

## Central Union High School

### School Site Council

Minutes of April 7, 2014 in the CUHS Parent Center at 4:00pm

Present: Mike Sterner, Alicia Apodaca, Emilio Davila, Jose Ramirez, Tricia Petter, Daniel Edwards, Santino Givens, Ricardo Rios.

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Meeting was called to order at 4:04 PM by Ricardo Rios.

Motion to approve the agenda was made by S. Givens, 2<sup>nd</sup> by Davila, unanimous agreement

#### **Campus Happenings**

- Spring Sports Assembly on 4/28 – Chorus is working on a “Pie the Teacher Fundraiser” for the assembly (Givens)
- Arts & Culture Fair took place last week. Turnout was good despite windy weather. (Sterner/Givens)
- Powderpuff will take place on Wednesday (Sterner)
- CAASP and CST Testing is taking place this week (Petter)
- AP Testing starts in May (Sterner)
- Mock Trial Awards at the County took place this last month. Many students received awards. Mrs. Petter will get list of awards to recognize those students in the bulletin. (Edwards)
- Senior Picnic is on Friday (Givens)
- Jazz Appreciation Month is this month. Givens asked if Friday music could include some Jazz music. Mr. Edwards suggested that Walt Beasley be played as he is a Central grad. (Givens)
- Pennies for Patients wraps up this week on Thursday. The class that raises the most per student will receive a pasta meal from Olive Garden. (Petter)

#### **LCAP/LCFF**

Copies of the compiled data from the three LCAP meetings was shared (see handouts). Mrs. Petter walked the group through the identified areas of need and the activities that received the most votes. For **Parent Improvement**, the activities that were most requested was the establishment of a PTO/PTA or more involvement in already established booster clubs and an improved website. For Instructional Materials/Technology/Hands-on Activities or Manipulatives, most voted for activities were classroom computing devices, math manipulatives, improved science lab facilities, and internship opportunities. Sterner and Davila discussed plans that already in the works for Central with regard to internships. Two AP Computer Science students will be placed at IVC in June for internships and the school is currently working with Rabobank to work through the red tape of liability and other issues with businesses to begin placing students for internships. The auto program also places students in local dealerships for internships. For class size, lowering the student to teacher ration particularly in Algebra I received the most votes. For tutoring, in-class tutoring (by AVID trained tutors, Intervention groups (after school/student assigned based on test grades), and pay for AP student tutors were the top voted activities. There was a brief discussion about LCAP needing to address the needs and support of three major groups: Low Income, English Learner, and Foster Youth. The AP student tutor payment might not address the needs of these students (although there are students from these three groups that are enrolled in AP). Also, Mr. Rios discussed the effectiveness of the tutoring in the AVID classes mentioning that for some students, time was wasted. He suggested that the format of the tutoring sessions makes it difficult to really get the help you need and students are filling out their sheets at the last minute. Mr. Edwards talked about perhaps finding a way to establish double-block science classes for AP. For communication, a campaign to promote open communication among administrators, teachers, staff, parents, students, etc.; chat sessions with the principal/superintendent; use of text communication were the top voted activities. A brief discussion ensued about a group that Sterner will be starting with teachers (CSI – Central School Improvement). He will also be meeting with parents and students (separately) on a monthly or

bimonthly basis to solicit feedback and input. Mr. Edwards also brought up the need to better articulate with feeder schools to ensure that there are some commonalities between the districts. The need for a school and/or district Facebook page was also brought up. For Diverse/More Rigorous Course Offerings, Robotics and Health/Medical received the most votes. For Counseling Services, meeting with parent/students to go over requirements and increased access and availability of counselors were most voted for. For Safe and Healthy Learning Environment, the most votes were placed homeroom/advisory period and life skills/advisory for seniors. A question arose about whether or not AERIES had some kind of checklist that allowed parents and students to see what requirements have already been met. There is a function for seeing how many credits have been taken in each area, but some group members were looking for an actual checklist.

The next step in the LCAP process is for the District Advisory Council to meet on May 12<sup>th</sup> at 5 PM at the District Office to formulate a plan and allocation of dollars to activities that support district goals.

### **Single Plan for Student Achievement**

Mrs. Petter shared that since the plan for the LCAP is not yet available and since the district is still making decisions for how dollars will be spent, it would be difficult at this point to put together a final budget. A preliminary budget was shared and the Council was encouraged to find areas that needed adjusting, delete activities that are not needed/have not been determined to be successful, etc. Mrs. Petter shared that ideas that were shared at the last SSC meeting were integrated into the budget for the remaining Title I funds for this year (see budget attached). There are still some questions on what needs to be included in the plan, so the draft shared may need to be adjusted at the beginning of next school year.

To spend the remaining Title I dollars for the 13-14 school year, it was determined that CUHS would fund some collaboration time for Algebra I teachers to plan hands-on, engaging activities as well as formative and summative assessments that will drive classroom instruction. Four staff members will be sent to the AVID Summer Institute in San Diego to learn more about Common Core and strategies to implement as well as meet certification requirements with tutoring. We will fund summer intervention courses: RRR in Algebra I and geometry, Credit Recovery, and Wilson Bridge (or other bridging program/classes for incoming ninth graders). Library 3 will be updated to assist with the utilization of Intervention programs and research and other activities for Common Core shifts in ELA and math. We will purchase 34 computers and a color printer. There is still a little carryover funds that will roll over into next year.

Title I, II, and III expenditures were discussed (again, see proposed budgets). Questions that arose: Is there a printing policy, because students are charged to print in the Library and not in other places like the classroom? Can we hire another computer clerk? Can we articulate with IVC about tutoring (getting more tutors in math)? What are doing for shifts in the Common Core? Can we buy 2 computers for READ 180 in Apodaca's classroom? Do we need to change Algebra I to Integrated I in the Plan? These questions will be taken into consideration for the final draft of this year's plan.

### **Next Meeting**

5/6, 4 PM, Parent Center

**Meeting Adjourned-5:43 PM.**