School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Century Academy	56 73759 0123349	09/08/2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.
86% of parents saying their children enjoy coming to school
91% of parents report that the school creates a positive environment for learning
86% of parents report indicating that they are informed of their students' academic progress.
87% of parents report feeling comfortable on campus and participating in school events
83% of parents report that students' differences were treated with respect.
96% of elementary students feel their teachers care about them
89% of elementary students said they knew who to go to at school if they have a problem
59% of middle school students and 68% of high school students feel comfortable going to their counselor
88% of middle school students and 87% of high school students report that a counselor is available when needed.
93% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
79% of certificated staff feel students are engaged and motivated

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for Calfornia (ELPAC) and curriculum-based unit and formative assessments.
Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject

CVUSD began utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.
Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.
Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings.
Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.
Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

For grades TK-5, CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

For grades 6-12, CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Additionally, secondary teams from both the History/Social Science and Science Departments have participated in a textbook adoption process throughout the year to determine which publishers (textbooks) are to be piloted in 2022-23. Instructional materials and resources are aligned with both the FAIR Act, as well as the Next Generation Science Standards and will be brought forward for Board approval in 2023.

Finally, a committee of educators completed work on the Ethnic Studies course of study that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will be implemented as an elective course to begin with, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a pilot for the 2022-23 school year for high school students.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

For grades TK-5, CVUSD teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

For grades 6-12, CVUSD secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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 CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access.

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

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

At the primary level, CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

At the secondary level, CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance and also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD’s LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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)

Century Academy has an active School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Century Academy's Site's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships. Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Century Academy's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Century has an active School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of X Site's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Century's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:
EIA funds are used to provide additional support and technology in the classroom.
EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

They reviewed the school's progress in all goals
The SSC team made requests for data points to review academic progress during the 21-22 school year. On 03/09 the SSC team reviewed MAP NWEA data and the implications on goals set in the SPSA for the previous year. On 04/13 SSC members provided feedback on goal progress from the 21-22 SPSA plan and made recommendations for the 22/23 plan. On 4/25 teachers met to discuss key areas of focus in the 21/22 SPSA plan and determined areas of focus for the working 22/23 SPSA. On 8/31, the 22/23 SSC team reviewed current SPSA draft and sustained a motion to pass as written.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	5	4	13
Grade 7	7	13	30
Grade 8	12	14	23
Grade 9	5	16	24
Grade 10	17	28	41
Grade 11	31	33	42
Grade 12	28	73	87
Total Enrollment	105	181	260

Conclusions based on this data:

1. While enrollment has increased over the previous two years, the ratio of subgroups represented has remained largely unchanged.
2. Families of middle school students are showing increased interest in blended learning with the middle school program and continue to increase between the 20/21 to the 21/22 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	0	2	3	0.0%	1.1%	1.2%
Fluent English Proficient (FEP)	7	20	29	6.7%	11.0%	11.2%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Century Academy currently serves 3 students designated as EL. All three students are receive integrated language support.
2. Century Academy will continue monitoring students who have been reclassified as Fluent English Proficient for progress in content and language mastery.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			12			7			7			58
Grade 4			30			13			12			43
Grade 5			25			7			7			28
Grade 6		15	24		0	7		0	7		0.0	29
Grade 7		26	25		0	6		0	6		0.0	24
Grade 8		22	42		0	14		0	14		0.0	33
Grade 11		39	74		8	21		8	21		20.5	28
All		102	232		8	75		8	75		7.8	32

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			2486.			38.46			15.38			23.08			23.08
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8			2592.			28.57			35.71			14.29			21.43
Grade 11		*	2592.		*	19.05		*	52.38		*	19.05		*	9.52
All Grades	N/A	N/A	N/A		*	30.67		*	41.33		*	16.00		*	12.00

Conclusions based on this data:

1. The limited number of students participating in CAASPP testing does not yield statistically significant results which can be analyzed for trends.
2. Century is utilizing MAP testing through NWEA which allows projections for mastery of standards assessed via CAASPP. MAP data is utilized to inform instruction, intervention, and acceleration models.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			12			7			7			58
Grade 4			30			13			13			43
Grade 5			25			7			7			28
Grade 6		15	24		0	7		0	7		0.0	29
Grade 7		26	26		0	6		0	6		0.0	23
Grade 8		22	42		0	11		0	11		0.0	26
Grade 11		39	74		8	15		8	15		20.5	20
All		102	233		8	66		8	66		7.8	28

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			2461.			15.38			15.38			38.46			30.77
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8			2554.			9.09			18.18			45.45			27.27
Grade 11		*	2524.		*	6.67		*	20.00		*	20.00		*	53.33
All Grades	N/A	N/A	N/A		*	25.76		*	18.18		*	27.27		*	28.79

