

The Single Plan for Student Achievement

School: Center High School
CDS Code: 34739733430378
District: Center Joint Unified School District
Principal: Jerald Ferguson
Revision Date: 8/24/17

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jerald Ferguson
Position: Principal
Phone Number: 916-338-6422
Address: 3111 Center Court Lane
Antelope, Ca. 95843
E-mail Address: jferguson@centerusd.org

The District Governing Board approved this revision of the SPSA on October 2016.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	18
School Goal #3.....	21
School Goal #4.....	25
School Goal #5.....	26
Centralized Services for Planned Improvements in Student Performance	27
Centralized Service Goal #1	27
Centralized Service Goal #2	28
Centralized Service Goal #3.....	29
Centralized Service Goal #4	30
Centralized Service Goal #5.....	31
Summary of Expenditures in this Plan.....	32
Total Allocations and 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 Membership.....	36
Recommendations and Assurances.....	37

School Vision and Mission

Center High School's Vision and Mission Statements

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

School Profile

The Center Joint Unified School District, established in 1858, is one of the oldest districts in California. The district serves the Antelope, Roseville, Elverta, and Rio Linda communities in northern Sacramento County and Placer County. Center High School formerly served primarily the families of the McClellan Air Force Base until its closure in 2001. Student demographics have changed considerably as the student population has become very diverse, and the free/reduced lunch and homeless rates have risen dramatically. Enrollment had declined over a short period of time following the opening of another high school in a nearby district but enrollment has risen since the development of CTE and other programs at Center High in the last few years.

Center High School is the only fully comprehensive four-year high school in the Center Joint Unified School District and has been at the current site since 1984. The modernization of buildings serving the departments and areas of Science, Social Studies, Math, Music, Performing Arts, English, Associated Student Services, library, counseling, college and career counseling, dance, and athletics was completed in 1999. A new football/soccer stadium complex was completed in 2009, and the baseball field was modernized in 2011. Current seniors and juniors are required to complete 230 credits for graduation whereas the current sophomore and freshmen classes will be required to complete 260 credits because of the programmatic change of a block schedule that affords more classes and opportunities to take elective courses. Other recent improvements include upgrades to MCA and geometry in construction facilities.

In addition to college preparatory offerings and AP classes, the curriculum at Center High School is enhanced by the following programs: AVID, Media Communications Academy (MCA), Sports Video Broadcasting, Project Lead the Way (PLTW) Bio-Medical Sciences and Engineering Programs, Pharmacy Technician Program, and a 911 Dispatcher/Call Center and Customer Service Program.

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).

As part of our WASC accreditation process, parents, students, and staff were surveyed and interviewed and the accreditation committee determined that Center High School needs to (over the six years from 2013) work on (1) technology improvements; (2) professional development and collaboration opportunities; and (3) need to incorporate more electives into the master schedule.

Center High School, as well as the Center Joint Unified School District, conduct a Safe School Survey to provide feedback for ensuring a safe learning environment as well as to provide guidance for the school safety plan.

Center High School and the Center Joint Unified School District conducted the California Healthy Kids Survey every school year.

Classroom Observations

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

School Site Administration conducts formal observations of new teachers for the first two years and teachers with permanent status at least every other year. Formal observations consist of a pre-observation meeting, observation of an agreed upon class, a post-observation meeting, and a summary evaluation at the end of the year. Additionally, Department Chairs conduct informal observations of teachers new to their departments 4 times in their first year and twice per year for the second and third years.

The results of such observations are used to indicate or determine what professional development should be implemented or continued.

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)

Teachers have access to and use California English Learner Development Test (CELDT) results, student grade data, standardized test scores, and department benchmarks to review student performance. Based on this and other local data (student attendance, behavior) teachers and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings and staff meetings.

