

Vista Grande High School Title I Parent Meeting

October 29, 2021



Welcome



Agenda:

- Overview of the Title I Program
- Summary of Services Available to Students
- School Data
- Q&A

Agenda:

- Descripción general del programa Título I
- Resumen de los servicios disponibles para estudiantes
- Dato de la escuela
- Preguntas y respuestas

Title I Program:

The Purpose of Title I 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

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

FY21-22 CGUHSD Title I Program Funding

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

- after school tutoring
- Credit recovery
summer school
programming
- Homeless
(McKinney-Vento)
support including
school supplies,
personal necessity
needs
(clothing/hygiene)
and course fees
- 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
- Apoyo para personas sin
hogar (McKinney-Vento),
incluyendo útiles
escolares, necesidades de
necesidades personales
(ropa/higiene) y cuotas de
cursos

(Parents Right to Know)

(De los padres a saber)

- 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.
- curriculum incorporates all the required State of Arizona Academic Standards
- 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 incorpora todos los estándares académicos del estado de Arizona requeridos.

Cont.

- Parents right to know the professional qualifications of classroom teachers and paraprofessionals instructing their child.
 - Teachers 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.
- Los padres tienen derecho a conocer las cualificaciones profesionales de los maestros del salón de clases y paraprofesionales que instruyen a sus hijos.
 - 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.

District Office Support

(Apoyo a la Oficina del Distrito)

Federal Programs Director

(Director de Programas Federales)

Marilyn Gardner

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Federal Program Specialist

(Especialista en Programas Federales)

Tina Ogle

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Vista Grande Title I Support Staff

(apoyo de Título I de Vista Grande)

Parent Liaison

(Enlace de padres)

Santos Garza

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Homeless Liaison-Mckinney Vento

(Enlace para personas sin hogar)

Jovahn Del Cid

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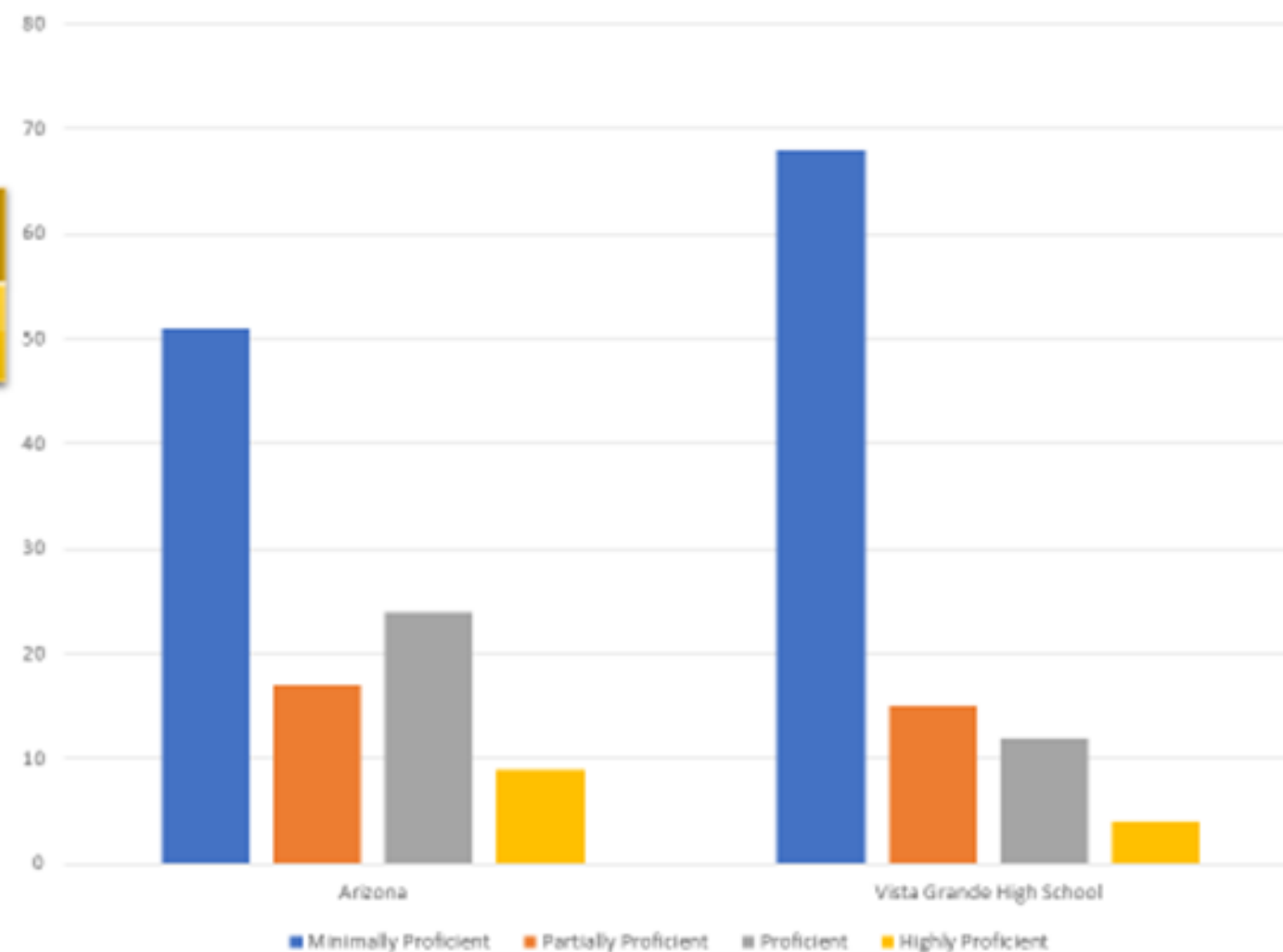




Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	51%	17%	24%	9%
CGUHS	68%	15%	12%	4%

Name	Percent Passing
Arizona	32%
VGHS	17%

AzM2 ELA - Proficiency





ELA

Name	Ethnicity	Percent Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	All	32%	51%	17%	24%	9%
VGHS	All	17%	68%	15%	12%	4%
Arizona	American Indian /Alaska Native	12%	76%	13%	10%	2%
VGHS	American Indian /Alaska Native	0%	93%	7%	0%	0%
Arizona	Asian	65%	22%	13%	38%	27%
VGHS	Asian	33%	33%	33%	17%	17%
Arizona	Black / African American	20%	65%	15%	17%	4%
VGHS	Black / African American	0%	80%	20%	0%	0%
Arizona	Hispanic or Latino	22%	62%	16%	17%	4%
VGHS	Hispanic or Latino	16%	69%	23%	15%	15%
Arizona	Multi-Racial	40%	43%	17%	29%	11%
VGHS	Multi-Racial	31%	46%	23%	15%	15%
Arizona	Native Hawaiian Other Pacific Islander	27%	56%	17%	24%	3%
VGHS	Native Hawaiian Other Pacific Islander	0%	0%	0%	0%	0%
Arizona	White	43%	39%	18%	30%	13%
VGHS	White	19%	64%	17%	11%	8%

