

The Single Plan for Student Achievement

School: Central High School
CDS Code: 10-73965-1030626
District: Central Unified School District
Principal: Robert Perez
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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.

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results	15
Planned Improvements in Student Performance	16
Goal: English Language Arts	16
Goal: Mathematics	19
Goal: English Language Development	22
Goal: School Culture	25
Goal: Parent Engagement.....	31
Summary of Expenditures in this Plan	32
Total Allocations by Funding Source	32
Total Expenditures by Funding Source	32
Total Expenditures by Object Type.....	33
Total Expenditures by Object Type and Funding Source	34
Total Expenditures by Goal	35
School Site Council Members	36
Recommendations and Assurances.....	37

School Vision and Mission

Central High School's Vision and Mission Statements

Guiding Principles

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

Goal 1: Learning for Academic Excellence: Every year every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Development for Academic Excellence: Every year every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision making, and continuous improvement for increased student learning.

Goal 3: Support System for Academic Excellence: Every year every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

School Profile

School-Community Profile: Data and Findings

Central High School is located in Fresno, California, in the center of the San Joaquin Valley. It is the only comprehensive high school in the Central Unified School District, a rural district covering 88 square miles that was established in 1922. For much of its history, CHS served predominantly agriculture-based families west of Fresno. Over the course of the last ten years, CHS has experienced a transformation in growth as it now serves nearly 4,600 students. It is located in a growing area of Fresno County, serving students from both rural and suburban communities. Although there are a wide range of socio-economic backgrounds served by the district, the majority of the residents in this area would be classified as middle to lower income. Over time, CHS has shifted from a majority of Caucasian students to predominantly Hispanic students. Growth of the English Learner population has been proportional to the overall English Learner growth in the district, averaging about 10%.

Central High School is composed of three campuses, East, West, and the West Arts Center (WAC). Central High School West Campus was constructed in 1922. East Campus opened in 1996 to accommodate rapid growth. In 2014, the West Arts Center (WAC) was opened to accommodate the Performing Arts. West Campus was renovated and re-opened in 1999. At that time, all freshmen at the high school began to attend West Campus, along with tenth through twelfth graders who chose to stay at West Campus. There are currently 732 freshmen and approximately 825 tenth through twelfth graders at West Campus. In the fall of 2015-16, 406 freshmen attended East Campus to participate in academies focusing on Applied Technology, Health Careers and Consumer Family Services. In 2016/2017 there approximately 400 freshmen attending Academies in Applied Technology, Health Careers and Child Family Studies. The Business Entrepreneurship Academy was moved to West Campus in 2014/2015. In addition to the 400 freshmen, there is a total of 2,200 of 10th - 12th graders at East Campus bringing the total enrollment for the 2016/2017 school year at approximately 2,600. Shuttle buses are provided between both campuses before each period. This transportation affords students the opportunity to take classes at either campus.

Central High School serves a diverse student population consisting of 46% Hispanic, 27% Caucasian, 16% Asian, 10% African American, and 1% other ethnic groups. Of the 4,500 students attending Central High, 66% qualify for the free and reduced lunch program.

Central High School provides an alternating block schedule in which students have four, 85 minute periods per day. Students have an eight class schedule, which allows opportunity for intervention support, exploring additional elective courses, and participating in Regional Occupational Programs (ROP).

In the summer of 2007, Central Unified began an annual three day Administrative Leadership Summer Institute to professionally

develop administrators at all levels. The focus was to support and implement the IAP, understand strategic initiatives and set enduring goals to increase student learning. In 2007, the CUSD Summer Institute objective was to gain additional knowledge of the IAP, best practices, Direct Instruction, classroom observation protocols and teaching to an objective. In 2008, the focus was on building shared responsibility for student learning and teaching academic vocabulary. In 2009, the CUSD Guiding Principles were introduced with a focus on the qualities of an effective teacher and connecting leadership with learning. In 2010, the focus turned to co-teaching models and teacher collaboration by grade level with a focus on literacy and writing. The 2013/2014 school year focused on professional development and preparation of the CHS staff for the integration of tablets as an instructional tool. In addition the staff received professional development in inquiry based model. The 2014/2015 Summer and Fall Institutes focused on connections, engagement, and opportunities. This past summer, Central Unified continued working with Visible Learning and will continue this work to build connections within every site. Our district goal this year is to "Scale-up" with everything we do for our students.

In an effort to improve the focus on learning and collaboration, CHS continues to follow the PLC model. During PLCs, teachers focus on the belief that "Every Student Can Learn" and provide rigorous, relevant, standards based learning as stated in our CUSD Guiding Principles. The master schedule has been modified to provide common preparatory periods for most core subject areas, and extended staff meetings have been added to the staff development calendar, which provide teachers time to collaborate in PLCs.

In the spring of 2012, the district leadership announced a high school administrative reorganization. Administrators were notified of the changes and the need to interview for many of the new positions. The two principal concept was eliminated in favor of one principal to serve both campuses. Administrators were reassigned, moved to other campuses, or remained in their previous roles. An assistant principal/school director was added at each campus. The goal is to provide each site an instructional leader focusing on classroom instruction and student learning. The role of the principal is to serve as an instructional leader, to provide coordination between the two sites, the assistant principal/directors, student and staff expectations, professional development, teacher evaluation systems, and all aspects of providing equitable opportunity for every student.

Progress indicators include CELDT, EAP, AP passing rates, performance task data and grades that have been evaluated by teachers, administrators, counselors, and parents (SSC). In 2016, 11th grade students were assessed by the Smarter Balanced Assessment Consortium. The results of this assessment will be used as a baseline for CHS. Minimally these indicators are evaluated annually, and often are ongoing connected to performance tasks and released test questions.

Central Unified school District has adopted guiding principles to focus our efforts in all aspects of the educational services we provide. Our decisions are driven by these beliefs and values.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

2016-17 classroom observation data will include evidence of use of instructional best practices and integration of common core lesson designs. Administration and staff will continue work with best first teaching, assessments, standards mapping, and classroom management procedures.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

1. State and local assessments data sent to each student and parent
2. Goal setting with students in classroom
3. State and local assessments reviewed by teacher and department
4. Use of Illuminate to inform instruction for student needs
5. Analysis of benchmark data
6. Use and analysis of common formative assessment data
7. Development of common formative assessments in the core

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system (Illuminate) which provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments such as Smarter Balanced Assessment & CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system (Aeries) is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

On and off site professional development provided to staff on Wednesday and three times a year by Educational Services.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development at site and district level. Teachers get support on the use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

1. Instructional Action Plan aligned with best practices.
2. Analysis of student testing data including state and local assessments, ,benchmarks in ELA and Math. .
3. Implementation of Central Unified's PLC model school wide
4. Advanced Placement subject matter training, AVID methodologies workshops, and all provided for teachers.
5. ELD teacher professional development
6. Professional development for SDAIE and ELD on effective instructional strategies.
7. Teacher professional development with the integration of instructional technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and Benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of site based professional development to efficiently ensure the training to practice of instructional best practices and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides targeted PD with the site to support greatest needs. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

1. Minimum course of study outlines.
2. District adopted standard based core texts.
3. Performance tasks in ELA and Math
4. PE curriculum aligned with state framework.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Through the school's master schedule, the school allocates adequate instructional time for the adopted basic core grade level 9th and 10th ELA and Math 1 programs and intensive interventions. In addition, the school allocates additional time as appropriate for strategic support, ELD for identified ELs. These programs provide all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

ELA:Core--Grades 9-10- one block

Academic Lit - Grades 9-10 - one block linked to a grade level core English course

ELA Intensive-per IEP

ELD Grades 9-12 - one block per appropriate language proficiency level

Math 1---one block

Math Support---one block additional strategic support linked to Math 1 course

Curriculum Support for IEP students to support Math and ELA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district instructional/assessment curriculum map for the standards-aligned ELA core, strategic support and the intensive reading intervention courses and for the standards-aligned Math I CC, and Math I CC strategic support, in order for all teachers to follow a common sequence of instruction and assessment.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

1. Central Unified School District and the Central Unified governing board adopt standards-based texts and materials for all core areas.

2. Central Unified School District currently has PCC model for input and to increase collaboration.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs. This also includes ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials are used to provide ELD instruction to ELs. Edge is currently used as our EL Supplemental curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

1. ELD companion courses. English Language courses which are paired with regular English classes and provide intensive support and instruction.
2. Universal access to core materials for Special Education classes.
3. Academic Lit (ELA), Math 1 CC Support. Co-teaching in Math 1 and English 9, 10, 11, and push-in support for 12. Academic Literature is an intensive intervention Language Arts course and provide intensive support and instruction. Math 1CC intervention for students who require additional instruction and support.
4. After school re-teaching and tutorial - Tutorial efforts to provide instructional support outside the regular school day for high need students. Teaching Fellow will assist with monitoring and support, both inside and outside of classroom.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ELAC
Parent EL Series
District and site website
Career Center
Parent information nights
Counseling parent information nights
New student orientation, Back to School night, Open House
Connect Ed- a mass media message to distribute information through phone, text and email to the community

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council serves as the school community representative body for determining the focus of school's academic instructional program and all related categorical resources. SSC evaluates school's academic instruction program, recommends, approves and monitors categorical budget expenditures in accordance with the laws.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Academic Lit- Academic Literature is a double blocked Language Arts instruction where courses are paired with regular English classes and provide intensive support and instruction.
2. Instructional aids in ELD classes- To provide small group and one on one support for students in the ELD setting.
3. Post secondary opportunities
- 4, Math 1 CC support, and Academic Lit. providing the curricular support for high need students to close the achievement gap.
5. ELD classes offered for original credit in summer school.
6. After school programs- tutorial and preparation
7. Language Live- Strategic reading program at West and East Campus for students two or more grade levels below in reading
8. Credit recovery(E20/20)- An inside and outside of the school day program in which students can attain credit for courses in which they have previously failed.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SSP is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Achievement gap is a continuing concern

High incidence of free and reduced lunch (socio-economically disadvantaged)

Parent education levels

High student mobility

Foster Youth and Group home needs

Need for greater focus on connectivity, engagement, and opportunities for students.