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

Some staff have recently been trained in the use of Illuminate to track and analyze student testing data and additional training will be provided. Time is given during staff meetings to meet as departments to discuss achievement results with specific areas needed for students to move forward. Departments also meet at regular times outside of staff meetings to review concerns, data, or other pertinent information.

Staffing and Professional Development

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

The Center High School administration works closely with the District Personnel department to ensure that teachers hired have the appropriate credentials to certify them as highly qualified.

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

Center High School and the Center Joint Unified School District understand the importance of professional development and support teacher selected professional training and workshops that correlate to the district's LCAP goals, the school's WASC action plans, or other site initiatives.

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

Staff meetings occur every Monday, meeting 31 times, with 19 of those meetings being for approximately 75 minutes and the other 12 for 30 minutes. The calendar was tentatively set at the beginning of the year and focuses on WASC committees, department meetings, and professional development based on need and determined by leadership team.

Instructional walk-throughs (both administrative and teacher) will continue in the 17-18 school year. These walk-throughs are designed so that teachers and administrators at Center can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning as well as support teachers.

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

New teachers continue to receive support from the district through the Teacher Induction program.

District funds a full time technology coordinator at Center High School to support teachers' needs and instructional technology.

The district has funded part of a teacher's position to be a Student Study Team (SST) coordinator to set-up and attend meetings that will support teachers' instruction and interventions.

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

At least one staff meeting per month is allocated to department meetings in addition to departments' regular meeting times. Department chairs meet regularly as well as with the leadership team to continue to improve internal communication and ensure that the goals of the Site Plan and WASC are being implemented with fidelity.

Teaching and Learning

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

Teachers are using core, State and/or district-adopted curriculum as well as developing common scope and sequence for each course aligned with Common Core State Standards.

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

Center High School is currently operating under an 8 period, four by four block to ensure adequate instructional minutes in core subjects. The additional time/classes allows for students failing to meet levels of proficiency in Math or English to receive additional support as recommended by the state.

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

Students failing to meet proficiency in English and/or math are offered placement in support classes as determined by their performance on district benchmarks, department assessments and overall achievement as indicated by grades.

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

All textbook adoptions are aligned with the Common Core and/or California Content Standards.

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)

All students at Center High School have access to SBE-adopted materials, including intervention materials.

Opportunity and Equal Educational Access

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

English Language Development courses
Long-Term English Learner (LTEL) support classes
Student Study Teams
504 and IEP Accommodations
Special Education push-in support and instructional aides
After school tutoring
AVID (Advancement Via Individual Determination)
EAOP (Early Academic Outreach Program)
CTE (College/Technical Education)
Project Lead the Way
Partnerships with local Community Colleges
College and Career Center
CARE program
Success program
Get Focused, Stay Focused curriculum
Educational Talent Search (ETS)
Upward Bound
MASCOT (Making All Student's College Opportunities Transpire)

14. Research-based educational practices to raise student achievement

At the school level 2 of 3 counselors and 1 of 3 admin speak Spanish.

Center High School continues to partner with local community colleges for dual enrollment and outreach programs.

Current programs that support under performing students and address issues of disproportionality include, but are not limited to CARE, Success, EAOP, AVID, support classes, and LTEL support.

The Center High School Parent Boosters is very active in supporting teachers to secure funds that will support student achievement.

Parental Involvement

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

Administration at Center High School is active in recruiting school, district, and community resources to support under-achieving students. Counselors schedule one-on-one meetings with students to assist students in developing a plan for success in addition to the availability of Student Success Teams (SST's).

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)

Through School Site Council, parents, teachers, staff, and students participate in planning, implementing, and evaluating school programs.

Funding

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

Monies are made available to staff to pursue professional development or enrichment opportunities to support students.

Center High School's EL coordinator completes annual CELDT testing of all English Learners, works closely with counseling staff to place English Learners in appropriate classes, monitors the academic performance of English Learners, evaluates the readiness of English Learners for re-classification, and works closely with staff to provide academic supports to English Learners in content area courses.

