



# 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 High School	30-66670-3030491	10/25/23	September 12, 2023

## 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

Additional Targeted Support and Improvement

Century High School has qualified as an ATSI school and collaborates with district personnel and instructional coaches to develop and implement a school-level plan to improve student outcomes.

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.

Century High School’s 2023-2024 goal is to implement a Multi-Tiered System of Supports as the overarching umbrella to not just improving the students’ academic performance, behavior, attendance, and overall health and development, but also improving the overall performance and culture of the school, while serving the whole student.

CHS has aligned our SPSA goals with the SAUSD Local Control and Accountability Plan (LCAP) areas as follows:

#### Goal Area # 1 – Core Academic Program

As an ATSI school site, CHS is focusing on instructional interventions that will support academic Dashboard needs, namely SBAC performance in Math and ELA. CHS is also aligning instructional initiatives to the 4 Critical Areas for Follow-Up as identified by the WASC visiting committee after the 2020-21 visit.

#### Goal Area # 2 – Engagement & Community

FACE Liaison and Wellness Center

#### Goal Area # 3 – School Culture & Safety

PBIS Broad Stakeholder Participation and School Safety,

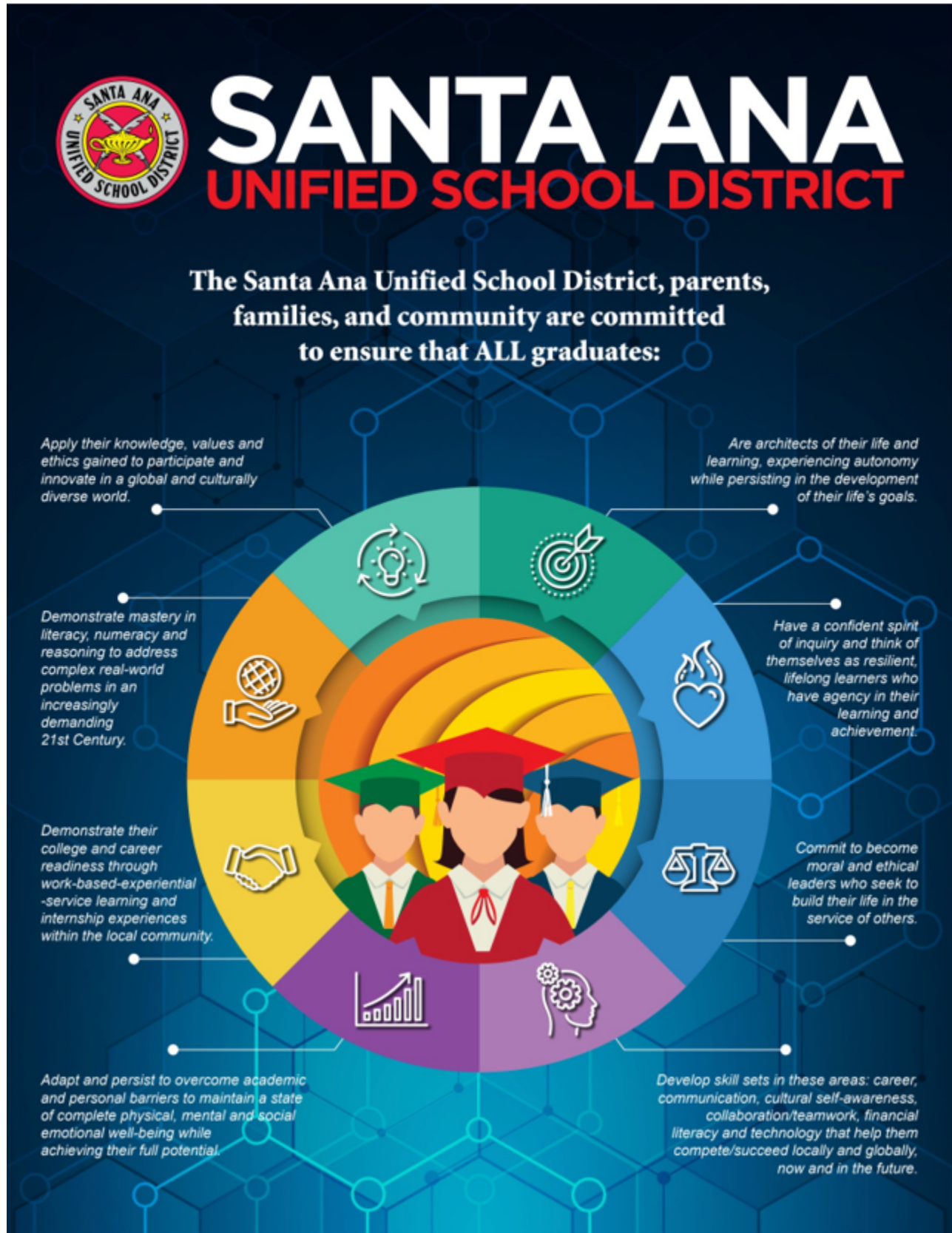
#### Goal Area # 4 – Systems of Interventions & Support-Targeted Intervention and Reduction of Chronic Absenteeism