Greater emphasis on best first-teaching

Need for strong RtI for academics and behavior supports

Transform students into active learners

Strong teams and intentional PLCs

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	917	960	879	886	924	858	877	916	856	96.6	95.5	97.6
All Grades	917	960	879	886	924	858	877	916	856	96.6	95.5	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2569.2	2587.4	2589.9	12	17	18.93	34	38	34.93	32	28	29.21	20	17	16.94
All Grades	N/A	N/A	N/A	12	17	18.93	34	38	34.93	32	28	29.21	20	17	16.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	23	22	27.13	55	59	52.63	22	19	20.23
All Grades	23	22	27.13	55	59	52.63	22	19	20.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	18	26	22.98	54	55	54.98	27	20	22.04
All Grades	18	26	22.98	54	55	54.98	27	20	22.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	16	20.35	63	69	63.98	23	15	15.67
All Grades	14	16	20.35	63	69	63.98	23	15	15.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	23	30	31.35	59	56	53.10	17	14	15.56
All Grades	23	30	31.35	59	56	53.10	17	14	15.56

Conclusions based on this data:

1. There has been an overall improvement in % At or Near Standards/%Above Standards.
2. In writing, % Below Standard increased
3. Research/Inquiry increased from 15/16-16/17

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	917	959	880	887	921	859	860	913	858	96.7	95.9	97.6
All Grades	917	959	880	887	921	859	860	913	858	96.7	95.9	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2519.3	2524.6	2527.2	1	2	3.26	11	11	12.59	28	29	26.92	58	57	57.23
All Grades	N/A	N/A	N/A	1	2	3.26	11	11	12.59	28	29	26.92	58	57	57.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	4	5	8.04	33	29	25.87	62	66	66.08
All Grades	4	5	8.04	33	29	25.87	62	66	66.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	5	7.00	52	50	42.94	43	45	50.06
All Grades	3	5	7.00	52	50	42.94	43	45	50.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	4	5.94	64	59	58.16	34	37	35.90
All Grades	2	4	5.94	64	59	58.16	34	37	35.90

Conclusions based on this data:

1. 97.6 % of the students were assessed.
2. 84% of students did not meet or exceed standards.

3. 64% of 11th grade CHS students were Below Standard in Applying mathematical concepts and procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		2	2	30	22	21	38	46	48	20	17	19	13	13	10
10	3	3	2	27	8	29	39	62	35	21	19	23	10	8	10
11	6	5		35	33	24	39	35	46	10	18	11	10	9	19
12	11	5		30	24	38	23	39	39	28	11	11	8	21	11
Total	5	4	1	30	23	28	34	45	42	20	16	16	10	13	12

Conclusions based on this data:

1. There was a three percent increase in students at levels intermediate and above from 14/15 to 15/16. More purposeful support in the form of professional development is needed for the SDAIE teachers.
2. Overall 15/16 data shows 72% of all high school students at intermediate or above.
3. Increased sections offered for AELD students which provided smaller class sizes.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		1		27	19		33	40		20	15		20	24	
10	3	2		23	8		40	51		19	20		16	20	
11	5	5		34	27		34	32		12	23		14	13	
12	10	4		26	18		23	40		26	16		15	22	
Total	4	3		27	19		33	40		19	19		16	19	

Conclusions based on this data:

1. Not applicable at this time.

Planned Improvements in Student Performance

Goal: English Language Arts

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 student performance 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:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
CHS students will be able to build understanding across and among core subjects. Teachers will create literacy rich environments across all content areas as measured by student growth, observations, and PLC observation/feedback.
Data Used to Form this Goal:
Performance tasks Curriculum Embedded Common Assessments
Findings from the Analysis of this Data:
Performance task data, and curriculum embedded assessments indicate that students require increased exposure to expository text and texts illustrating the complexity, quality and range of student reading.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards 2. Performance tasks will be used to measure the progress towards the mastery of standards in all grade levels. 3. Smarter Balanced Assessments (SBAC) Group data needed to measure gains: SBAC Results Performance tasks/BM common assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration in to their lessons.	8/1/2017 6/30/2018	School staff	PLC training with a focus on implementation of common core	5000-5999: Services And Other Operating Expenditures	LCFF	2500.03
Central High School English Language Arts and Special Education teachers will receive professional development.	8/1/2017 6/30/2018	School and Ed services staff	Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	LCFF	2000.00
			Substitute teachers, PD, and materials for training.	1000-1999: Certificated Personnel Salaries	LCFF	400.00
Central High School will provide teachers with release time to calibrate assessments.	8/1/2017 6/30/2018	School staff	Provide release time for teachers to calibrate performance tasks.	1000-1999: Certificated Personnel Salaries	LCFF	4000.00
Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.	8/1/2017 6/30/2018	School Staff	Intervention courses	1000-1999: Certificated Personnel Salaries	LCFF	21000.00
			Intervention curriculum - Language Live	4000-4999: Books And Supplies	LCFF	15000.00
Central High School will create extending learning opportunities for English teachers to build their capacity with the newly adopted ERWC curriculum.	8/1/2017 6/30/2018	School Staff	Provide professional development, planning time, and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	LCFF	3000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.	8/1/2017 6/30/2018	School Staff	Provide professional development, planning time, substitute and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000
CHS administrators and teachers will be provided ELA professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2017 6/30/2018	School Staff	Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
CHS will provide supplemental materials to enhance literacy in AP Course content.	8/1/2017 6/30/2018	Teachers & Students	Purchase books, assessment and On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	LCFF	4400
			Purchase books, assessment and On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	Title I Part A: Allocation	1587.5

Planned Improvements in Student Performance

Goal: Mathematics

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 student performance 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:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
CHS students will be able to build understanding across and among core subjects as well as 21st century interdisciplinary themes.
Data Used to Form this Goal:
Performance tasks Curriculum Embedded Common Assessments
Findings from the Analysis of this Data:
Performance task data and curriculum embedded assessments indicate that students require increased exposure to the eight math practices.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards in all math classes. 2. Performance tasks will be used to measure the progress towards the mastery of standards in Group data needed to measure gains: Smarter Balanced Results Performance tasks

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers and administrators will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons.	8/1/2017 6/30/2018	School Staff	PLC training with a focus on implementation of common core.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
Central High School will provide teachers with release time to calibrate performance tasks and scoring them using rubric.	8/1/2017 6/30/2018	School staff	Provide teachers with release time to calibrate performance tasks and scoring them using a rubric	1000-1999: Certificated Personnel Salaries	LCFF	2000.00
Central High School math and Special Education teachers will receive professional development in the co-teaching model.	8/1/2017 6/30/2018	Site and Ed services staff	Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	LCFF	1600.00
				1000-1999: Certificated Personnel Salaries	LCFF	500.00
Central High School will provide supplemental materials and manipulatives to teachers and students to incorporate the 8 Math Practices and Common Core	8/1/2017 6/30/2018	School staff	Provide supplemental materials and manipulatives to teachers and students.	4000-4999: Books And Supplies	LCFF	5901.69
Create extended learning opportunities for math teachers to build their capacity with the newly adopted integrated math curriculum - Carnegie	8/1/2017 6/30/2018	School staff	Provide professional development for teachers	5000-5999: Services And Other Operating Expenditures	LCFF	3000.00
Provide supplemental intervention materials and resources to improve student learning.	8/1/2017 6/30/2018	School Staff	Provide students with supplemental resources and additional opportunities to improve student learning - Math 180 and Foundations	4000-4999: Books And Supplies	LCFF	7000.00
Central High School will provide academically at-risk students with intervention courses/tutoring to increase student learning and close the achievement	8/1/2017 6/30/2018	School staff & Teaching Fellows	Implement tutoring program	4000-4999: Books And Supplies	Title I Part A: Allocation	10000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
gap.						
Purchase technology for low-income students to increase student learning and close the achievement gap.	8/1/2017 6/30/2018	School staff and students	provide low-income students with Chromebooks and technology to take home to work on support curriculum.	4000-4999: Books And Supplies	Title I Part A: Allocation	18061.50
CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.	8/1/2017 6/30/2018	School staff and students	Provide professional development, planning time, substitutes and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000
CHS administrators and teachers will be provided Math professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2017 6/30/2018	School staff	Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000

Planned Improvements in Student Performance

Goal: English Language Development

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 student performance 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:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
Every CHS English Learner will achieve 1 year of growth in language acquisition as measured by ELD Benchmark, BM, CELDT, common assessments, and student work.
Data Used to Form this Goal:
CELDT/ELPAC Performance tasks ELD Benchmark Curriculum Embedded Common Assessments
Findings from the Analysis of this Data:
ELD teachers will continue to get training and PD to ensure all student needs are met based on observations and teacher feedback.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: 1. Curriculum Embedded Common assessments will be used to measure the progress towards mastery of standards 2. Performance tasks will be used to measure the progress towards the mastery of standards. 3. CAHSEE will indicate the percent proficient on 9th and 10th grade standards. 4. CELDT Group data needed to measure gains: SBAC Performances results CELDT/ELPAC EDGE assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
1.ELD and SDAIE teachers will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training of English Language Development (ELD) and SDAIE instructors in research-based methodologies proven to be effective in serving English Learners (ELs). 2. Provide ELD teachers with collaboration and planning time to assess students, analyze student data,and plan instruction.	8/1/2017 6/30/2018	Administrators SAIDE teachers ELD teachers	Professional development for teachers on English Learner Professional Development, SDAIE, and direct instruction strategies that will improve student learning and close the achievement gap.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
				1000-1999: Certificated Personnel Salaries	LCFF	5500.00
All English Learners will be placed in the appropriate level of English Language Development.	8/1/2017 6/30/2018	Counselors-Identify students according to the LAC screen and place them in appropriate classes. ELD teachers-Assist counselors with placement of EL students.	EL teachers-Partially funded FTE for EL teachers to offer supplemental support class for ELs during the school day.	1000-1999: Certificated Personnel Salaries	LCFF	7000.00
Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.	8/1/2017 6/30/2018	Administrators SDAIE teachers ELD teachers	Purchase of additional supplies and equipment to support student learning	4000-4999: Books And Supplies	LCFF	5411.62
Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.	8/1/2017 6/30/2018	School staff	Parent education opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	3000
			Translation services	5900: Communications	LCFF	2000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS administrators and teachers will be provided ELD professional development for student learning and increase the positive school culture for academically at-risk students.	8/1/2017 6/30/2018	School staff	Professional development for teachers and administration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000