The AVID program provides support to at-risk students, ensuring they are successful in completing course work that will make them eligible for acceptance into a 4-year university. Students receive academic support in core content areas.

The School Site Council supports the purchases of supplemental materials through the use of EIA funds.

Teachers serve in leadership roles to support the successful implementation of district and site initiatives aligned with the LEA and WASC plans.

18. Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Description of Barriers and Related School Goals

One challenge facing Center High School and the Center Joint Unified School District is ensuring that students and teachers are in class together, uninterrupted, for 180 school days. Students' poor attendance or teachers being pulled for various meetings or obligations make it difficult for teachers to educate all students on all standards or content. Admin and counselling will continue to work on addressing concerns of habitual truancy by meeting regularly and maintaining effective communication. With the support of the district, we will continue to minimize the number of days teachers are pulled off-campus for school-related trainings and professional development.

Another challenge we face is ensuring that students who are present at school have equitable access to the curriculum. Other academic interventions would be focused on students who are here, but are having difficulty learning and/or mastering concepts. The leadership team will be focusing on finding ways to address this throughout the 17-18 school year and will develop a plan of action to implement the strategies on which they agree.

Increasingly, Center High School is finding that more students are in need of more social and emotional assistance, intervention, or counseling than we are capable of managing. With the support of the district or through the School Site Council we will continue to pursue more avenues of support for students.

We find that the current grading structures and practices do not allow us to quickly and systemically find students who are struggling, and waiting until the 5th or 6th week of school will, at times, put students too far behind to rectify. We will record specific data regarding students who are struggling and intervene with attendance, behavior, study habits, or academic deficiencies. We are also finding that D/F rates are closely connected with work production and homework completion. Department chairs and the leadership team will focus on these concerns and attempt to develop strategies or agreements to improve the grading structures and practices.

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	287	305	291	271	292	281	268	288	278	94.4	95.4	96.6
All Grades	287	305	291	271	292	281	268	288	278	94.4	95.4	96.6

* 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	2602.7	2610.6	2612.8	23	25	26.62	38	39	38.85	23	23	21.58	14	13	12.95
All Grades	N/A	N/A	N/A	23	25	26.62	38	39	38.85	23	23	21.58	14	13	12.95

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	34	33	37.41	50	55	48.56	16	12	14.03
All Grades	34	33	37.41	50	55	48.56	16	12	14.03

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	28	31	29.09	54	52	49.82	15	17	21.09
All Grades	28	31	29.09	54	52	49.82	15	17	21.09

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	17	23	29.14	64	65	58.99	17	13	11.87
All Grades	17	23	29.14	64	65	58.99	17	13	11.87

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	32	36	39.21	54	51	47.12	11	13	13.67
All Grades	32	36	39.21	54	51	47.12	11	13	13.67

Conclusions based on this data:

1. Students have been, on average, improving in many areas. One area that Center High School needs to focus on is Writing: producing clear and purposeful writing.
2. More than 65% of students were at or exceeding standards on the overall scores.

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	287	304	291	267	289	268	260	283	258	93.0	95.7	92.1
All Grades	287	304	291	267	289	268	260	283	258	93.0	95.7	92.1

* 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	2593.0	2608.1	2592.7	14	19	16.28	30	25	26.36	20	25	23.64	34	30	33.72
All Grades	N/A	N/A	N/A	14	19	16.28	30	25	26.36	20	25	23.64	34	30	33.72

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	24	32	28.68	37	32	30.62	40	36	40.70	
All Grades	24	32	28.68	37	32	30.62	40	36	40.70	

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	25	22	19.38	55	50	51.55	20	28	29.07
All Grades	25	22	19.38	55	50	51.55	20	28	29.07

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	24	20	19.38	51	58	51.94	25	22	28.68
All Grades	24	20	19.38	51	58	51.94	25	22	28.68

Conclusions based on this data:

1. A large number of students are continuing to perform below standard, especially in the area of concepts and procedures.
2. Over the past three years, the number of students tested below standard has been increasing.