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## SAUSD Graduate Profile

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



# 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).

Century High School uses the following surveys to obtain input from students, staff and parents on school climate, safety, expectations, participation, emotional needs, etc:

CORE 9th grade SEL

SAUSD Panorama SEL Survey

PBIS Assessment (Survey)

CHKS Survey (California Healthy Kids Survey)

Parent Surveys

Staff/Department Informal Surveys

These surveys are the basis for the development of the SPSA for all sections of the plan.

## Classroom Observations

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

CHS administrators conduct formal observations and informal walkthroughs.

As a part of teacher collaboration and capacity building, some teachers voluntarily open their classrooms for other teachers to informally observe their teaching practices and strategies.

ATSI/CSI Instructional coach is in classrooms on a daily basis with voluntary teachers to support instruction.

Other formal observations include WASC visiting committee walkthroughs.

## 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)

CHS teachers are provided with SBAC, MAP, and DWA data for their students so that staff can make informed instructional modifications: differentiate for reading needs, create embedded language and vocabulary supports, and adjust curricular materials to meet the demands of varying linguistic need.

The California Dashboard, CAASPP CERS, NWEA and DataHub are utilized to analyze state and local assessment data.

The WASC Visiting Committee's report and specified "critical areas for follow-up" provide guidance for CHS' PD Plan.

All 9th and 10th grade students take the MAP Growth test 2 times per year. MAP data review and planning takes place during ILT and department meetings. MAP data is used by teachers to modify instruction and by students to set goals.

Math and ELA teachers administer CAASPP Interim Assessment Blocks (IABs) to 11th graders throughout the year to help prepare students for the SBAC. Data is accessed and analyzed through CAASPP CERS.

In addition, the following assessments are administered, and the data is analyzed to support student learning:

ELPAC  
CAA  
CAST  
GATE  
AP College Board

Other plans and processes such as 504s and IEPs incorporate this data to inform student support needs and instructional practices.

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

D/F rate, graduation rate, is reviewed in staff meetings, ILT and department meetings. Instructional coaches are trained on using DataHub, CA Dashboard, CAASPP CERS, and MAP NWEA, and they facilitate data reviews and planning during department meetings, ILT, small group pull-outs, and one-on-one meetings.

District Panorama data is used to monitor social-emotional well being of students. Some 9th grade students also participate in CORE BTSC where additional social-emotional data is gathered, and teachers from various disciplines review the data, strategize, and implement plans to support student well being.

Multiple teachers run student-centered collaborative learning environments where they circulate and assess in real time during instruction.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All of Century's teachers are identified as highly qualified FTEs.  
All teachers are required to be present at Staff/PD meetings and department/collaboration meetings.

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

ELA/ELD and Math teachers utilize StudySync, iLit, and CPM  
In compliance with the Williams Act, all students have access to all core SBE adopted instructional materials.

Dashboard Instructional coach works with the Math Department to support implementation of student-centered instruction in alignment with CPM.



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

Before the school year begins, the Principal collaborates with the ELD Coordinator and Instructional Coaches to review data (SBAC, MAP, WASC, etc.) and develop a PD plan based on site needs.

PD plan is presented to ILT for review and feedback. Implementation of PD plan takes place during staff meetings, department meetings, and pull-outs. Learner-centered instructional strategies and effective technology use are modeled during PD.

Examples of PD facilitated by Instructional Coaches and ELD Coordinator:

- Use of MAP data to determine Lexile levels and instructional interventions.
- EL support strategies: ELLevation, Collaborative learning with Group Roles, Social-Emotional Classroom Activities, scaffolding Academic Conversations
- Using technology to support student-centered instruction - ViewSonic ViewBoards, iPads, Canvas, Desmos, etc.
- Creating and administering Interim Assessment Blocks (IABs) to prepare students for the SBAC.
- ELPAC data analysis and differentiation training/collaboration

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

Instructional Coach (Dashboard coach) work with the principal and ELD coordinator to analyze data and develop a yearly PD plan. Coach provides PD on a monthly basis at ILT, Department meetings, Staff meetings and pull-outs.