Planned Improvements in Student Performance

Goal: School Culture

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 student performance 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:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
CHS students will be exposed to a positive, relevant and safe learning environment that will provide them with a culture to improve student learning.
Data Used to Form this Goal:
High school graduation rate; teacher, student, and community feedback; discipline data
Findings from the Analysis of this Data:
Teachers and administration need to be more intentional with student monitoring, data decision-making, and classroom/school management. This will be monitored through PLCs, drop-ins, and coaching support.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: The entire Central High School community will raise expectations and increase support. Group data needed to measure gains: Senior exit survey results Aeries Data Surveys Roundtable feedback

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increase student and parent use of academic planning resources e.g. counseling staff, classroom teachers, career center, online resources, and information nights held by the counseling staff. The counselors will provide families with information and resources to assist them with planning for students.	8/1/2017 6/30/2018	School Staff	Provide evening academic, College/Career, and NCAA counseling services to student and parents.	1000-1999: Certificated Personnel Salaries	LCFF	27000
			Provide childcare, clerical/counseling	2000-2999: Classified Personnel Salaries	LCFF	1000
Support the current AVID programs at Central High School.	8/1/2017 6/30/2018	School Staff	AVID Renewal and training to provide students with the opportunity to be prepared for college.	1000-1999: Certificated Personnel Salaries	LCFF	3804
Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.	8/1/2017 6/30/2018	School Staff	Supplemental reference and resource materials for the career centers to assist students in choosing post secondary curricular pathways.	4000-4999: Books And Supplies	LCFF	2000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Supplemental reading, reference, and technology to expand student use of the library media center to assist students in meeting class as well as state requirements.	4000-4999: Books And Supplies	LCFF-SLIP	7333.30
			Technology, materials and supplies	0000: Unrestricted	LCFF	3553.96
Integrate seamless progression through Career Technical Education (CTE) courses culminating in a Regional Occupational Program (ROP) course.	8/1/2017 6/30/2018	School Staff Ed. Services Staff	Supplementary resource and reference materials to support seamless integration through CTE courses by providing students with the skills to be critical thinkers, communicators, and collaborators that will prepare them for success in college, career, and community.	4000-4999: Books And Supplies	LCFF	1000.00
Technology and supplies to increase student learning by providing additional opportunities to engage students in learning through collaboration, critical thinking and problem solving, creativity and communication.	8/1/2017 6/30/2018	School Staff	Provide technology to enhance the learning environment.	4000-4999: Books And Supplies	LCFF	66000.00
				4000-4999: Books And Supplies	Title I Part A: Allocation	1000
Provide every student with opportunities and resources to develop real life applications for preparedness for college, career, and community readiness. Including lab classes and FAFSA workshops.	8/1/2017 6/30/2018	School staff	Materials and supplies to support lesson design and student learning	0001-0999: Unrestricted: Locally Defined	LCFF	3000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Materials and supplies to support laboratory investigations, science planning, and student learning	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
CHS administrators and teachers will be provided professional development, workshops, planning time, and training to enhance student learning and increase the positive school culture.	8/1/2017 6/30/2018	School staff	Provide administrators counselors and teachers with professional development opportunities. Instructional rounds and leadership.	5000-5999: Services And Other Operating Expenditures	LCFF	8250
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10000
Provide students and staff with technology support.	8/1/2017 6/30/2018	School staff	Employ a part-time technology aide for both East and West campuses.	2000-2999: Classified Personnel Salaries	LCFF	25000
Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors. Purchase materials and supplies that will help create a positive learning environment.	8/1/2017 6/30/2018	School staff	Professional development	5000-5999: Services And Other Operating Expenditures	LCFF	1500
			materials and supplies	4000-4999: Books And Supplies	LCFF	10000
1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs. 2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional	8/1/2017 6/30/2018	School staff	Primary Language Tutor	2000-2999: Classified Personnel Salaries	LCFF	32000
			Intervention Specialist, materials, training, and equipment to assist at-risk students with academic planning to prepare them to be success in college, career, and community.	2000-2999: Classified Personnel Salaries	LCFF	47956.65

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
well being and improve student performance. 3. Home school liaison to assist with assessment, placement and academic counseling for EL students			Home School Liaison to assist with placement, counseling, and assessments. Intervention Specialist, materials, training, and equipment to assist at-risk students with academic planning to prepare them to be success in college, career, and community.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Title I Part A: Allocation	15000 55160
CHS will provide students intervention courses to increase student learning and close the achievement gap	8/1/2017 6/30/2018	School staff	Intervention courses Hire Teaching Fellows to support with classroom push-in and after school tutoring. Will assist with the monitoring of student progress. Intervention Specialist to identify, assess, and counsel students and families with academic, behavioral, social/emotional and attendance problems. Assist at-risk students.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Title I Part A: Allocation	4000 50000
CHS will provide students with credit recovery opportunities in order to increase the graduation rate.	8/1/2017 6/30/2018	School staff	Provide student with access to credit recovery	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	23730
Central High School will provide tutoring and reteaching for students after school in order to increase student learning and close the achievement gap.	8/1/2017 6/30/2018	School staff	Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	50000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Central High School will provide supplementary materials and manipulatives to teachers and students to incorporate the Common Core State Standards	8/1/2017 6/30/2018	School staff	Provide supplemental materials and manipulatives to teacher and students.	4000-4999: Books And Supplies	LCFF	2500

Planned Improvements in Student Performance

Goal: Parent Engagement

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 student performance 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:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
Connect parents to CHS through communication, parent education, and creating community expectation as measured by sign-in sheets, feedback, and student growth.
Data Used to Form this Goal:
Parent surveys SSC Minutes Back to School Night and Open House sign in sheets
Findings from the Analysis of this Data:
Parent survey data indicates that on average 60% of parents feel strongly that the CHS effectively communicates with them. Strong emphasis on more communication and parent workshops this year.
Means of evaluating progress & group data needed to measure gains:
Analysis of parent survey data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
CHS will host parent education nights to support parents of academically at risk students. Including, Technology information night, College, career, and community readiness, PBIS and connections to home, and Literacy in 21st Century. CHS will also offer bus transportation to College Night.	8/1/2017 6/30/2018	School staff	Parent education and engagement sessions	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	8996.00
				4000-4999: Books And Supplies	Title I Parent Involvement	2000

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	350,777.95	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	7,333.30	0.00
Title I Part A: Allocation	239539.00	0.00
Title I Parent Involvement	10996.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	350,777.95
LCFF-SLIP	7,333.30
Title I Part A: Allocation	239,539.00
Title I Parent Involvement	10,996.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,553.96
0001-0999: Unrestricted: Locally Defined	3,000.00
1000-1999: Certificated Personnel Salaries	163,934.00
2000-2999: Classified Personnel Salaries	220,112.65
4000-4999: Books And Supplies	161,195.61
5000-5999: Services And Other Operating Expenditures	54,850.03
5900: Communications	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF	3,553.96
0001-0999: Unrestricted: Locally Defined	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	90,204.00
2000-2999: Classified Personnel Salaries	LCFF	105,956.65
4000-4999: Books And Supplies	LCFF	119,213.31
5000-5999: Services And Other Operating	LCFF	26,850.03
5900: Communications	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF-SLIP	7,333.30
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	73,730.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	105,160.00
4000-4999: Books And Supplies	Title I Part A: Allocation	32,649.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	28,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	8,996.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	60,887.53
Goal: Mathematics	58,063.19
Goal: English Language Development	25,911.62
Goal: School Culture	452,787.91
Goal: Parent Engagement	10,996.00

School Site Council Members

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Perez	X				
Brad Edmunds			X		
Samantha Martinez					X
Matt Abajian		X			
Thomas Burkart		X			
Dave Holtermann			X		
Armondo Martin		X			
Bailey Weigant					X
Damien Casares					X
Amber Wiltse					X
Sumeet Kaur					X
Celina Casares				X	
Cassandra Bell				X	
Harman Dhillon		X			
Numbers of members of each category:	1	4	2	3	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/11/16.

Attested:

Robert Perez

Typed Name of School Principal

Signature of School Principal

Date

Matt Abajian

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Name _____ Grade _____ Date _____

Central High School East and West Campuses

SCHOOL - HOME COMPACT

Three-Way School Pledge

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- arrive to class on time and prepared every day
- take all communication home to my parent(s) / guardian(s)
- return completed homework on time
- be responsible for my own behavior at all times
- be a cooperative and respectful student in and out of the classroom
- ask for help when needed
- do my best in class every day

Grizzly Five

Come Prepared

- Arrive to class on time and prepared every day.