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		6		37	28	29	47	39	59	11	11		5	17	12
10		7	5	43	21	55	43	50	14	7	14	14	7	7	14
11	7			33	46	44	40	31	38	13			7	23	19
12	11		15	28	27	54	28	27	8	22	27	8	11	18	15
Total	5	4	4	35	30	46	39	38	29	14	13	6	8	16	15

Conclusions based on this data:

1. Majority of EL/LTEL students (84%) are functioning at the Early Advanced or Intermediate levels.
2. EL students represent 6% of the overall school population.

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	7	7	4	33	19	29	41	41	50	7	11	7	11	22	11
10	5	5	4	30	23	50	50	41	18	5	14	14	10	18	14
11	5		4	37	50	35	37	28	30	11	6	4	11	17	26
12	11	6	17	28	25	50	28	19	6	22	25	6	11	25	22
Total	7	5	6	32	28	40	39	34	28	11	13	8	11	20	18

Conclusions based on this data:

1. A majority of students are functioning at the Intermediate or Early Advanced levels except for seniors during the 15-16 school year who were functioning at lower levels.
2. EL students represent 6% of the overall school population.

Planned Improvements in Student Performance

School Goal #1

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: Goal #1: Academic Achievement
LEA/LCAP GOAL:
District Focus: Instruction: Continue focus on academic achievement through a Multi-Tiered System of Supports. LCAP Goal #1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through a Multi Tiered System of Supports (MTSS).
SCHOOL GOAL #1:
Goal #1: Increase and improve student achievement on Common Core State Standards through a Multi-Tiered System of Supports and increased use of technology to improve student access to standards-based curriculum.
Data Used to Form this Goal:
Students scoring proficient or above on the CAASPP Science test in 2015-16 was 49% with an achievement gap for students with disabilities, English learners, and students who happen to be African American or Latino. The percentage of students achieving a score of 3 or higher on AP tests has steadily increased over the last five years with 62% in 2013 to 74% in 2017. Additionally, the number of students taking AP classes has increased by 7.9% (126 to 136) over the past five years as well as the number of tests taken has increased by 48% (245 to 363). During the 2016-17 school year, 6 students were reclassified English Language Fluent, which was a drop from the previous year. The number of students testing early advanced or higher on the California English Language Development Test (CELDT) increased from 26% to 29% with the mean scale score increasing from 528.3 to 549.0. Center High School has a very high performance level for graduation rate according to the California Dashboard, however, subgroups, students with disabilities, and students with low socio-economic status are disproportionately low.

Findings from the Analysis of this Data:

Center High School needs to continue to align its curriculum with the Common Core State Standards and update/revise Scope and Sequence, benchmark assessments, and common assessments to help monitor steady progress in both ELA & Math.

English Learners (EL) and Long-Term English Learners (LTEL) have made continuous gains in achievement, however are still falling short of their non-EL peers. Center will continue to work on overcoming the achievement gap by decreasing the overall D/F rate, increasing graduation rate while decreasing drop out rates, and increasing the number of students going to colleges, universities, technical schools, or careers.

Center High School needs to provide timely and comprehensive intervention for students struggling in English and Mathematics.

Center High School needs to: (1) increase the number of subgroup participation in AP/Honors courses, 2) increase the A-G graduation rate for all students especially subgroups by 3% 3) Provide systematic credit recovery and intervention services 4) provide comprehensive counseling/guidance services for students, and 5) reduce the number of suspensions to keep student in school and on track for graduation.

How the School will Evaluate the Progress of this Goal:

Classroom walk throughs and observations, student achievement data, teacher surveys, student grades, successful demonstration of expected student outcomes driven by common core. The EL coordinator and other appropriate staff members will conduct data chats throughout the year with individual EL students to monitor their academic progress and identify appropriate interventions.