Dashboard Coach provides weekly one-on-one teacher coaching, collaboration, demo-lessons, and co-teaching emphasizing student-centered learning and EL support.

Instructional Coaches model learner-centered instruction during PD so that teachers can experience it from the "students' shoes."

Examples of PD provided by Instructional Coach:

- Use of MAP data to determine Lexile levels and instructional interventions.
- EL support strategies: ELLevation, Collaborative learning with Group Roles, scaffolding Academic Conversations
- Using technology to support student-centered instruction - ViewSonic ViewBoards, iPads, Canvas, Desmos, etc.
- Creating and administering Interim Assessment Blocks (IABs) to prepare students for the SBAC.
- ELPAC data analysis and differentiation training/collaboration
- Student-centered instructional strategies
- CPM best practices (math department)



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

All teachers are required to attend monthly department meetings. PD is offered at department meetings by the Instructional Coach, ELD Coordinator, and program specialists.

Teach Academy, E-Business Academy, Flex Academy and AVID teachers meet regularly.

Math department has been given 4 pull-outs for collaboration to create common assessments structured and facilitated by Dashboard Coach.

The English Department has been given 4 pull-out days for collaboration to create common assessments and discuss instructional practices and data. The days are facilitated by the English department chair and the Title III teacher.

## Teaching and Learning

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

All ELA and Math teachers are using state adopted textbooks which are aligned to state standards. Students access digital textbooks using Chromebooks and/or hardcopy books provided by Century.

ELA classes utilize online program StudySync

ELD classes utilize online program iLit

Math classes utilize CPM curriculum and can access it both digitally and via hardcopy.

Dashboard coach works with math department to facilitate implementation of CPM curriculum to increase student access and success.

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

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

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

As part of the Williams act, all students have access to appropriate standards-based instructional materials. Students in all grade levels have textbooks aligned to the curriculum, and every student is provided with a 1:1 Chromebook to access online materials in class and for at home assignments loaded with a variety of instructional software that includes, but is not limited to: StudySync, CPM, iLit, and McGraw Hill Social Studies online textbooks. Students also have hotspots available to them to access internet at home.

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

all students have access to all core a-g courses appropriate standards based instructional materials including intervention materials if applicable.

All students have access to CCSS-aligned courses using standards-aligned adopted materials including: StudySync for ELA, CPM for Math, and iLit for ELD.

## **Opportunity and Equal Educational Access**

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

The following serve as evidence-based educational practices that enable under-performing students to meet standards (ESEA):

Use of scaffolding for all process-oriented work

Differentiation of instruction for all students at all levels

Tier 1, 2 and 3 level interventions within the classroom and outside of the classroom

Instructional providers for SPED students

Counseling interventions for all students, both academically and social-emotionally

Student-centered learning structures including collaborative groups, group roles, and UDL.

Digital tools via student Chromebooks and classroom technology (i.e. ViewSonic View Boards) to accommodate various needs.

Evidence-based educational practices to raise student achievement

The following serve as evidence-based educational practices to raise student achievement:

Use of district adopted curriculum and testing for all content areas

Use of Thinking Maps, Cornell Note-taking, and AVID WICOR strategies in all content areas

Use of literacy best practices (ie: close reading, scaffolded chunking of complex text, use of text-dependent questions, DBQ's, sentence frames, word walls, and writing prompts) within all content areas.

Student centered learning practices (grouping, PBL, roles, UDL, GRR)

## Parental Engagement

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

FACE (Family and Community Engagement) Liaison

Century's Wellness Center encourages parent and community involvement in school. Parents are an important part of our team and an essential part of their child's education. Here, parents can find information and resources such as:

Community resource information, school information, educational workshops for parents/informational meetings, computer access for parents and Aeries Parent Portal training/assistance.

Project Kinship provides services and training to lives impacted by incarceration, gangs, and violence in the community. Services include both direct services and capacity training for system and community agencies.

Parents/guardians are given the opportunity to participate in school activities via:

ELAC/DELAC (English Learners Advisory Committee/District English Learners Advisory Committee)

– To give input on the supports available to English Learners and input on the SPSA

SSC (School Site Council) – To help develop and give input on the SPSA

Parent Volunteer Groups

Title I/LCAP meetings

Parent training and workshops

AERIES

Parent Square

General Parent meetings

Coffee with the Principal

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)

ELAC, SSC Parent Leaders, DELAC/DAC, ILT, LCAP meetings, Principal Coffee Chats.