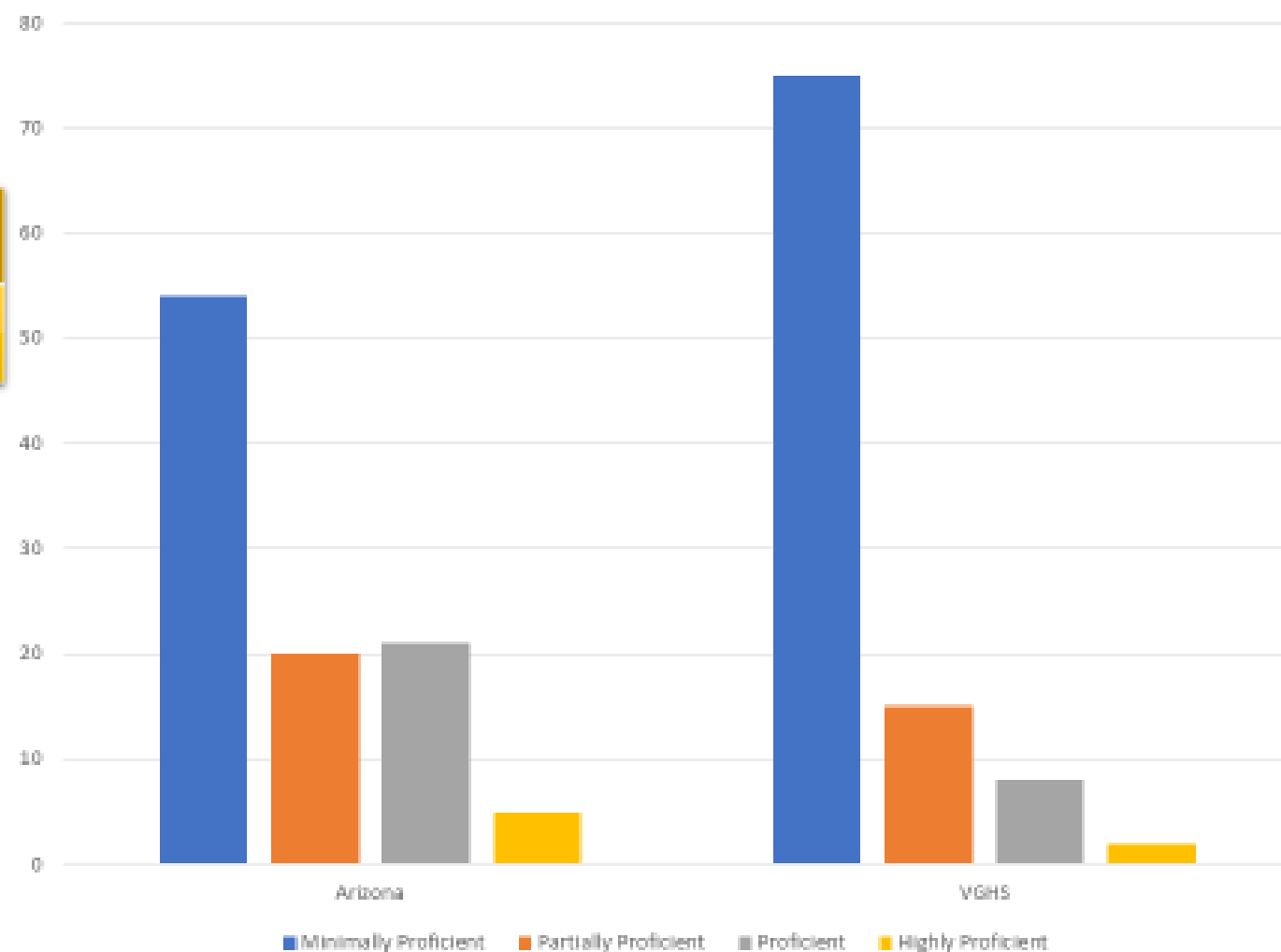


AzM2 Math

Name	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Arizona	54%	20%	21%	5%
VGHS	75%	15%	8%	2%

Name	Percent Passing
Arizona	26%
VGHS	10%

AzM2 Math - Proficiency





Sub Populations

Sub Population	Percent of student population
Free & Reduced	59%
ESS	11%
ELL	3%

ESS

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%

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	94%	6%	0%	0%



Graduates

Graduates	# in Cohort	Graduation Rate
287	391	73.4%



	Graduates	# Enrolled	Graduation Rate
American Indian or Alaska Native	6	13	46.15%
Asian	7	7	100%
Black/African American	8	14	57.14%
Hispanic or Latino	202	274	73.72%
White	53	69	76.81%
Multiple Races	10	13	76.92%
Female	141	187	75.4%
Male	146	204	71.57%
Special Education	36	44	81.82%
English Learner	13	19	68.42%



College and Career Readiness Indicator (CCRI)

Points Earned	10.6	Cohort 2021 Students	341
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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	164
Passing score on AzMERIT Algebra 2 or ELA 11	27
Meets cut score ACT English ≥ 18 , Reading ≥ 21 , Math ≥ 22 , Science ≥ 20	5
Meets cut score SAT	5
Meets cut score ≥ 3 on AP exam	31
Meets cut score on COMPASS English ≥ 88 , Math = 81 (or any nationally recognized placement exam)	0
Passes college level English, Math, Science, Social Studies, or Foreign Language course	22

Indicator	Points Earned
Submits the FAFSA	78
Passes a CTE course for which college credit can be earned with an A, B, or C	2
Completes a CTE course with an A, B, or C (outside of complete sequence	141
Earns industry recognized credential, certification or license	94
CTE sequence and passes technical skills assessment	64
Meets benchmarks score ≥ 35 on ASVAB	114
Completes well defined work-based learning of at least 120 hours	5