Conclusions based on this data:

1. The limited number of students participating in CAASPP testing does not yield statistically significant results which can be analyzed for trends.
2. Century is utilized MAP testing through NWEA which allows projections for mastery of standards assessed via CAASPP. MAP data is utilized to inform instruction, intervention, and acceleration models.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
260	**19.2**	**1.2**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	3	1.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	50	19.2
Students with Disabilities	51	19.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.5
American Indian or Alaska Native	1	0.4
Asian	16	6.2
Filipino	3	1.2
Hispanic	56	21.5
Two or More Races	22	8.5
Native Hawaiian or Pacific Islander		
White	158	60.8

Conclusions based on this data:

1. Students with disabilities represent 8.1% of our student population in grade 6-12.
2. Students identifying as Hispanic make up the largest subgroup outside of the majority of students identifying as White.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Blue
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career Orange		

Conclusions based on this data:

1. Limited data is available through the dashboard for Century Academy. The suspension rate has remained low as a result of two commitments: restorative practices and building relationships with trusted adults on campus.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
25.4 points above standard	0 Students	0 Students
20		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	4	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 60 points above standard 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	28.4 points above standard 18

Conclusions based on this data:

1. Due to the small sample size at Century Academy, data from the 2020 Fall Dashboard is statistically insignificant. No conclusions may be drawn at this time.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 48.8 points below standard 18		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 34.2 points below standard 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		50.1 points below standard 16

Conclusions based on this data:

1. Due to the small testing population, no data is available for interpretation. Century Academy relies on local benchmarks such as NWEA assessments to monitor student progress.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Three English Language Learners were attending Century Academy during the 2020-2021 school year.
2. Students who are Reclassified Fluent English Proficient (RFEP) are monitored through the SST process but are not reflected in ELPAC data.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	56	100
African American		
American Indian or Alaska Native		
Asian	3	5.4
Filipino	1	1.8
Hispanic	13	23.2
Native Hawaiian or Pacific Islander		
White	32	57.1
Two or More Races	7	12.5
English Learners		
Socioeconomically Disadvantaged	14	25
Students with Disabilities	9	16.1
Foster Youth		
Homeless	1	1.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	5	8.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	7.7
Native Hawaiian or Pacific Islander		
White	4	12.5
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	1.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	3.1
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	14	25
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	23.1
Native Hawaiian or Pacific Islander		
White	7	21.9
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	14.3
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	1.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	3.1
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	6.3
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	6.3
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Due to the small number of students representing subgroups, data is not available to differentiate performance apart from the general population.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
18.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +18.9	0	0
37		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	25	Less than 11 Students - Data Not Displayed for Privacy
0	12	4

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	1	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.2
7	1	0	27

Conclusions based on this data:

1. Chronic absenteeism rates are consistent with internal benchmarks for Century Academy. Universal and Tier 2 interventions are in place for all students to maintain consistent attendance to support academic performance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	56	51	0	91.1
English Learners				
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	14	13	0	92.9
Students with Disabilities	9		0	
African American				
American Indian or Alaska Native				
Asian	3		0	
Filipino	1		0	
Hispanic	13	12	0	92.3
Native Hawaiian or Pacific Islander				
White	32	29	0	90.6
Two or More Races	7		0	

Conclusions based on this data:

1. The last graduation rate in this report is reflective of 2018 and 2019. The 2021 graduation rate was 100%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Blue

0

Declined -0.7

211

English Learners

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Foster Youth

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged

No Performance Color

0

Maintained 0

40

Students with Disabilities

No Performance Color

0

Maintained 0

53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not
5	1	10	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
0	Less than 11 Students - Data Not		0
Maintained 0	9		Maintained 0
35			150

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0

Conclusions based on this data:

1. Century Academy's small population of students creates significant changes in data due to a single suspension. Additional analysis of the individual case is needed to ensure appropriate Tier 3 interventions are in place to prevent further need for disciplinary action.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Narrow the Achievement Gap

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

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Goal 1

1A. By Spring 2023, raise the percentage of students achieving a C or better in all courses.
1B. By Spring 2023, raise the percentage of students meeting or exceeding the standard in ELA and Mathematics on MAP-NWEA scores.

Identified Need

Students across all subgroups should experience equity of access to rigorous content in core content areas. Specifically, to meet student needs, faculty and staff must work collaboratively to identify and minimize barriers to learning. Benchmark analysis reveals that Century Academy students have made significant gains in procedural knowledge across core content areas. Further support is needed to strengthen conceptual understanding of content, synthesis, and analysis skills.

WASC Learner Need B: Students need equitable curricular access through planned accommodations or removal of barriers.