### Funding

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

All services provided by categorical funds that enable underperforming students to meet standards are outlined in the goal section of this plan.

### Fiscal support (EPC)

Title I

Title III

LCAP

# Educational Partner 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

As a school implementing a Title I School-wide program (SWP), the goals developed and established in the SPSA to meet the identified academic needs of students are based upon an initial analysis of academic performance, a comprehensive needs assessment of the entire school population and an on-going Annual Review process. Priorities are established and low-achieving students and those at risk of not meeting state academic content standards are identified. Programs are selected to improve student achievement that strengthen and supplement the core academic program, increase the amount of learning time beyond the regular school day, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC), as important stakeholders in the process of identifying the means and methods to best support improving student achievement.

The School Site Council (SSC members are elected by their peers and include students, parents, teachers, support staff, and the principal) annually develops, reviews, updates and approves the SPSA and all of the proposed expenditures of the SPSA. The Annual Review is a process which determines areas of growth and areas of improvement that are derived from an examination of state data which includes: CAASPP and ELPAC. In addition, the site reviews Local Assessment Data: School Culture, College Readiness, MAP, District Writing Assessment (DWA), CORE data, teacher input of student needs, grades, A-G, SBAC, and English Learner-specific data. SSC uses this information to determine critical learning needs and areas of the program that are successful. These findings guide the SSC in developing goals and actions and the coordination of Title I expenditures. The school monitors student progress and program effectiveness through administrative walkthroughs, stakeholder/advisory committee input, examination of student work, growth on assessments, and student grades. Activities and programs employing scientifically based instructional strategies are selected by the SSC, with the advisory input from teacher and parent stakeholders, to support improving academic achievement for the identified students. The SSC is responsible for annually evaluating the progress of the programs identified in the SPSA which were approved by the SSC to improve student achievement. In particular, an evaluation of whether the needs of all children have been met by the strategies used needs to be conducted to determine if the program will continue, or be modified or changed entirely to support the needs of low-achieving students and those at risk of not meeting state academic content standards. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC) and School Site Counsel (SSC), as important stakeholders in the process of identifying the means and methods to best support improving student achievement. The Instructional Leadership Team (ILT), representing all stakeholders, serves as the instructional leadership team to propose and make site decisions. The principal works closely with the Instructional Leadership Team (ILT) to monitor and support instruction. Administrators monitor improvement of teaching and learning throughout the school by providing regular and frequent classroom observations.

# Resource Inequities

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

Through our needs assessment, it was revealed that English Learners and SPED students are not meeting standards in ELA and Math as evidenced by the analysis of SBAC, MAP and ELPAC data as well as teacher feedback. After analyzing resources that were allocated in response to this need, the following inequities were identified:

- Two of the resources allocated in response to this need were trainings on Interim Assessment Blocks (IABs) to regular ed ELA and Math teachers during the 21/22 school year to support student achievement on the SBAC. While these teachers have multiple SPED students on their rosters, the Mild/Mod and Mod/Severe SPED ELA and Math teachers were not able to attend the trainings during the 21/22 school year due to separate SPED dept. meetings. In addition, the IAB system provided limited language support for ELs, and the newcomer ELD teachers did not attend the IAB training or implement it in their teaching.

22/23 Update:

- SPED Math and ELA teachers will be trained on IABs to use this school year.

Currently, 5 instructional tutors are paid through Title I funds in the Newcomer classes. They work 3 days a week supporting students and teachers of the newcomers.

# Needs Assessment: Student Achievement

## Needs Assessment Process, Student Achievement

*Describe the process used and stakeholders involved in assessing student achievement and determining additional needs.*

As a school implementing a Title I School-wide program (SWP), the goals developed and established in the SPSA to meet the identified academic needs of students are based upon an initial analysis of academic performance, a comprehensive needs assessment of the entire school population and an on-going Annual Review process. Priorities are established and low-achieving students and those at risk of not meeting state academic content standards are identified. Programs are selected to improve student achievement that strengthen and supplement the core academic program, increase the amount of learning time beyond the regular school day, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC), as important stakeholders in the process of identifying the means and methods to best support improving student achievement.