"Promise students" ["Don't Call them DropOuts"](#)

Dropouts	Enrolled	Dropout Rate
186	1914	9.72%



	Dropouts	# Enrolled	Dropout Rate
American Indian or Alaska Native	13	85	15.29%
Asian	0	22	0%
Black/African American	4	48	8.33%
Hispanic or Latino	127	1297	9.79%
Native Hawaiian or Pacific Islander	0	2	0%
White	33	352	9.38%
Multiple Races	9	108	8.33%
Female	78	963	8.1%
Male	108	951	11.36%
Special Education	24	197	12.18%
English Learner	3	106	2.83%



CTE Graduation Follow-up

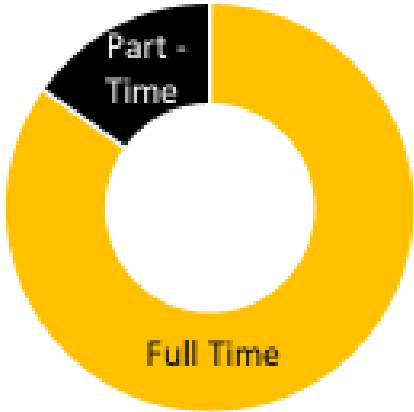
CTE	Postsecondary	Military	Employment
2020	83	6	20
2019	105	5	35
2018	68	10	22



Status

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

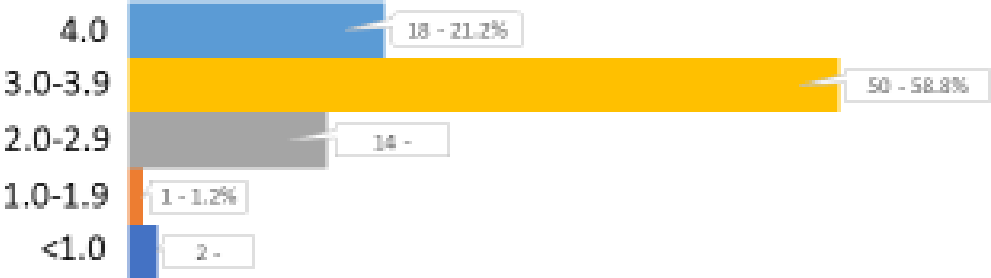
19
15.2% of students
attended part time



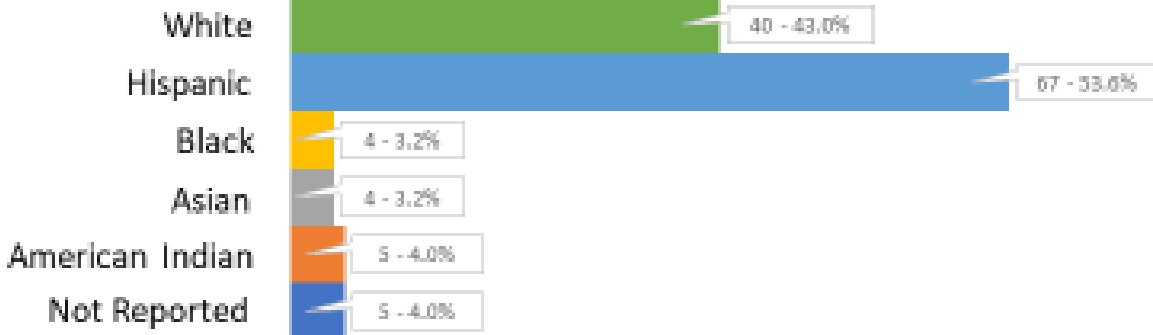
Community College

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 university

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.



Parent/Family Engagement

- Some ways to be involved:
 - Participate in Site Council
 - Every 2nd Tuesday of the month.
 - Attend Parent/Teacher Conferences – Next conference is on February 10th
 - Teacher conferences through school year available upon request
 - Check PowerSchool Grades
 - Provide feedback when surveys are sent
 - Current survey “Effective Communication Strategies” sent on October 28th
 - 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.

Q & A

Preguntas



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Thank you!!