Regular meetings with department chairs and leadership team to review site initiatives, WASC Action Plans, and other directives decided by appropriate committees and/or groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Instructional Leadership and Staff Development/Collaboration</p> <ul style="list-style-type: none"> Administrators and Department Chairs will review requests for staff development opportunities and approve conferences, workshops, etc that align with site and district goals. Administrators and staff will attend relevant conferences in order to receive professional development in instructional leadership/strategies, EL management, PBIS/MTSS strategies, organizational management, and school climate/culture. Administrators will work with staff to develop collaboration time. Such professional development and collaboration will include, but not be limited to, conferences, sub costs, collaboration days, coaching, and trainings to better prepare teachers in supporting students. 		Principal/Admin Team Dept. Chairs	Professional Development			0
			Conferences/Workshops	5000-5999: Services And Other Operating Expenditures	General Fund	9099
			Professional Learning Communities		None Specified	0
			Sub/release time	1000-1999: Certificated Personnel Salaries	General Fund	6000
			Sub/release time taxes	3000-3999: Employee Benefits	General Fund	1059

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Instructional Strategies</p> <ul style="list-style-type: none"> Administration will work with teachers to offer Professional Development designed to increase student engagement. Administration will work with teachers to find and provide additional trainings for AP to increase the offerings and enrollment Increase the number of AVID trained teachers. 		Principal/Admin Team	<p>ELA Conference (see goal 1.1)</p> <p>Math Conference (CMC at Asilomar) (see goal 1.1)</p> <p>AVID Summer Institute and other trainings for teachers and admin (see goal 1.1)</p>			<p>0</p> <p>0</p> <p>0</p>
<p>1.3 Technology</p> <ul style="list-style-type: none"> Increase the access to curriculum by meeting the technological needs of the staff and students. 		Principal Tech. Coordinator	<p>Purchase of technology</p> <p>Training for various technology devices or software</p> <p>Technology upkeep</p>	<p>4000-4999: Books And Supplies</p> <p></p> <p>4000-4999: Books And Supplies</p>	<p>General Fund</p> <p></p> <p>General Fund</p>	<p>15775</p> <p>0</p> <p>2500</p>
<p>1.4 Department Budgets/Supplies and stipends</p> <ul style="list-style-type: none"> Department Chairs and Administrators will continue work together to provide itemized department supply, school technology and support budgets to better support classroom instruction. Administration will support departments by maintaining stipends for department chairs. 		Principal Dept. Chairs	<p>Department Budgets</p> <p>Department chair stipends</p> <p>Department chair stipends taxes</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>	<p>49230</p> <p>21428</p> <p>3782</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Graduation <ul style="list-style-type: none"> Administration will support the commencement ceremony for expenses such as, but not limited to, security, ambulance, and sound system. 			Graduation expenses	5000-5999: Services And Other Operating Expenditures	General Fund	5250
1.6 Field trips <ul style="list-style-type: none"> Administration will work with department chairs and teachers to support field trips that enrich the classroom curriculum as aligned with site/district goals and/or the Common Core State Standards. 		Principal Dept. Chairs	Field trips	5000-5999: Services And Other Operating Expenditures	General Fund	3000