WASC Learner Need C: Students need explicit training and support in mastering executive function skills (organization and prioritization) because they are struggling to keep up with pacing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of semester grades for core classes. Q1 and Q3 NWEA-MAP scores	Percent of Student Meeting or Exceeding the Standard in Math: 72.5% Percent of Students Meeting or Exceeding the Standard in English: 69.9% Percent of students achieving a C or better in all classes:67.7%	Expected Percent of Students Meeting or Exceeding the Standard in Math: 82% Expected Percent of Students Meeting or Exceeding the Standard in ELA: 79% Percent of students achieving a C or better in all core classes: 77%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Consistently identify students who are not meeting or exceeding grade level expectations	Quarter 1 (2022) Quarter 2 (2023) Quarter 3 (2023	Principal Assistant Principal Counselor Teachers	Distribute and discuss MAP ELA and Math data Analyze D/F/I data Review rate of intervention needed for executive function (organizing and prioritizing). Collect data on improved students to identify factors in improvement Examine student annual academic growth Monitor attendance for weekly tutoring sessions Collect anecdotal data on tutoring and student experience			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Review SST recommendation notes from grade-span monthly breakout sessions with teachers			
2. Expand and advertise tutoring available through the school site	September 2022-May 2023	Assistant Principal Counselor Teachers	Advertise tutoring as weekly event via print and online communications Create a formal tutor-training program with designated meeting times Visit tutoring centers of elementary, middle and high school in the district. Monitor attendance for advertised tutoring times Track expenses and effectiveness of tutor training program Analyze student grades prior to attending and post 8 weeks engaging with a tutor to measure effectiveness.			
3. Maximize the effects of current programs for groups identified through MAP and grade data.	October 2021-May 2022	Teachers Administration	Support class scheduling process to ensure students are starting the grading period in a least restrictive environment.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Refine SST (student success team) process to identify interventions for struggling students as identified by NWEA and grade report data. Increase outreach to parents by maximizing use of existing resources such as live and recorded workshops, success seminars, and advisory meetings Audit core class enrollment at the start of the term and student performance at the quarter Monitor number of students needing 504 and/or SPED referrals from the SST process Track number of families utilizing recommended intervention resources Provide progress updates to case manager of SWDs to include in quarterly goal updates. Conduct coaching session for SWD case manager			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Increase the number of targeted school sponsored activities for GATE students.	September 2022-May 2023	Teachers Administration	Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students	1000-1999: Certificated Personnel Salaries	5EEF	500.00
			Plan for GATE students to set individual learning goals with a case manager			
			Monitor GATE student standardized testing twice yearly to ensure continued academic growth and adjust acceleration or intervention options accordingly.			
			Develop supplemental reading list targeting books which are: high interest, high lexile, and age appropriate.	4000-4999: Books And Supplies	Instruction	750.00
			Host parent training sessions on selecting appropriate reading materials for their GATE student	1000-1999: Certificated Personnel Salaries	Instruction	500.00
			Publish semester enrichment calendar and facilitate family participation through online reservation portal			
			Publish summer enrichment calendar and facilitate family participation through online reservation portal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Host twice-yearly parent workshops focused on annotation and processing of text within the instructional range. Facilitate team meetings for GATE students who are also a SWD including the advisor, case manager, parents, and administration to plan for access to accelerated curriculum, instruction, and enrichment calendar. Conduct GATE coordinator quarterly coaching session.	4000-4999: Books And Supplies	Instruction	250.00
5. Evaluate and revise support course offerings and interventions. Improve or end unsuccessful programs: use effective programs as models	August 2022, January 2023, May 2023	Administration Teachers	Compile and evaluate grade and MAP data for students in support classes (Oasis, tutoring, SAI) Compile and evaluate grade and MAP data for students in the SST and/or 504 plan process. Use compiled data to evaluate effectiveness of each item in T1-T3 interventions. Monitor support course enrollment and plan for changes in section size			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Schedule collaboration time on a twice-monthly basis to plan out and execute accommodations and differentiation strategies for SWD and ELs in support courses.			
6. Provide professional development for teachers and counseling	August 2022-June 2023	Administration Teachers Counseling	Provide a structure for faculty peer observation and debrief and facilitate the sharing of best practices via observation weeks, peer coaching, review during faculty meetings	1000-1999: Certificated Personnel Salaries	Instruction	500.00
			Research best methods for executive function instruction and provide findings to staff			
			Continue training for teachers in district technology platforms	4000-4999: Books And Supplies	0TRM	1650.00
			Continue PLC model with focus on Universal Design in the online setting			
			Survey faculty on PD value and usefulness in immediate application			
			Survey teacher learning needs after PD sessions			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide a range of interventions for students identified in sub-goal 1.	September 2022-May 2023	Administration Teachers	Based on data from Goal 5, revise the 3 Tiers of intervention to eliminate unsuccessful programs and precisely partner every identified student with intervention needed			
			Research and compile proven intervention strategies; replace items deleted from Tiers 1-3 with proven effective strategies			
			Explore modifying on-ground course offerings to ensure students are successful in academic core classes			
			Develop a tracking mechanism to evaluate progress of all students receiving T2 and T3 intervention and their progress.			
			Conduct case conference with case managers of SWDs and ELs on a quarterly basis			
			Publicly celebrate students showing improvement in academic or executive function skills	4000-4999: Books And Supplies	Instruction	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Monitor students for enrollment in newly proposed interventions if their previously assigned program has been phased out Review enrollment in on-ground classes once course requests are submitted Monitor amount of time a student is engaged in T2 or T3 supports. Analyze data in quarterly data dives.			
8. Provide additional built-in time for staff to create, review, and revise targeted interventions	August 2022-June 2023	Administration Teachers	Develop systems for accountability of department working teams through clear objectives and result monitoring Collaborate on schedule to include PD time into the weekly meeting schedule. Review department meeting dates, agendas, and deliverables with admin and department chair team Monitor alignments between PD and department chair meeting sessions			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Expand course offerings to better meet students' interests and needs	September 2022-May 2023	Administration Teachers	Review student grade data annually to review program effectiveness Survey students annually to shape course offerings for the next academic year Increase career technical education (CTE) course offerings Review number of core, intervention, and elective courses offered to students annually Summarize and report student survey results to stakeholder groups			
10. Targeted services for SWDs	August 2022-June 2023	Administration SPED case manager Advisors	Master schedule will be created with all SAI support minutes occurring outside of scheduled classes to ensure all SWDs have access to general education classes for 100% of the school day. Administration and case manager will conduct data audits twice per semester on MAP ELA and Math scores.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Based on S2 data dives, SPED department will host monthly support workshops for parents of students scoring more than 1 deviation below the target to improve comprehension and fluency and ensure access to general education courses and materials. SPED case managers will work with advisors of SWDs weekly to modify instruction, assignments, and assessments per IEP Administration will meet with SPED case manager weekly to monitor academic progress of SWDs. Administration will meet with school counselor weekly to coordinate peer tutoring for SWDs struggling to meet academic standards. All SWD scheduled in 100% general education classes, with SAI supplemental minutes as dictated in the IEP (LRE)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Targeted services for ELs	August 2022-June 2023	Administration Advisor Counselor	Administration and counselor will conduct data audits twice per semester on MAP ELA and Math scores to analyze current performance and growth over time. Administration will meet with advisor of EL students to plan accomodations for assignments and assessments targeted at content knowledge. Administration will meet with ELA department at the start of each semester to customize opportunities for language acquisition for each EL in courses. 1 staff meeting at the start of each semester will be allocated to review SDAIE strategies and implementation across courses. Administration and counseling meet with EL students, parents, and advisor twice yearly to review grades in courses, progress on NWEA-MAP testing, and review available resources.	4000-4999: Books And Supplies	Instruction	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Administration will meet with school counselor weekly to coordinate peer tutoring for ELs struggling to meet academic standards. Collaborate with director of Multilingual learners and Equity Guide parents and students to use preferred language in curriculum (APEX)			
12. Equitable access to curriculum and technology	August 2022-June 2023	Counseling Admin	Distribute chrome-books to all students enrolled at Century Academy			
			Schedule 0 period intervention for ELA	1000-1999: Certificated Personnel Salaries	District Funded	3500.00
			Schedule 0 period intervention for Math	1000-1999: Certificated Personnel Salaries	District Funded	3500.00
			Wellness counselor will schedule daily engagement to help with planning			
13.College and Career Readiness	August 2022-June 2023	Counseling Admin	Assist students in participation with dual enrollment with local community college Counselors guide students to register for AP courses and participate in yearly AP exams Administer PSAT on campus for all students yearly			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Counselor will make library of videos for each grade level to guide course selection Advisory reviews PSAT results with students			