Live Responsibly

- Be responsible for my own behaviors at all times
- Return completed homework on time
- Ask for help when needed

Act Safely

- Pursue positive relationships with staff and students

Work Together

- Take all communication back home to my parent(s)/guardian(s)
- Do my best in class everyday

Show Respect

- Be cooperative and respectful students in and out of class

Student's Signature

Date

Parent/Guardian Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- assure student arrives at school on time every day and prepared to learn
- provide a quiet place/time for my student to complete homework
- review all school communications and respond in a timely manner
- attend Back to School Nights, Parent-Teacher-Student Conferences, and other school events
- encourage my student to engage in reading activities everyday
- make sure my student gets adequate sleep and has a healthy diet
- support the school's/district's homework, discipline, dress code and attendance policies

Parent's/Guardian's Signature

Date

Teacher Section





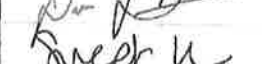
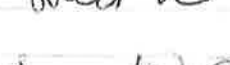

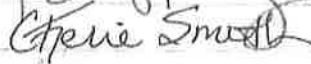
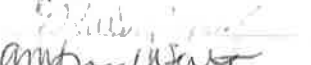

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- provide a safe, positive, and healthy learning environment for our students
- clearly communicate homework and classwork expectations
- engage students in a standards-based, active learning curriculum
- strive to address the individual needs of our students
- correct and return work in a timely manner
- regularly communicate with parents regarding their student's progress

Teacher's Signature

Date

CENTRAL HIGH EAST CAMPUS
SSC Meeting 10/3/17

NAME	DEPARTMENT	SIGNATURE
Matt Abajian	Teacher - West Campus	
Cassandra Bell	Parent - West Campus	
Thomas Burkart	Teacher - East Campus	
Celina Casares	Parent - East Campus	
Harman Dhillon	Teacher - East Campus	
Brad Edmunds	Director - AP West Campus	
Dave Holtermann	Director - AP East Campus	
Sumeet Kaur	Student - West Campus	
Armando Martin	Teacher - West Campus	
Samantha Martinez	Student - East Campus	
Robert Perez	Principal East & West	
Cheri Smith	Parent - West Campus	
Bailey Weigant	Student - East Campus	
Amber Wiltse	Student - West Campus	

Brent Dettman



Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

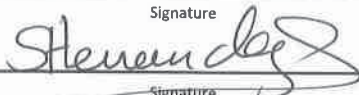
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/11/16.

Attested:

Robert Perez

Typed Name of School Principal



Signature of School Principal

10/3/17

Date

Matt Abajian

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/3/17

Date



CENTRAL HIGH SCHOOL

Parent Involvement Policy

2017-2018

Central High School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.*

This Parent Involvement Policy has been developed jointly with the English Learner Advisory Committee and the School Site Advisory.

PART I. SCHOOL PARENTAL INVOLVEMENT POLICY

- Central High School has involved the parents of participating students in the joint development and agreement of its School Parent Involvement Policy and its schoolwide plan, in an organized, ongoing, and timely manner:
- Central High School holds quarterly English Learners Advisory Committee (ELAC), and School Site Advisory (SSA) meetings to plan for school improvement efforts.
- After annual elections are done for ELAC and SSA, a review of the monthly meeting times and dates are then considered to accommodate participants' work schedules.
- The Parent Involvement Policy is distributed to each student in their homeroom or upon enrollment of all new students.
- The Parent Involvement Policy will be made available to local community agencies that request a copy.
- During the spring semester of every school year, the school will collaborate with parent groups to review and update the parent involvement policy to reflect the changes in school culture and program improvement status.
- Central High School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Central High School will provide opportunities for parents to make suggestions and to participate in decisions relating to their child's education, (i.e. School Site Advisory membership, ELAC membership, parent surveys).
- Central High School will submit to the district any parent comments if the school wide plan is not satisfactory to parents of participating children:

SSA will review such comments and consider ways to resolve the disputed sections of the school plan.

Parent complaint letters will be forwarded to the local district coordinator of categorical programs.

PART II. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- Central High School will jointly develop and incorporate the school-parent compact as a component of its School Parental Involvement Policy;
- The parent compact is disseminated to new and returning students in their homeroom in August.
- Signed compacts are collected and filed annually.
- Central High School will provide a supportive and effective learning environment with high standards of conduct for all students.
- Central High School will provide student centered instruction based on California State Standards, district curriculum, and research based methodologies to address all learning styles and modalities.
- Central High School staff will maintain regular communication with parents about their student's academic progress and the school's behavior expectations; frequent progress reports are sent to parents.
- Central High School will provide parents with reasonable access to staff through formal parent/teacher conferences and classroom observations, as well as, opportunities to volunteer on the school campus.
- Central High School parents will ensure that their teen attends school on time every day prepared to learn and has appropriate sleep, nutrition, clothing and school supplies.
- Central High School parents will monitor homework completion; and collaborate with teachers, counselors and school staff in decisions relating to their child's education.
- Central High School parents will set positive behavior and attire expectations and reinforce school policies about respecting people and property.
- Central High School students will come prepared to learn and take responsibility for their learning by coming to class on time with homework done and ask for help when needed. Central High School students will maximize opportunities to understand the subject area material, using strategies that best support their learning style.
- Central High School students will act safely and cooperate with their teachers and peers by pursuing positive relationships.
- Central High School students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others, communicate with their parents/guardians about school, and do their best in class every day.

PART III. BUILDING CAPACITY FOR INVOLVEMENT

- Central High School, is committed to building parent involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:
- Central High School will provide formal parent conferences. At these meetings parents are provided with information regarding their child's progress towards proficiency in the state academic achievement standards.
- Central High School will provide information on student mastery of the state content standards through course-of-study letters, and on student progress through press reports and report cards, state and local assessment results, portfolios, and work samples.
- The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as Back to School Night; 9th Grade Orientation meetings;
- Senior Meetings; College Workshops; AVID meetings; ELAC meetings; AP parent meetings; Parent-Teacher Conferences; Open House; College Bound parent meetings, district sponsored workshops, communication techniques, parenting skills, literacy and math training), informational flyers and pamphlets, and using technology, as appropriate, to foster parental involvement.
- Central High School shall present professional development to the entire staff on developing effective communication between staff and parents in order to promote an equal partnership between the home and school.

- The school will, to the extent feasible and appropriate, disseminate information related to the school and parent-programs, meetings, and other activities, in an understandable format, and in a language the parents can understand.

***All school information is sent home via student, standard mail
or the school's phone connect-ed system.***

- Central High School will provide support for parental involvement activities as requested by parent surveys.

PART IV. ACCESSIBILITY

Central High School will provide opportunities for participation by parents of students with limited English proficiency, parents of students with disabilities, and parents of socioeconomically disadvantaged and homeless students. This includes providing information and school reports in a format, and when possible, in a language such parents understand.



**Central High School
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**

Date of Posting: 9/26/2017

Meeting Date: 10/3/2017

Location: Central East Library

Starting Time: 5:45 PM

Ending Time: 6:45 PM

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on Bylaws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members (Sonia Ramirez (Chairperson), Nereida Sanchez (Vice Chairperson) Irma Barraza (Rep.) Yolanda Nunez (secretary) list last names of all committee members). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Chairperson	2 minutes
Report of Officers, Standing & Special Committees	TBD	Hernandez	0 minutes
Unfinished Business	TBD	Hernandez	0 minutes



Central High School
Comité Asesor para Aprendices de Inglés (ELAC)
1er Trimestre

Fecha de Publicación: **Debe ser 72hrs. antes de la reunión** Fecha de la Reunión: 10/03/17

Sitio: **Biblioteca**

Hora de Inicio: 5:45 p.m.
 .:45 p.m.

Hora de aplazamiento: 6+

Resultados: Los participantes podrán:

- Reconocer la importancia de los Principios Rectores de CUSD
- Explicar el propósito de ELAC
- Explicar las funciones y responsabilidades de los miembros de ELAC
- Elegir oficiales y representantes de DELAC
- Definir horarios y fechas de reuniones
- Recibir información de los estatutos, medidas de rendición de cuentas, metas de las escuelas para los aprendices de Inglés, Regla de 15%, Póliza de Participación de Padres, Oportunidades Educativas para Padres

Representantes y Personal: Miembros de ELAC (**Sonia Ramirez, Nereida Sanchez, Irma Barraza**) Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Director	2 minutos
Pasar lista- establecer quórum	Ninguna	Director	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Director	1 minuto
Reporte de la Secretaria	Enmiendas / Aprobación	Director	0 minutos
Reportes de Oficiales del Comité	Pendiente	Director	0 minutos
Comentarios del Público (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Director	10 minutos
Asuntos Pendientes	Pendiente	Director	0 minutos

Nuevos Asuntos <ul style="list-style-type: none"> a. Principios Rectores de CUSD b. Revisar el propósito de ELAC. c. Revisar los deberes de los miembros de ELAC. d. Revisar las funciones y responsabilidades de los funcionarios de ELAC. Nominar y elegir a los oficiales de ELAC: <ul style="list-style-type: none"> o Presidente o Vice-Presidente o Secretario o Representante de DELAC o Rep. Alternativo de DELAC e. Estatutos- Revisión Inicial f. Informe de Progreso- SBAC, AMAO's g. Rendición de Cuentas de AYP/Título III h. Criterio de Entrada y Salida del programa EL i. Programas Escolares para ELD y Acceso a materias básicas j. Asesoría para las metas en EL SPSA k. CELDT revisión y ajuste de metas del alumno l. Póliza de Participación de Padres/Compact 2014-15 m. Oportunidades de Educación para Padres del Distrito n. Regla de 15% (si es aplicable) o. Asuntos Escolares p. Discutir las fechas de las reuniones futuras, entrenamiento y los asuntos de la agenda 	<p>Información y Discusión</p> <p>Discusión, nominación y elección de los oficiales</p> <p>Información y Discusión</p>	Director	<p>Introduzca el número de minutos necesarios para completar los asuntos</p>
Evaluación (formas de mejorar la reunión) y cierre de la reunión	Opiniones de la reunión y aprobación para dar por terminada la reunión	Director	1 minuto

**** Gracias por asistir. ****

Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, todos los días, para garantizar el aprendizaje del estudiante.

CENTRAL
ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 10/03/17



1. Call the Meeting to Order:

The meeting was called to order at (time) 5:45pm by Melissa Hernandez .

A quorum of the members was present. Mrs. Hernandez welcomed all ELAC representatives . Sonia Ramirez, Leonor Ventura, Sylvia Macillas, Jorge Chiairez.