Planned Improvements in Student Performance

School Goal #2

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: Goal #2: College and Career Ready
LEA/LCAP GOAL:
District Focus: Increase collaboration district-wide with a focus on student achievement and newly implemented strategies. District Focus: Technology needs and future implementation. LCAP Goal #2: Center JUSD students will be college and career ready.
SCHOOL GOAL #2:
Goal #2: Every student will graduate high school and be competitively college and career ready by meeting A-G requirements and/or through a choice of career pathways with increased access to technology.
Data Used to Form this Goal:
Completion of A-G courses has become a graduation requirement and the transition to an 8 period schedule has provided students greater opportunity to complete the necessary courses of study. 8 period schedule has increased the number elective offerings as well an increased number of CTE course offerings.
Findings from the Analysis of this Data:
Center High School has a number of career focused classes but they are not complete pathways that could lead to certification or thorough job skills. Students have an increased opportunities to take CTE electives, increasing the options of courses to offer.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Increase Graduation Rate <ul style="list-style-type: none"> Administration will ensure that all students receive the academic guidance and support they need to stay on track for graduation. Continue the freshman orientation known as cougar training using the Link Crew model. Administration will look into developing a tradition of visiting the middle school to share information about 9th grade, class selection, and orientation. 		Admin Team Counselors	Financial aid workshops for counselors	5000-5999: Services And Other Operating Expenditures	Other	3000
			Conferences	5000-5999: Services And Other Operating Expenditures	Other	5000
			Link Crew training for staff (see goal 1.1)			0
			Middle school visitation			0
2.2 CTE Pathways <ul style="list-style-type: none"> Administration, Department Chairs, and Leadership Team will review and analyze CTE pathways to ensure 		Admin Team Dept. Chairs Leadership Team	Conferences	5000-5999: Services And Other Operating Expenditures	Other	10000
			Collaboration time		Other	0
			Sub/Release Time	1000-1999: Certificated Personnel Salaries	Other	5000
			Sub/Release Time	1000-1999: Certificated Personnel Salaries	General Fund	3200
			Sub/Release Time taxes	3000-3999: Employee Benefits	General Fund	883
			Sub/Release Time taxes	3000-3999: Employee Benefits	General Fund	565

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Reduce Suspensions</p> <ul style="list-style-type: none"> Regular review of discipline referrals will be on-going to identify struggling and at-risk students early and provide them with support. Leadership Team will work on developing a referral process and review to better analyze discipline data. 		Admin Team Leadership Team	Leadership team meetings			0
<p>2.4 College and Career Counseling</p> <ul style="list-style-type: none"> Admin and the College and Career Center Coordinator will continue to work together to provide information and opportunities to students. Administration will work with College and Career coordinator to set-up field trips to enrich student's experiences with college and/or career focused field trips. 		Admin Team College and Career Coordinator	<p>College and Career Center Budget</p> <p>Financial Aid nights and workshops</p> <p>Field trips</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>General Fund</p> <p>Other</p> <p>Other</p>	<p>3000</p> <p>2000</p> <p>20000</p>