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Making intervention and instructional decisions based on data has allowed the teaching staff to create individual learning plans for students as well as adjust their instructional approach when group wide trends are present. Specifically, during data dives which occur every quarter, the team is focused on monitoring student improvement in addition to hitting grade level goals. While one set of interventions is appropriate to help students reach the set academic targets dictated by the Common Core Standards, the team has had a large rise in students becoming stagnant in their growth or showing learning loss. As a team, the Century staff have colaborated with the CVUSD to increase availability of social-emotional supports in addition to academic interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major budget differences occurred in the 2020-2021 academic year. Due to the Covid-19 pandemic, interventions, class sessions, and communications transitioned to a 100% remote model. Since Century Academy has traditionally provided instruction via an online platform, our students were well poised to continue their learning in a distance model. Advisory sessions as well as "on-ground" classes continued via Zoom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has been reviewed to consider impact of action items as related to decreasing the learning loss from the school closures and remote learning caused by the Covid-19 pandemic. Specific interventions for learning loss are a focus of Goal 5 which has been added during the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Internal Focus

LEA/LCAP Goal

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes-------

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Goal 2

Century staff will engage in a professional learning community (PLC) model focused on Universal Design for Learning (UDL) to ensure content delivery is focused on equitable access to rigorous and differentiated academic content for all students as measured by a 50% decrease in "D" or "I" grades assigned.