2. Changes/Additions to the Meeting Agenda:

No changes were made.

3. Secretary's Report:

- A. Mrs. Hernandez reviewed CUSD Guiding Principles .
- B. Mrs. Hernandez explained the purpose of ELAC.
- C. Mrs. Hernandez went over duties and responsibilities of ELAC members. The following took place to nominate and elect ELAC members unanimously:
Sonia Ramirez made a motion to open elections. Leonor Ventura seconded the motion. Sonia Ramirez as chairperson, Jorge Chiairez as Vice Chairperson, Sylvia Macillas as Secretary, Leonor Ventura Representative
- D. Mrs. Hernandez provided the committee copies of Bylaws.
- E. Mrs. Hernandez explained EL terms and EL program changes only to newcomers to California taking the CELDT test. EL students are integrated in mainstream classes and 1 EL class. ELPAC will be in the Spring and how scores will determine reclassification.
- F. Mrs Hernandez shared between East and West campus there is 250 EL students receiving services. Also ELPAC with new EL standards many EL students will not be reclassified. LCAP a 3 year plan that outlines to ensure success. It is held every February with parent involvement and input on LCAP goals.
- G. Mr. Holterman reviewed LCAP goals are tied into single - plan for state with eight goals
 - synthesizes into ELPAC goals
 - how to spend state and federal monies for student achievement.
 - Goal how do we help English learners.
- H. Nora Ceballos (Parent Involvement Coordinator) shared information on upcoming parent workshops.
- I. Mrs. Hernandez discussed future meeting dates on the first Tuesday of the Month, invitations will be mailed out to parents.
- J. Silvia Ramirez shared that her son has a difficult time since being moved to mainstream classes. Mrs. Hernandez explained to Mrs. Ramirez the reason for the change is for EL students to be with native fluent speaker.
- K. Mrs. Hernandez mentioned Tutoring is available for struggling students.
- L. Evaluations of the meeting were handed to parents.
- M. Parents Surveys were given to parents.

4. Committee Reports:

5. Public Comments:

The following public comments were presented to the ELAC:

No members of the public addressed the committee.

6. Unfinished Business:

N/A

7. New Business

N/A

8. Evaluation:

Evaluations were completed by all members please see attached.

9. Adjournment

Motion to adjourn the meeting at 6:40 pm was made by Alisandro Flores and seconded by Silvia Macillas. The meeting was adjourned at 6:45pm, with a reminder that our next ELAC meeting would be in December 6.

Respectfully submitted,

Yolanda Nunez

ELAC Secretary

Date: 10/12/2017

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

CENTRAL
Comité Asesor para Alumnos Aprendiendo Ingles
del ELAC Acta de 10/03/2017



1. Llamar la reunión a:

La reunión fue llamada al orden a las (hora) 6:45pm por la Sr. Hernandez.

El quórum de los miembros estaba presente. La señora Hernández dio la bienvenida a todos los representantes de ELAC Sonia Ramirez, Leonor Ventura, Sylvia Macillas, Jorge Chiairez

2. Cambios / Adiciones a la Agenda de la reunión:

No se realizaron cambios .

Informe del Secretario 3:

A. La Sra. Hernández revisó los Principios Rectores de CUSD.

B. La Sra. Hernández explicó el propósito de ELAC.

C. La Sra. Hernández revisó los deberes y responsabilidades de los miembros de ELAC. Para nombrar y elegir a los miembros de ELAC por unanimidad se hizo lo siguiente:

Sonia Ramírez hizo una moción para abrir las elecciones. Leonor Ventura apoyó la moción. Sonia. Ramírez como presidente, Jorge Chiairez como Vicepresidente, Sylvia Macillas como Secretaria, R Leonor Ventura como representante.

D. La Sra. Hernández proporcionó al comité copias de los Estatutos.

E. La Sra. Hernández explicó los términos de EL y los cambios del programa EL cómo sólo a los estudiantes recién llegados a California toman el examen CELDT y los resultados del examen determinarán la reclasificación. También los estudiantes EL están integrados en las clases principales y en una clase EL. ELPAC se lleva a cabo en la primavera.

F. La Sra. Hernández compartió entre el este y el oeste de la escuela hay 250 estudiantes en el programa EL que reciben servicios. También ELPAC con nuevos estándares EL muchos estudiantes no serán reclasificados. LCAP es un plan de 3 años que describe para asegurar el éxito escolar. Se lleva a cabo cada febrero con la participación de los padres y la entrada en metas de LCAP.

G. El Sr. Holterman analizó los objetivos de LCAP están unidos en un solo plan para el estado con ocho metas

- sintetiza en metas de ELPAC

- cómo gastar fondos estatales y federales para el logro estudiantil.

- Objetivo: cómo ayudamos a los estudiantes de inglés.

H. Nora Ceballos (Coordinadora de Participación de Padres) compartió información sobre los próximos talleres de padres.

I. La Sra. Hernández discutió las fechas futuras de la reunión serán el primer martes del mes, las invitaciones serán enviadas por correo a los padres.

J. Silvia Ramírez compartió que su hijo tiene un tiempo difícil desde que se trasladó a las clases principales.

K. La Sra. Hernández explicó a la Sra. Ramírez que la razón para el cambio es que los estudiantes EL estén con orador fluido nativo de habla inglés.

L. La Sra. Hernández mencionó que la Tutoría está disponible para estudiantes con dificultades.

M. Evaluaciones y encuestas de la reunión fueron entregadas a los padres.

Comité 4. Informes:

5. Comentarios del público:

Los siguientes comentarios públicos se presentaron a ELAC:

No hay miembros del público se dirigió al Comité.

6. Asuntos pendientes:

N / A

7. Nuevos Negocios

N / A

8. Evaluación:

Las evaluaciones fueron completadas por todos los miembros por favor ver adjunto.

9. Clausura

de movimiento para terminar la reunión a las 6:45 pm fue hecha por Alisandro Flores y secundada por Silvia Macillas. Se levantó la sesión a las 6:45 pm, con un recordatorio de que nuestro próximo ELAC reunión sería en diciembre.

Presentado respetuosamente,

Yolanda Núñez

Secretario ELAC

Fecha: 10/12/2017

**Las copias de todos los materiales distribuidos deben adjuntarse a la secretaria
(NOTA:..las actas oficiales estas actas deberán mantenerse durante tres años)**



Central High school
ELAC Meeting
10/03/17



No.	Name/Type/Nombre	Sign In	Phone / Xov Tooj / Telefono	School / Tsekwam / Escuela
1	2017-18 President	Sonia Ramirez	(559) 412-0409	
2	2017-18 Vice President	Nereida Sanchez	(559) 457-8911	
3	2017-18 Secretary	Yolanda Nunez		
4	2017-18 Regional Rep	Irma Barraza	(559) 286-4259	
5	2017-18 Rep Alternate			
6	Staff	Kong Lee Kiam		East
7	Staff	Melissa Hernandez		West
8	Staff	Dean Holten	276-5976	West
9	Staff			
10	District Office Staff	Rita Challa		
11	District Office Staff			
12	District Office Staff			
13	District Office Staff			
14	District Office Staff			
15	District Office Staff			
16	Guest	Leonar Ventura	926-4473	East
17	Guest	Large Chavez	721-9401	East
18	Guest	Silvia Macias	559-214-8024	East
19	Guest	Edy Gomez		East
20	Guest	Antonia Ventura		East
21	Guest	Jorge Chavez	559 721-9397	East

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McKinley Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: Thursday, August 31, 2017 **Meeting Date:** Tuesday, September 5, 2017

Location: Library

Starting Time: 4:30 p.m.

Ending Time: 5:30 p.m.

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members (Colette Bolger, Candice Warmuth, Wendy Gagliardi, Harjit Kalsi, Karina Hidalgo, Blanca Gonzalez, Estela Gaxiola, Denise Morales, Simmi Bassi & Josefina Dimas). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business <ol style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. 15% rule (if applicable) o. Site items p. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	Principal	Insert number of minutes need to complete items
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, progress reports, Site plan EL goals, .

*****Thank you for coming*****



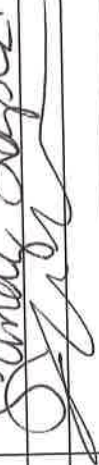



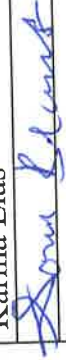

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

English Language Advisory Committee (ELAC) 17-18 SIGN-IN SHEET

1st Quarter Meeting

Tuesday, September 5, 2017 @ 4:30 p.m.

McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal		cbolger@centralusd.k12.ca.us
Candice Warmuth	Teacher Name		cwarmuth@centralusd.k12.ca.us
Wendy Gagliardi	Teacher Name		wgagliardi@centralusd.k12.ca.us
Sandy Tapia	Teacher		stapia@centralusd.k12.ca.us
Teresa Mendoza	GA		tmendoza@centralusd.k12.ca.us
Harjit Kalsi	Parent Name		
Karina Hidalgo	Parent Name		hkarina031280@hotmail.com
Isabel Santos (Alternate)	Parent Name		
Blanca Gonzalez	Parent Name	Blanca Gonzalez	
Estela Gaxiola	Parent Name		demo06@hotmail.com
Denise Morales	Parent Name		
Simmi Bassi	Parent Name		
Josefina Dimas	Parent Name		
Guests:			
Karina Lias	Parent Name		kleizabeth1106@yahoo.com
	Kingval liaison		

School Site Council (SSC) 16-17




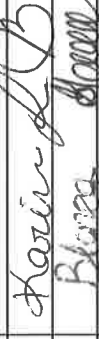





SIGN-IN SHEET

Part 1

1st Quarter Meeting

Tuesday, August 29, 2017 @ 3:30 p.m.

McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal		cbolger@centralusd.k12.ca.us
Candice Warmuth	Teacher		cwarmuth@centralusd.k12.ca.us
Bernice Bailey	Teacher		bbailey@centralusd.k12.ca.us
Kelly Beason	Teacher		kbeason@centralusd.k12.ca.us
Annie Plumlee	Teacher		aplumlee@centralusd.k12.ca.us
Stephanie Edgbert	Noon Duty Aide		
Terri Baird	Noon Duty Aide		jirebaird@yahoo.com
Bertha Lopez	Parent		
Lorena Manriquez	Parent		1517sofer@att.net
Karina Lias	Parent		kleizabeth1106@gmail.com
Blanca Gonzalez	Parent		blanca1015gonzalez@gmail.com
Simmi Bassi	Parent		
Kerry Rivas	Parent		electricvgs@yahoo.com
Leslie Ramos	Parent		
Wendy Gagliardi	teacher		wgagliardi@centralusd.k12.ca.us
Guests:			
Frances Mayorga	Learning Partners Director		fmayorga@centrausd.k12.ca.us

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date: 9/5/2017

1. Call the Meeting to Order:

- The meeting was called to order at 3:30 by Mrs. Bolger. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi	x	1	Bernice Bailey	Teacher	x
2	Karina Lias	x	2	Wendy Gagliardi	Teacher	x
3	Sonja Blanco	x	3	Stephanie Edgbert	Other	x
4	Kerry Rivas	x	4	Frances Mayorga	Other	x
5	Blanca Vejar	x	5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - o 6 members are needed to establish a quorum
 - o 10 members are present Insert 3 are absent
 - o A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- Learning Partners was added to the agenda

4. Secretary's Report:

- Bernice motioned to approve the minutes from the last meeting. Francis Mayorga seconded motion.

5. Committee Reports:

6. Public Comment:

7. Unfinished Business:

8. New Business

- SSC Training: Video is available
- Review purpose of SSC:
- Review the duties of SSC: To get information by talking to people about the needs for McKinley. Attend 5 meetings a year.
- Review the roles and responsibilities of SSC officers.
- Nominate and elect SSC officers: Chairperson: Stephanie Edgbert
Vice-chairperson: Bernice Bailey
Secretary: Wendy Gagliardi
DAC Representative: Karina Lias
DAC alternate: Blanca Vejar
- Mrs. Bolger offered to get acronym books if anyone wanted one. Mrs. Edgbert, Mrs. Vejar, Mrs. Lias, and Sonja Blanco wanted them.
- Review and approve SPSA (Single Plan for Student Achievement) We receive funding from the Federal government- Title 1 money. This money needs to be spent with a direct connection to

students. We also receive money from the LCFF (Local Control Funding Formula) which is state money. We receive \$318, 037 for SPSA. Out of this money approximately \$80,000 is used for TK/Kinder aides. A portion of Mrs. Plumlee's salary also comes out of this (60% comes out of SPSA and 40% is LCFF). Title 1 money also pays for teaching fellows (approximately \$29,000 for the year). In addition it pays for Structured Student Support (approximately \$10,000) Lexia and Symphony Math which will be used during the day and after school will have the cost shared with Learning Partners. It is an unlimited 2 year subscription. McKinley will pay approximately \$16,000 and Learning Partners will pay \$12,000.

- Leader in me grant: \$49,000. Do we want to fund student booklets/teacher guides? Six dollars per book. We have a \$6,150 commitment for 3-5 years until we reach lighthouse status. Bernice Bailey suggested we ask teachers if they use the booklets. Kerry Rivas suggested no student books but buy teachers' guides.

- ★ ▪ Parent/Staff input was asked about the needs in ELA, math, ELD, School Culture, and Parent Involvement. LCAP showed that there is a concern for behaviors at school.
 - ✓ Needs: headphones
 - ✓ Post playground rules so all are using the same rules
 - ✓ More supervision on yard (Colette said that 2 are waiting for board approval)
 - ★ ✓ Karina Lias stated that Common Core tutoring in math is needed. Colette stated possibly before or after school.
 - ★ ✓ Kerry Rivas stated that homework should be returned so parents can see if their children are having trouble.
 - ★ ✓ Francis Mayorga stated that several students do not have homework in Learning Partners since the teachers are not giving any.
 - ★ ✓ Stephanie Edgbert would like to see the walking club

9. Evaluation & Adjournment:

- The next meeting is September 12, 2017 at 3:30 pm.
- McKinley SSC meeting was adjourned by Mrs. Bolger at 4:44 pm.

Respectfully submitted,

**Wendy Gagliardi
SSC Secretary
September 5, 2017**

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date: 9/12/2017

1. Call the Meeting to Order:

- The meeting was called to order at 3:30 by Mrs. Bolger. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Karina Lias	x	1	Bernice Bailey	Teacher	x
2	Kerry Rivas	x	2	Wendy Gagliardi	Teacher	x
3	Bertha Lopez	x	3	Stephanie Edgbert	Other	x
4	Mrs. Stevens	x	4	Teresa Mendoza	Other	x
5			5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1		1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 9 members are present Insert 4 are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

4. Secretary's Report:

- The report was not voted on since this meeting is a continuation of the last meeting.

5. Committee Reports:

6. Public Comment:

7. Unfinished Business:

- SPSA was handed out and allocations and expenditures were reviewed. Title 1 Parent Involvement Allocation has the most restrictions. LCFF has fewer restrictions than Title 1 on how the money is spent.
- Expenditures by goals were discussed and handouts given.
- The School culture was discussed and the school needs more help with behavioral issues. There is a need to teach students how to respond to stressful situations. Have a PRIDE intervention teacher paid for by LCFF and Title 1. PBIS has monthly half day meetings.
- Title 1 Salaries go towards: tutoring, subs, PRIDE teacher, classroom supplies, Brainpop subscription, technology (\$10,000), materials for ELD, kindergarten aides, teaching fellows, Lexia subscription, subs for FnP, Childcare for Parent Involvement.
- LCFF and Title 1 funds need to have cutbacks of approximately \$7,262.05.
- Mrs. Bolger sent an e-mail to teachers whether they wanted a PRIDE teacher more or technology. At the time of the meeting 62% of the votes were for a teacher and 48% were for technology. Not everyone had voted yet.

- ★ • Possible cut were discussed. Bernice suggested using polyvinyl binders for Leader in Me rather than 1" binders . These would cost \$.50 per 3 prong polyvinyl binder. Bernice Bailey motioned and Kerry Rivas seconded. All were in favor.
- ★ • Cutbacks in childcare was suggested. A motion was made by Kerry Rivas to reduce the amount of childcare. Karina Lias seconded. All were in favor.
- ★ • Cutting costs for subs was discussed. Kerry thought we should keep subs for mathematical training. There were places where subs costs could be cut in LCFF and Title 1. It was motioned by Stephanie Edgbert to cut sub funds \$500 for subs for childcare. It was seconded by Karina Lias. All were in favor.
- ★ • A motion was made by Stephanie Edgbert to hire a full time discipline 7.5 hour certified teacher to teach PRIDE. Kerry Rivas seconded it. All were in favor.
- A motion was made by Stephanie Edgbert to approve the Single Plan with the adjustments Colette Bolger will make on it. It was seconded by Mrs. Stevens. All were in favor.
- Safety Plan: Mrs. Mendoza presented the safety plan. There is a binder available in the office with the safety plan. Staff needs to take a Safety Pesticide Training. There is a fibulator on campus with 5 staff members trained for using it. There is a fire drill each month and a lockdown 2 per year. Every year teachers attend a training for what to do if there is an active shooter on campus.
- Mrs. Mendoza will be going to San Diego to receive a Healthy Alliance Award.

8. New Business

9. Evaluation & Adjournment:

- McKinley SSC meeting was adjourned at 4:50 pm. Stephanie Edgbert motioned to adjourn and Kerry Rivas seconded.

Respectfully submitted,

**Wendy Gagliardi
SSC Secretary
September 12, 2017**

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

5/23/2017

1. Call the Meeting to Order:

- The meeting was called to order at --- by --- Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi	X	1	Kelly Beason	Teacher	X
2	Karina Lias	X	2	Annie Plumlee	Teacher	X
3	Lorena Manriquez	X	3	Bernice Bailey	Teacher	X
4	Sonya Blanco	X	4	Frances Mayorga	Other	X
5	Leslie Ramos	X	5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 10 members are present 0 members are absent
 - A quorum has been established
 - ELAC members also present

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda (Mrs. Plumlee motioned to accept changes, Mrs. Beason seconded motion)

4. Secretary's Report:

- Leslie Ramos motioned to approve minutes from the last meeting. Beason seconded motion

5. Committee Reports:

- Mayorga- 283 students enrolled in LP
- Met ADA for this year
- Letters of acceptance to go out earlier this year than previous years. Orientation will happen earlier.
- Foster children/ homeless will have priority in the after school program enrollment.
- Lottery for students who turned in all paperwork on time.
- If parent misses mandatory orientation, student at the top of the waiting list will get place.
- 5th and 6th usually have openings
- May drop 6th grade and add a primary class because the need is there.
- End of year Activities Coming up the last 4 days

DLAC Rep. - Meeting talked about school's need and explained 7 habits

6. Public Comment:

Created 4/10/08
Reviewed 4/23/08
Approved 4/23/08
Updated 1/30/09 and 4/30/09
Approved 4/30/09
Reviewed/Updated 1/19/10 and 5/18/10
Approved 5/18/10
Reviewed/Updated 4/27/12 and 5/24/12
Approved 5/24/12
Reviewed/Approved 2/26/13 (without changes)
Reviewed/Updated 5/5/15
Reviewed/Updated 5/26/16
Reviewed/Updated 3/28/17 Approved 5/23/17

McKinley ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for March 28, 2017

Total Number of ELAC Members:

___6_ ELAC parents/guardians of English learners
 ___ ELAC parents/guardians of other students
 ___5_ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

___6_ ELAC parents/guardians of English learners
 ___ ELAC parents/guardians of other students
 ___4_ School staff

A quorum of members must be present in order to conduct business. The number of committee members in attendance is 9:

X Has been met
 Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
10/4/2016 3/28/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
10/4/16 11/29/16	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
3/38/17	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
11/29/16	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
11/29/16	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
3/28/17	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
10/4/16	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
11/29/16	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:

The meeting was called to order at 3:37 pm by Mrs. Bolger.