Planned Improvements in Student Performance

School Goal #3

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: Goal #3: School Climate and Culture
LEA/LCAP GOAL:
District Focus: Safe, clean, well maintained, and state-of-the-art facilities. Goal 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities through [a] Multi Tiered System of Support (MTSS).
SCHOOL GOAL #3:
Goal #3: Center High School will provide a Multi Tiered System of Support to improve school climate and culture to increase student engagement.
Data Used to Form this Goal:
California Healthy Kids Survey from 2015-16. Site Safety Survey from 2016-17. School-Wide Integrated Framework for Transformation - Fidelity Integrity Assessment (SWIFT-FIA) results, review, and implementation. Campus walk-throughs and observations.
Findings from the Analysis of this Data:
Center High School has a great atmosphere and a lot of positive things happening. There is also a lot of potential to incorporate addition programs to enrich student recognition and positive behavior interventions. The Leadership Team will work on analyzing the needs and developing a plan for what best fits the school culture. The extra-curricular activities at Center High School are an essential part of the school culture and, as such, the administration recognizes the need to continue supporting and increasing opportunities for students to be involved.
How the School will Evaluate the Progress of this Goal:
Discussions at regular leadership team meetings and at SWIFT-FIA team meetings 3 times per year to discuss items pertaining to school climate and culture. Athletics and activities are discussed at weekly meetings with the admin team, athletic director, and activities director. Various surveys to get parent feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 School Climate and Activities <ul style="list-style-type: none"> Administration will support class advisors and other activities to encourage student participation in extra-curricular activities. Administration will take direction from the leadership team for programs that will promote positive school climate that best fit the culture of Center High School. 			Activities stipends	1000-1999: Certificated Personnel Salaries	General Fund	41000
			Activities stipends taxes	3000-3999: Employee Benefits	General Fund	7236
			School Climate Programs			0
3.2 Athletics and extra-curricular activities <ul style="list-style-type: none"> Administration will support the athletics program by maintaining coaches' stipends, transportation, and budgets per team. Administration will look for additional ways to support the theater and music programs to increase enrollment and access. 			Coaching stipends	1000-1999: Certificated Personnel Salaries	General Fund	150707
			Coaching stipends taxes	3000-3999: Employee Benefits	General Fund	26597
			Transportation	5000-5999: Services And Other Operating Expenditures	General Fund	35000
			Team budgets	4000-4999: Books And Supplies	General Fund	21000
			Theater expenses	4000-4999: Books And Supplies	General Fund	7500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Support/Increase AP/Honors Participation <ul style="list-style-type: none"> Administration will look for ways to alleviate some of the high costs for assessments and/or to supplement the costs of assessments such as for Free/Reduced waivers for AP tests. Administration will work with teachers to further promote their classes and increase enrollment in honors/AP classes. 			Off-setting testing costs			0
			Promoting classes/increasing student awareness			0
3.4 AVID <ul style="list-style-type: none"> Administration will work with site and district AVID coordinators to promote Summer Institute and increase staff participation on the AVID Site Team. 			Professional development			0
			Sub/release time	1000-1999: Certificated Personnel Salaries	General Fund	800
			Sub/release time taxes	3000-3999: Employee Benefits	General Fund	142
3.5 Every 15 Minutes <ul style="list-style-type: none"> Administration will continue to support the Every 15 Minutes program. 			Support for program costs	4000-4999: Books And Supplies	General Fund	1000
			Support for program costs	4000-4999: Books And Supplies	Other	3756
			Support for program costs	4000-4999: Books And Supplies	District Funded	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.6 Parent Communication</p> <ul style="list-style-type: none"> Administration, leadership team, and School Site Council will explore options of having parent volunteers or parent liaison to help with improving parent involvement and communication. Administration will work with leadership team to explore options and feasibility of having a student liaison position for improving communication with student population. Administration will work on developing a newsletter or other form of regular communication with parents. 			<p>Increase parent volunteers</p> <p>Pursue a parent liaison position</p> <p>Pursue a student liaison position</p> <p>Parent newsletter or other forms of communication</p>			<p>0</p> <p>0</p> <p>0</p> <p>0</p>

Planned Improvements in Student Performance

School Goal #4

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:
LEA/LCAP GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	5,000.00
General Fund	415,753.00
None Specified	0.00
Other	48,756.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	228,135.00
3000-3999: Employee Benefits	40,264.00
4000-4999: Books And Supplies	110,761.00
5000-5999: Services And Other Operating Expenditures	90,349.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	223,135.00
3000-3999: Employee Benefits	General Fund	40,264.00
4000-4999: Books And Supplies	General Fund	100,005.00
5000-5999: Services And Other Operating	General Fund	52,349.00
	None Specified	0.00
	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	5,000.00
4000-4999: Books And Supplies	Other	5,756.00
5000-5999: Services And Other Operating	Other	38,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,123.00
Goal 2	52,648.00
Goal 3	299,738.00

School Site Council Membership

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
Jerald Ferguson	X				
Amy Chaney		X			
Curtis Hunter		X			
Sam Klasko		X			
Danielle Stout		X			
Roxanne Luppino			X		
Traci Perrault				X	
Rodney Dorsey				X	
Danie Gordon				X	
Susie Lacy				X	
Gia-Huy Gonzales					X
Leola McCoy					X
Numbers of members of each category:					

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 .

Attested:

Jerald Ferguson

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date