Identified Need

Eliminate barriers to access of rigorous content for all students across subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F/ I rate in core courses	24% of grades in core courses were assigned a "D", "F" or "I" by the end of semester 2 in the 2021-2022 school year	10% of grades in core courses will be assigned a "D" , "F" or "I" by the end of semester 2 in the 2022-2023 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Recruit and retain effective teachers with a focus on a background in universal access and literacy.	September 2022 - June 2023	CVUSD Principal Assistant Principal Teachers	Deliver recruitment presentations to local teacher credentialing programs in spring of each academic year Host writing analysis workshops with local credentialing programs comparing anchor writing samples to subgroup samples. (yearly) Complete writing analysis workshop with faculty comparing anchor writing samples to subgroup samples. Refine interview and screening process to target applicants with literacy background, understanding of rigor, and universal access for SWDs.	4000-4999: Books And Supplies	0TRM	250.00
2. Teachers will attend professional development workshops once monthly focused on developing universal access to online content.	September 2022-May 2023	CVUSD Principal Assistant Principal Teachers	Utilize Monday collaboration sessions to conduct book study (UDL in the Cloud & Social Emotional Learning & The Brain). (once monthly)	4000-4999: Books And Supplies	0PGR	410.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Utilize Monday collaboration sessions to run data-analysis protocol. (once quarterly) Staff will examine best practices of other blended learning programs and analyze for implementation English department will review and evaluate the literature selection in APEX. English department will research literature which reflects authors and protagonists of color. English department will develop proposal for novel adoption to highlight protagonists and authors of color.	1000-1999: Certificated Personnel Salaries	5EEF	500.00
3. Increase teacher and administrator effectiveness through job performance evaluations.	Ongoing annually at the start of the school year, to be completed by March	Assistant Principal Principal	Calendar quarterly observation and debrief sessions based on 3 focus indicators Record and review teacher quarterly performance data on focus indicators Collaboratively create SMART goal for following academic year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Analyze lesson plans with a focus on prior knowledge, known misconceptions, and other identifiable barriers to learning. Identify differences, if any, between subgroups such as English learners and/or SWDs.			
4. Utilizing the performance evaluation protocol, increase teacher fluency in differentiating content to ensure equity of access to rigorous curriculum	August 2022-March 2023	Counselor Assistant Principal	Review lesson plan as evidence during yearly evaluation cycle Co-plan lesson with sub-group differentiation, observe, and debrief on effectiveness and creation of access to rigorous content. Align professional development and coaching to specific target indicators on the evaluation rubric. Execute observation cycles by department chairs focused on universal access for all subgroups of students including SWDs and ELs.			
5. Ensure ongoing development of best practices and robust professional learning community	August 2022-June 2023	Principal	Design professional development sessions to differentiate for developing and highly effective teachers.	4000-4999: Books And Supplies	0TRM	490.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Base professional development sessions in theoretical framework, opportunities for application, and clear next steps for teachers Teachers participate in peer observation, lesson analysis and lesson for study to develop proficiency in focus areas Utilize multiple data sources to determine school's professional development focus such as student achievement data, teacher evaluation data, stakeholder feedback Include a review of specific subgroup populations (ELD,SED, ethnicity, and SWD) in program analysis. School-wide intervention approach will consider areas of relative weakness for specific populations of students .			
6. Provide training enabling teachers to address multiple learning styles, SWD, students with special learning needs, and students with limited English proficiency.	September 2022-May 2023	Principal Assistant Principal	Ensure that data analysis and action planning are incorporated into ongoing professional development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Staff development days focused on implementing universal access in classroom environment, resources, interactions with peers, and assignments. Meet with DAC representative monthly to analyze data trends and adjust school intervention and acceleration plans Meet with SEDAC representative monthly to analyze data trends and adjust school intervention and acceleration plans	4000-4999: Books And Supplies	OCBG	250.00
7. Provide training enabling teachers to understand and use data and assessment to improve classroom practice and student learning with parents as part of the educational team.	September 2022-May 2023	Principal Assistant Principal	Foster parental involvement through monthly parent meetings, parent education programs, parent service hours, access to Q and School Site Council Post success seminar notes for parents to access best practice presented to students twice per year at the start of each semester.	4000-4999: Books And Supplies	Instruction	500.00