A quorum of the members was present. Mrs. Bolger welcomed all ELAC representatives. Members present were Colette Bolger, Simi Bassi, Estela Gaxiola, Sonia Blanco, Blanca Gonzalez, Karina Hidalgo, Karina Lias, and Wendy Gagliardi.

2. Changes/Additions to the Meeting Agenda:

No changes were made. The

3. Secretary's Report:

Minutes were reviewed by Mrs. Bolger and motioned to accept them by Candice Warmuth and 2nd by Karina Lias.

4. Committee Reports:

5. Public Comments:

The following public comments were presented to the ELAC: If there are no comments indicate that by stating the following: No members of the public addressed the committee.

DELAC: Karen Hildago representative on DELAC reported that at the DELAC meeting Title I changes were discussed. Changes wanted at McKinley were discussed in small groups.

6. Unfinished Business:

No unfinished business.

7. New Business:

- Mrs. Bolger stated that the only new expense out of the Single Plan was payment for the FnP subs. Bernice Bailey commented that having the subs were very helpful so that students can be tested in a quiet area. Mrs. Bolger also said that there is a need for ELMO's and printers for next year.
- Mrs. Bolger also stated that kindergarten orientation is tomorrow at 3:15-4:15.
- LCAP: Annette Grisby has developed a plan.
- The School Parental Policy and Home School Compact were handed out. On the Home School Compact the student portion was changed to the 7 Habits. Also the print was made bold on the ways to get parents involved. Candice Warmuth made a motion to accept the changes and Simmi Bassi 2nd it.
- Mrs. Bolger said that the CELDT is changing.
- Language Census: Mrs. Bolger announced that there are 21.95 students speaking Spanish as a primary language. Also 44 students out of 120 have been reclassified. There are a total of 846 students at McKinley.
- Mrs. Bolger said that there are 90 students receiving special ed services. Out of those 90 students, 40 are in speech.
- Mrs. Bolger indicated that we need to focus on improving attendance, tardies, and early dismissals. Parents indicated that dropping students off is an issue for tardies. The police has been asked to help parents who drop students off illegally. Parents asked if

the buses could drop students off and pick students up in another area allowing the main gate to remain open. Mrs. Bolger indicated that it would not be safe. Estela Gaxiolal also would like a crosswalk by the school. Mrs. Bolger said that would be a city/county decision and that there are rules about a crosswalk that would need to be followed.

- Title I changes were discussed. Parents don't always understand voice messages but like the text messages so that they can use the app to translate.
- Next year McKinley will continue with the 7 Habits, have more training, and tie the 7 Habits to academics.
- Mrs. Bolger stated that kindergarten for next year will go to noon for the first 8 days in order for teachers to test. Students will be given lunch.

8. Evaluation:

The chairperson or principal asks what the members liked and what the members would like to change about the meeting. Record member statements here.

There was an evaluation given to everyone asking to evaluate this year's meetings and what suggestions the participants have to make the meetings better. Karina Lias motioned to pass the changes. Lorriana 2nd it. All were in favor.

9. Adjournment

The meeting was adjourned at 4:25 and then people filled out the evaluations. They then had a potluck.

Respectfully submitted,

Wendy Gagliardi
ELAC Secretary
March 28, 2017

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

Central High School (SSC) 1st Quarter Meeting

Date of Posting: September 28, 2017

Meeting Date: October 3, 2017

Location: Conference room

Starting Time: 4:00pm

Ending Time: 5:00 pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes

New Business <ul style="list-style-type: none"> a. SSC Training <ul style="list-style-type: none"> • Video b. Review the purpose of the SSC c. Review the duties of SSC members. d. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate e. Review and approve SPSA f. Discuss district/site parent education opportunities g. Safety Plan & sign h. Discuss future meeting dates, training, and agenda items. 	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Principal until chairperson is elected	15 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate. Add site items as necessary.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

CENTRAL HIGH SCHOOL SITE COUNCIL (SSC) MINUTES

10/03/17

1. Call the Meeting to Order:

- The meeting was called to order at 4:02 pm by Robert Perez. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Betty Barajas	Parent	X	1	Matt Abajian	Teacher	X
2	Sheri Smith	Parent	X	2	Thomas Burkart	Teacher	X
3	Celina Casares	Parent	X	3	Brad Edmunds	Other	X
4	Sumeet Kaur	Student	X	4	Harman Dhillon	Teacher	X
5	Bailey Weigant	Student	X	5	Dave Holterman	Other	X
6	Amber Wiltse	Student	X	6	Robert Perez	Principal	X
7	Damien Casares	Student	X				

	Guest		Non member staff	Position
1		1	Brent Dettman	Vice Principal
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Introductions and roll call

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda. M/S/C to approve the agenda. Perez made the motion to approve the agenda. Celina Casares 2nd the motion.

4. Secretary's Report:

- Minutes from last year's 4th quarter minutes were reviewed.

5. Committee Reports:

- N/A

6. Public Comment:

- Perez mentioned new website and spoke about details. Committee did not have any questions or comments.

7. Unfinished Business:

- Active Shooter video discussed. Will be shown in classrooms this semester.
Robert Perez
- Career Center to be at both sites with fulltime staff. Parents commented this is a great thing.
- Rosa Castillo created a parent survey to get information about workshops needed for our community

8. New Business

- SSC training power point discussed. Bylaws discussed and reviewed approved SSC, school site council is very important. Has to be 3 parents, 3 students, 3 teachers and 1 principal
- principal has no authority over council, but is an active member
- budget information distributed
- responsibilities: evaluate academic program, sign in sheet, gather everyone's emails, accomplish 6 bullet notes we will be effective

Nominate and elect SSC officers:

- Chairperson
 - Matt Abajian approved by committee
- Vice Chairman
 - Armando Martin approved by committee

- Secretary
 - Samantha Martinez approved by committee
- DAC Representative
 - Sheri Smith approved by committee
- DAC Alternate
 - Cassandra Bell

Review and Approve SPSA

- All members and guests were provided a copy of this year's SPSA
- Money not spent will not be carried over. Majority of money is spent on teacher salaries. Professional development for teachers is very important. Department planning is highly encouraged.
- Robert-ELA goal was explained to committee to show example. Teachers to attend professional development will advise where the money is coming from.
- Robert Discussed goals, tactics, and funding strings involved with SPSA. Robert further explained LCFF, Title 1, SLIP, and Formula monies.
- Matt A. asked about Math and ELA needs based on scores. Matt asked why ELA gets more money. Robert and Brad explained our District pays for Math PD.
- Matt A. asked about ELD goals and with pure SDAIE classes and funds distributed. Discussed followed on money is distributed.
- Matt A motioned to approved. Brad Edmunds seconded the motion

Parent Involvement Policy

- Copy of this year's PIP was shared with all members and guests
- Robert discussed Parent Involvement survey
- Robert discussed major points of the plan
- Celina Casares asked if we offered classes. Robert explained we have a survey out and gathering parent needs and wants
- SSC had not further questions and agreed to policy

Safety Plan

- All members and guests were provided copy of safety plan
- VP Brent Dettman discussed plan in detail
- Students asked about evacuation plan
- Matt A. commented we should have a Run, Hide, or Fight training for students.
- Parents agreed to safety plan
- Matt mentioned to approved. Brad seconded the motion

Future Dates

- Robert Perez to send meeting dates out in an email prior to meet date.
- 11/28
- 2/6
- 4/17
- Dates approved by committee.

9. Evaluation & Adjournment:

- Email everyone a day or two before the meeting, will send out agenda out to be approved and as a reminder to everyone.
- It's important to be here.
- The Central High School SSC meeting was adjourned by Robert Perez at 5:11 pm.

Respectfully submitted,
 Dave Holtermann
 10/06/2017

Budget By Expenditures

Central High School East Campus

Funding Source: LCFF

\$350,777.95 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PLC training with a focus on implementation of common core	5000-5999: Services And Other Operating Expenditures	\$2,500.03	English Language Arts	Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration in to their lessons.
Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Central High School English Language Arts and Special Education teachers will receive professional development.
Substitute teachers, PD, and materials for training.	1000-1999: Certificated Personnel Salaries	\$400.00	English Language Arts	Central High School English Language Arts and Special Education teachers will receive professional development.
Provide release time for teachers to calibrate performance tasks.	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Central High School will provide teachers with release time to calibrate assessments.
Intervention courses	1000-1999: Certificated Personnel Salaries	\$21,000.00	English Language Arts	Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.
Intervention curriculum - Language Live	4000-4999: Books And Supplies	\$15,000.00	English Language Arts	Central High School will provide students with intervention courses/tutoring to increase student learning and close the achievement gap.
Provide professional development, planning time, and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Arts	Central High School will create extending learning opportunities for English teachers to build their capacity with the newly adopted ERWC curriculum.
PLC training with a focus on implementation of common core.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Teachers and administrators will attend professional development and trainings to incorporate critical thinking skills, problem solving and collaboration into their lessons.
Provide teachers with release time to calibrate performance tasks and scoring them using a rubric	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	Central High School will provide teachers with release time to calibrate performance tasks and scoring them using rubric.
Provide professional development and training for teachers.	5000-5999: Services And Other Operating Expenditures	\$1,600.00	Mathematics	Central High School math and Special Education teachers will receive professional development in the co-teaching model.
	1000-1999: Certificated Personnel Salaries	\$500.00	Mathematics	Central High School math and Special Education teachers will receive professional development in the co-teaching model.

