improvement Coordinator** to support site PD strategies, the site School Improvement Plans and PLC support as a stipend FY 22.

Q & A



Preguntas

Contact Information:

(Información de contacto)

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