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020-2021 academic year, Century Academy has had an increase in enrollment to nearly 230 students. The majority of that increase occured in the middle school program (grade 6-8). While we have traditionally conducted group meetings, data analysis, and professional development as one large group, we have made the shift to spending 50% of our time as a team, followed by breakout sessions into high school and middle school teachers.
This has allowed us to discuss pedagogy which is developmentally appropriate for two distinct groups of students.
Additionally, department chairs are meeting twice monthly to review meeting topics and professional development plans.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major changes in intended budgeting. However, due to the Covid 19 pandemic and school closures, all staff meetings and professional development sessions have been held remotely via zoom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Community Outreach Focus

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes--------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes---------

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Goal 3

Century Academy will provide ongoing social and community building opportunities targeted to engage students and parents in building the school community (WASC Goal 3)

Identified Need

While there is an established schedule of social events and opportunities on campus, less than 50% of the current student and parent population choose to participate. Creating ongoing accessible, meaningful and purposeful opportunities for engagement will build a culture representing a wider school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students attending at least 2 on-campus or virtual social events yearly. % of parents engaging in at least 2 school sponsored opportunities yearly	% of students attending at least 2 on-campus or virtual social events yearly: 43%	% of students attending at least 2 on-campus or virtual social events yearly: 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% of parents engaging in at least 2 school sponsored opportunities yearly: 59%	% of parents engaging in at least 2 school sponsored opportunities yearly: 80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Host parent workshops addressing student data and wrap around intervention strategies	February 2022-June 2023	CVUSD Administration Counselor Teachers	Publish calendar of parent workshops Distribute calendar for semester and individual events via phone, email, and social media Survey parents for topics of high interest for yearly workshops	4000-4999: Books And Supplies	0PGR	200.00
			Create recorded and edited versions of workshops for asynchronous participation	5000-5999: Services And Other Operating Expenditures	0TRM	250.00
2.Promote opportunities for parent leadership roles	August 2022, October 2022, January 2023	CVUSD- District Support Administration	Create and distribute ongoing communication regarding committee opportunities including: SSC, SEDAC, ELDAC, GATEDAC, AAAC, LGBTQ+AC Summarize leadership meeting outcomes and communicate availability/ opportunities to engage to all families in monthly news letter.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.Create monthly student events focused on socialization and building campus culture	October 2022-March 2023	Administration Teachers	Collaborate with ASG (associated student government) to schedule monthly on campus and virtual student events.	4000-4999: Books And Supplies	Instruction	2240.00
			Advertise monthly events through print, social media, monthly newsletter and email	5000-5999: Services And Other Operating Expenditures	0PGR	350.00
			Survey student interest in a menu of events			
			Budget for field trips for each department yearly	5000-5999: Services And Other Operating Expenditures	Instruction	2500.00
			Create and publicize procedures for sponsoring clubs on campus			
4. Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media.	March 2022-June 2023	District Office Administration Teachers	Host yearly art show through fine art course in MPR and virtually	4000-4999: Books And Supplies	OCBG	500.00
			Communicate event details through social media in monthly newsletter.			

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A major focus of the 20/21 school year was creating more opportunities for families to engage with Century Academy. We planned to facilitate this engagement through ongoing communication about student academic progress, workshops available to families, and on-campus events. Implementation gave us valuable data regarding both the organizational needs and content needs of value for our families. Based on parent feeback, we found that families appreciate receiving multiple forms of communication from the school to help them plan for attending as well as having easy access to the times, dates, and topics. We have also begun the process of recording workshops to give parents access to presentations and school-specific information to post them on our website. This allows for families joining us in the middle of the school year to see valuable and detailed information about Century Academy and make informed decisions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the Covid-19 pandemic startin in March of 2020, all communication and engagement opportunities for families have shifted to being conducted via online platforms such as ZOOM or via email. While some families are electing to return to campus starting in November of 2020, the vast majority of Century Academy families are continuing on a 100% platform. For the near future, we plan on offering engagement and marketing opportunities via online platforms to reach all families. In 2021-2022 school year, approximately 60% of our students have returned to campus while 40% are remaining remote. We are aiming to provide both virtual and on-campus engagement opportunities to capture both groups of families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The biggest changes to our plan come in the form of modifying our communication to families (increased frequency) and adjusting to accomodate families who are electing to remain 100% remote throughout the school year. For example, when planning an art exhibit for the end of term 2, both a virtual showing and physical space will need to be organized to give access to all families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social and Emotional Learning Focus