Central High School East Campus

Provide supplemental materials and manipulatives to teachers and students.	4000-4999: Books And Supplies	\$5,901.69	Mathematics	Central High School will provide supplemental materials and manipulatives to teachers and students to incorporate the 8 Math Practices and Common Core
Provide professional development for teachers	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Mathematics	Create extended learning opportunities for math teachers to build their capacity with the newly adopted integrated math curriculum - Carnegie
Provide students with supplemental resources and additional opportunities to improve student learning - Math 180 and Foundations	4000-4999: Books And Supplies	\$7,000.00	Mathematics	Provide supplemental intervention materials and resources to improve student learning.
Professional development for teachers on English Learner Professional Development, SDAIE, and direct instruction strategies that will improve student learning and close the achievement gap.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Development	1.ELD and SDAIE teachers will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training of English Language Development (ELD) and SDAIE instructors in research-based methodologies proven to be effective in serving English Learners (ELs).2. Provide ELD teachers with collaboration and planning time to assess students, analyze student data,and plan instruction.
	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Development	1.ELD and SDAIE teachers will attend professional development and training to incorporate critical thinking skills, problem solving and collaboration into their lessons. Continued training of English Language Development (ELD) and SDAIE instructors in research-based methodologies proven to be effective in serving English Learners (ELs).2. Provide ELD teachers with collaboration and planning time to assess students, analyze student data,and plan instruction.
EL teachers-Partially funded FTE for EL teachers to offer supplemental support class for ELs during the school day.	1000-1999: Certificated Personnel Salaries	\$7,000.00	English Language Development	All English Learners will be placed in the appropriate level of English Language Development.
Purchase of additional supplies and equipment to support student learning	4000-4999: Books And Supplies	\$5,411.62	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Parent education opportunities	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Development	Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.
Translation services	5900: Communications	\$2,000.00	English Language Development	Enhance communication and bridge home and school connectivity. Assist parents in effective advocacy and interactions with CHS.

Central High School East Campus

Provide evening academic, College/Career, and NCAA counseling services to student and parents.	1000-1999: Certificated Personnel Salaries	\$27,000.00	School Culture	Increase student and parent use of academic planning resources e.g. counseling staff, classroom teachers, career center, online resources, and information nights held by the counseling staff. The counselors will provide families with information and resources to assist them with planning for students.
Provide childcare, clerical/counseling	2000-2999: Classified Personnel Salaries	\$1,000.00	School Culture	Increase student and parent use of academic planning resources e.g. counseling staff, classroom teachers, career center, online resources, and information nights held by the counseling staff. The counselors will provide families with information and resources to assist them with planning for students.
AVID Renewal and training to provide students with the opportunity to be prepared for college.	1000-1999: Certificated Personnel Salaries	\$3,804.00	School Culture	Support the current AVID programs at Central High School.
Supplemental reference and resource materials for the career centers to assist students in choosing post secondary curricular pathways.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.
Technology, materials and supplies	0000: Unrestricted	\$3,553.96	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.
Supplementary resource and reference materials to support seamless integration through CTE courses by providing students with the skills to be critical thinkers, communicators, and collaborators that will prepare them for success in college, career, and community.	4000-4999: Books And Supplies	\$1,000.00	School Culture	Integrate seamless progression through Career Technical Education (CTE) courses culminating in a Regional Occupational Program (ROP) course.
Provide technology to enhance the learning environment.	4000-4999: Books And Supplies	\$66,000.00	School Culture	Technology and supplies to increase student learning by providing additional opportunities to engage students in learning through collaboration, critical thinking and problem solving, creativity and communication.
Purchase books, assessment and On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	\$4,400.00	English Language Arts	CHS will provide supplemental materials to enhance literacy in AP Course content.
Materials and supplies to support lesson design and student learning	0001-0999: Unrestricted: Locally Defined	\$3,000.00	School Culture	Provide every student with opportunities and resources to develop real life applications for preparedness for college, career, and community readiness. Including lab classes and FAFSA workshops.
Employ a part-time technology aide for both East and West campuses.	2000-2999: Classified Personnel Salaries	\$25,000.00	School Culture	Provide students and staff with technology support.

Central High School East Campus

Professional development	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors. Purchase materials and supplies that will help create a positive learning environment.
materials and supplies	4000-4999: Books And Supplies	\$10,000.00	School Culture	Embed Positive Intervention Behavior Supports (PBIS) into CHS instructional program that will equip students with appropriate replacement behaviors. Purchase materials and supplies that will help create a positive learning environment.
Primary Language Tutor	2000-2999: Classified Personnel Salaries	\$32,000.00	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and academic counseling for EL students
Intervention Specialist, materials, training, and equipment to assist at-risk students with academic planning to prepare them to be success in college, career, and community.	2000-2999: Classified Personnel Salaries	\$47,956.65	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and academic counseling for EL students
Home School Liaison to assist with placement, counseling, and assessments.	1000-1999: Certificated Personnel Salaries	\$15,000.00	School Culture	1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and academic counseling for EL students
Intervention courses	1000-1999: Certificated Personnel Salaries	\$4,000.00	School Culture	CHS will provide students intervention courses to increase student learning and close the achievement gap

Central High School East Campus

Provide administrators counselors and teachers with professional development opportunities. Instructional rounds and leadership.	5000-5999: Services And Other Operating Expenditures	\$8,250.00	School Culture	CHS administrators and teachers will be provided professional development, workshops, planning time, and training to enhance student learning and increase the positive school culture.
Provide supplemental materials and manipulatives to teacher and students.	4000-4999: Books And Supplies	\$2,500.00	School Culture	Central High School will provide supplementary materials and manipulatives to teachers and students to incorporate the Common Core State Standards

LCFF Total Expenditures: \$350,777.95

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$7,333.30 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental reading, reference, and technology to expand student use of the library media center to assist students in meeting classes as well as state requirements.	4000-4999: Books And Supplies	\$7,333.30	School Culture	Expand and improve college and career resources in the Library Media Centers and Career Centers, including technology.

LCFF-SLIP Total Expenditures: \$7,333.30

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$239,539.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional development for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Development	CHS administrators and teachers will be provided ELD professional development for student learning and increase the positive school culture for academically at-risk students.
Materials and supplies to support laboratory investigations, science planning, and student learning	4000-4999: Books And Supplies	\$2,000.00	School Culture	Provide every student with opportunities and resources to develop real life applications for preparedness for college, career, and community readiness. Including lab classes and FAFSA workshops.

Central High School East Campus

Purchase books, assessment and On-line supplementary materials to provide lasting understanding of important AP concepts	4000-4999: Books And Supplies	\$1,587.50	English Language Arts	CHS will provide supplemental materials to enhance literacy in AP Course content.
	4000-4999: Books And Supplies	\$1,000.00	School Culture	Technology and supplies to increase student learning by providing additional opportunities to engage students in learning through collaboration, critical thinking and problem solving, creativity and communication.
Implement tutoring program	4000-4999: Books And Supplies	\$10,000.00	Mathematics	Central High School will provide academically at-risk students with intervention courses/tutoring to increase student learning and close the achievement gap.
provide low-income students with Chromebooks and technology to take home to work on support curriculum.	4000-4999: Books And Supplies	\$18,061.50	Mathematics	Purchase technology for low-income students to increase student learning and close the achievement gap.
Provide professional development, planning time, substitutes and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Mathematics	CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.
Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Mathematics	CHS administrators and teachers will be provided Math professional development for student learning and increase the positive school culture for academically at-risk students.
Provide professional development, planning time, substitute and training for administration and teachers.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	English Language Arts	CHS administrators and teachers will be provided planning time to co-plan/co-teach for student learning and increase the positive school culture for academically at-risk students.
Provide PD for teachers and administration	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Arts	CHS administrators and teachers will be provided ELA professional development for student learning and increase the positive school culture for academically at-risk students.
	5000-5999: Services And Other Operating Expenditures	\$10,000.00	School Culture	CHS administrators and teachers will be provided professional development, workshops, planning time, and training to enhance student learning and increase the positive school culture.
Hire Teaching Fellows to support with classroom push-in and after school tutoring. Will assist with the monitoring of student progress. Intervention Specialist to identify, assess, and counsel students and families with academic, behavioral, social/emotional and attendance problems. Assist at-risk students.	2000-2999: Classified Personnel Salaries	\$50,000.00	School Culture	CHS will provide students intervention courses to increase student learning and close the achievement gap
Provide student with access to credit recovery	1000-1999: Certificated Personnel Salaries	\$23,730.00	School Culture	CHS will provide students with credit recovery opportunities in order to increase the graduation rate.

Central High School East Campus

Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	\$50,000.00	School Culture	<p>Central High School will provide tutoring and reteaching for students after school in order to increase student learning and close the achievement gap.</p> <p>1. Primary language tutor to ensure the organization of services to ELs as well as one one one tutoring with ELs as determined by student needs.2. Intervention specialists to identify, assess, and counsel students and families with academic, behavioral, social/emotional and or attendance problems. Provide intervention participate in the development of programs aimed at improving academic, behavior, social/emotional well being and improve student performance.3. Home school liaison to assist with assessment, placement and academic counseling for EL students</p>
Intervention Specialist, materials, training, and equipment to assist at-risk students with academic planning to prepare them to be success in college, career, and community.	2000-2999: Classified Personnel Salaries	\$55,160.00	School Culture	

Title I Part A: Allocation Total Expenditures: \$239,539.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement **\$10,996.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education and engagement sessions	2000-2999: Classified Personnel Salaries	\$8,996.00		CHS will host parent education nights to support parents of academically at risk students. Including, Technology information night, College, career, and community readiness, PBIS and connections to home, and Literacy in 21st Century. CHS will also offer bus transportation to College Night.
	4000-4999: Books And Supplies	\$2,000.00		CHS will host parent education nights to support parents of academically at risk students. Including, Technology information night, College, career, and community readiness, PBIS and connections to home, and Literacy in 21st Century. CHS will also offer bus transportation to College Night.

Title I Parent Involvement Total Expenditures: \$10,996.00

Title I Parent Involvement Allocation Balance: \$0.00

Central High School East Campus

Central High School East Campus Total Expenditures: \$608,646.25