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 4

Century Academy will engage all students in universal (Tier 1), targeted (Tier 2), or intensive (Tier 3) support to maintain social-emotional health.
Specifically, identified target groups including SWD, ELs, students with 504 plans, will be equally represented compared to the general population in accessing each tier of intervention. (WASC Goal 2)

Identified Need

The national average for students experiencing symptoms of anxiety and depression is 15%. Century academy students have had a steady rise in needing social emotional supports for the last 3
years. Students and parents report a rise in anxiety/depression due to Covid 19 pandemic and isolation overloading existing Tier 3 supports which need additional resources and manpower.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students reporting anxiety and/or depression:	% of students reporting anxiety and/or depression:38%	Expected % of students reporting anxiety and/or depression: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students accessing T3 mental health support	% of students accessing T3 mental health supports: 27%	Expected % of students accessing T3 mental health supports: 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist students in identifying and managing stressors while caring for their health and wellness needs	August 2022-June 2023	Assistant Principal Counselor School Psychologist	Complete and distribute access options for Wellness center Consistently communicate availability of supports (wellness counselors, academic counselors) Establish referral system for advisors to seek out support for students Monitor frequency of use for wellness center Monitor number of referrals and percentage of families utilizing suggested supports Monitor rate of advisor referrals Develop rotation of small group wellness workshops for quarterly cycles of 10 weeks.	4000-4999: Books And Supplies	District Funded	2500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for staff on executing T1 (universal) mental health supports	September 2022-June 2023	Assistant Principal Advisors	Research effective T1 (universal)mental health supports for middle school and high school students	4000-4999: Books And Supplies	Instruction	500.00
			Summarize and evaluate effectiveness of current T1 (universal) supports.			
			Replace ineffective T1 (universal) supports with researched strategies.	4000-4999: Books And Supplies	Instruction	250.00
			Provide faculty with training an opportunities for data analysis to monitor efficacy			
			Establish protocol for sharing of best practices for mental health supports during faculty meetings			
			Review mental health referrals for each grade span (elementary, middle, high) monthly during administration and counseling team meeting.			
Utilize CHKS to develop and deliver targeted parents workshops aimed at identifying student risk factors associated with mental health (Tier 2 supports)	October 2022-June 2023	Assistant Principal Counselor Advisors	Administer CHKS annually and utilize data dive protocol to disaggregate results			
			Revise T1 (universal) and T2 (targeted) supports based on annual needs			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide summary of CHKS data to SSC for review and recommendations Track CHKS areas of concern across academic years			
Utilize attendance intervention structure with SART/SARB process	August 2022-June 2023		Admin and counseling team will screen attendance for students monthly for SART/SARB referrals Teachers communicate work completion (productive hours) weekly to parents			

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to school closures as a result of the Covid 19 pandemic, we saw a dramatic decrease in students accessing and engaging in small group (Tier 2 services). While we did have a developed system to engage families and students in Tier 2 interventions, the number of students engaging and benefiting consistently was significantly below planned targets. The 2020-2021 school year is also functioning via remote learning with a small cohort of students electing to return to campus. In 2021-2022, 60% of students have returned to campus while 40% continue to engage remotely.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While budgeting and implementation remained consistent to the plan, engagement did not meet projected targets. As a result, we will continue implementation for the 2020-2021 school year with adjustments to make actions steps appropriate for a distance learning model. With 60% of students returning to campus, we are providing both on campus and remote options for the student groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Closing the learning gap

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

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Goal 5

5.1. By June 2023, 90% of Century students will increase MAP ELA and math raw scores 6-8 points, denoting 1.5 years of academic growth.
5.2. 90% of English learners and SWD will demonstrate growth rates matching their peer group

Identified Need

Post the Covid 19 pandemic, students are demonstrating need for intervention and acceleration in literary analysis and mathematics fluency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math benchmark exams	Percent of Students who made 1 year of academic progress in the 21/22 school year in English: 82% Percent of Students who made 1 year of academic progress in the 20/21 school year in Math: 66%	Expected percent of students who will make 1.5 years of academic growth in English: 90% Expected percent of students who will make 1.5 years of academic growth in Math: 80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. MAP quarterly data dive focused on raw score growth	November 2022, February 2023	Assistant Principal Department Chairs	Utilize 1 department chair meeting per quarter to analyze raw growth scores in ELA and Mathematics for each student. Utilize 2 special education & administrator meeting per quarter to analyze raw growth score of SWD in ELA and Mathematics Hold meetings with advisor of students who are LEP to analyze raw score growth in ELA and Mathematics and set goals for next semester of growth. Meet with ELA department to analyze growth in lexile and comprehension to plan next intervention cycle for targeted students. Meet with Math department to analyze growth in mathematics to plan next intervention cycle for targeted students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Identify students falling in the top 25% and bottom 25% of achievement for raw score growth. Provide parents with intervention and/or acceleration resources from the counseling department.	4000-4999: Books And Supplies	OCBG	500.00
2 Parent workshops-academic progress monitoring	November 2022, May 2023	Assistant Principal Counselor Department Chairs	Host training workshop for the CANVAS and APEX platforms at the end of quarter 1 and quarter 3.	2000-2999: Classified Personnel Salaries	OCBG	1200.00
			Record and edit workshops to post on the Century Academy website for future reference.	5000-5999: Services And Other Operating Expenditures	OCBG	300.00
			Utilize workshop slides in parent meetings, SSTs and as resource to re-train families on academic monitoring.			
3 weekly planner + month at a glance	January 2023	Assistant Principal Advisors	Create school-wide template for daily assignment planning which can be utilized during the advisory appointment or independently.	4000-4999: Books And Supplies	OCBG	120.00
			Modify monthly calendars to Adobe, PDF and Word format for universal availability for editing.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Print stock copies to have on hand for distribution in the main office.	4000-4999: Books And Supplies	OCBG	370.00
4 Parent resource workshops	February 2023, June 2023	Assistant Principal Counselor	Host resource workshop with acceleration options for parents of students scoring in the top 25% of MAP ELA testing. Host resource workshop with acceleration options for parents of students scoring in the top 25% of MAP Math testing. Host resource workshop with remediation options for parents of students scoring in the bottom 25% of MAP ELA testing. Host resource workshop with remediation options for parents of students scoring in the bottom 25% of MAP Math testing. Record and edit workshops to post on Century Academy website for future reference Collaborate with the special education department to adjust acceleration and remediation plans for access to SWDs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Collaborate with the advisor of students who are LEP to adjust acceleration and remediation plans to account for language acquisition and content specific learning.			
5 Intervention and acceleration planning committee	February 2023 April 2023 June 2023	Assistant Principal Department Chairs	Include invitation to join acceleration and intervention planning committee in monthly newsletter and email from administration. Host bi-monthly planning meetings based on data from MAP score analysis. Update all Century families on committee agenda, plans, and implementation dates			
Counselor evaluation of graduation progress	August 2021-June 2022	Counseling team	Counselor will evaluate student progress toward graduation requirements on a semester wide basis Counselor will consult with students and parents regarding graduation pathways			

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$26,580.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
0PGR	$960.00
0TRM	$2,640.00
5EEF	$1,000.00
District Funded	$9,500.00
Instruction	$9,240.00
OCBG	$3,240.00

Subtotal of state or local funds included for this school: $26,580.00

Total of federal, state, and/or local funds for this school: $26,580.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OCBG	3240.00	0.00
0PGR	960.00	0.00
0TRM	2640.00	0.00
Instruction	9240.00	0.00
5EEF	1000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0PGR	960.00
0TRM	2,640.00
5EEF	1,000.00
District Funded	9,500.00
Instruction	9,240.00
OCBG	3,240.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	1,200.00
4000-4999: Books And Supplies	12,980.00
5000-5999: Services And Other Operating Expenditures	3,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	0PGR	610.00
5000-5999: Services And Other Operating Expenditures	0PGR	350.00
4000-4999: Books And Supplies	0TRM	2,390.00
5000-5999: Services And Other Operating Expenditures	0TRM	250.00
1000-1999: Certificated Personnel Salaries	5EEF	1,000.00
1000-1999: Certificated Personnel Salaries	District Funded	7,000.00
4000-4999: Books And Supplies	District Funded	2,500.00
1000-1999: Certificated Personnel Salaries	Instruction	1,000.00
4000-4999: Books And Supplies	Instruction	5,740.00
5000-5999: Services And Other Operating Expenditures	Instruction	2,500.00
2000-2999: Classified Personnel Salaries	OCBG	1,200.00
4000-4999: Books And Supplies	OCBG	1,740.00
5000-5999: Services And Other Operating Expenditures	OCBG	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,400.00
Goal 2	2,400.00
Goal 3	6,040.00
Goal 4	3,250.00
Goal 5	2,490.00

School Site Council Membership and Assurances

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 (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Yuliya Eisenberg	Principal
Maxine Moro	Other School Staff
Rachel Kelterrer	Other School Staff
Laura McDermott	Classroom Teacher
Andrea Salisbury	Classroom Teacher
Jennifer Vey	Parent or Community Member
Abigail Vey	Secondary Student
Harry Esau	Secondary Student

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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 08.31.2022.

Attested:

Principal, Yuliya Eisenberg on 08.31.2022

SSC Chairperson, Alison Carl on 08.31.2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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