The School Site Council (SSC members are elected by their peers and include students, parents, teachers, support staff, and the principal) annually develops, reviews, updates and approves the SPSA and all of the proposed expenditures of the SPSA. The Annual Review is a process that determines areas of growth and areas of improvement that are derived from an examination of state data which includes: CAASPP and ELPAC. In addition, the site reviews Local Assessment Data: School Culture, College Readiness, MAP, District Writing Assessment (DWA), and English Learner-specific data. SSC uses this information to determine critical learning needs and areas of the program that are successful. These findings guide the SSC in developing goals and actions and the coordination of Title I expenditures. The school monitors student progress and program effectiveness through administrative walkthroughs, stakeholder/advisory committee input, examination of student work, growth on assessments, and student grades. Activities and programs employing scientifically based instructional strategies are selected by the SSC, with the advisory input from teacher and parent stakeholders, to support improving academic achievement for the identified students. The SSC is responsible for annually evaluating the progress of the programs identified in the SPSA which were approved by the SSC to improve student achievement. In particular, an evaluation of whether the needs of all children have been met by the strategies used needs to be conducted to determine if the program will continue, or be modified or changed entirely to support the needs of low-achieving students and those at risk of not meeting state academic content standards. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC) and School Site Counsel (SSC), as important stakeholders in the process of identifying the means and methods to best support improving student achievement. The Instructional Leadership Team (ILT), representing all stakeholders, serves as the instructional leadership team to propose and make site decisions. The principal works closely with the Instructional Leadership Team (ILT) to monitor and support instruction. Administrators monitor improvement of teaching and learning throughout the school by providing regular and frequent classroom observations. In collaboration with The Centurion Club there are three groups particularly focusing on male and female mentorship for English learners and also Math and ELA support with our students. This is funded through the Centurion Club via a grant.

## Data Analyzed, Observations, and Identified Needs: ELA

*Identify data used to assess student achievement in ELA. Include the performance of critical subgroups, especially that of English Learners and students with disabilities. What observations did SSC/ ILT make regarding the data? What needs were determined based on SSC/ ILT discussion?*

Data/Input/Feedback Considered	Observations Based on the Data	Identified Need
Teacher input regarding student work/ progress MAP Scores SBAC scores DWA Grades a-g completion rate Student, staff, and parent input	Students, particularly the various subgroups, are not making adequate progress in ELA as measured by MAP/SBAC data and grades. Teachers indicated diminished ability in reading and writing skills.	There is a clear need for ELA support for all students, particularly targeted students from the various subgroups. Students need support in English literacy across the curriculum within and outside the classroom. This includes whole group, small group, and individual student supports. It also includes staff training and collaboration.

## Data Analyzed, Observations, and Identified Needs: English Learner Progress

*Identify data used to assess English learner progress (CDE dashboard, etc). What observations did SSC ILT make regarding the data? What needs were determined based on SSC/ ILT discussion?*

<b>Data/Input/Feedback Considered</b>	<b>Observations Based on the Data</b>	<b>Identified Need</b>
ELPAC ELPI (ELPAC progress) reclassification data Ellevation Teacher input regarding student work/ progress MAP Scores SBAC scores DWA	ELPAC scores show that written language score (reading & writing) are an area of need. SBAC shows that the ELs is one of the lowest-performing subgroups Teachers have shared that EL's have significantly decreased verbal communication and participate less in class.	There is a clear need for our EL support particularly targeted students from the various subgroups: Students need support in English literacy across the curriculum within and outside the classroom. Students need to practice orally and improve academic vocabulary. Teachers need to strengthen their understanding and increase the capacity to implement the ELD standards. Schoolwide monitoring of EL progress.

### **Data Analyzed, Observations, and Identified Needs: Mathematics**

*Identify data used to assess student achievement in math. Include the performance of critical subgroups, especially that of English Learners and students with disabilities. What observations did SSC/ ILT make regarding the data? What needs were determined based on SSC/ ILT discussion?*

<b>Data/Input/Feedback Considered</b>	<b>Observations Based on the Data</b>	<b>Identified Need</b>
MAP Scores SBAC scores grades a-g completion rate student, staff, parent input teacher input regarding student work/progress	As seen on MAP/SBAC scores, students, particularly in the various subgroups, are not making adequate progress. Grades are low in math classes. Teachers indicate students have learning loss and diminished basic math skills.	There is a clear need for math support for all students, especially our targeted students from the various subgroups. Students need support in math skills and concepts within and outside of the classroom. This includes whole groups, small group, and individual student supports. Teacher need time to collaborate and participate in staff development to improve differentiation of instruction.

### **Data Analyzed, Observations, and Identified Needs**

*Identify data used to assess student achievement in this additional area. Include the performance of critical subgroups, especially that of English Learners and students with disabilities. What observations did SSC make regarding the data? What needs were determined based on SSC discussion?*

<b>Data/Input/Feedback Considered</b>	<b>Observations Based on the Data</b>	<b>Identified Need</b>
CAST scores grades a-g completion rates teacher input regarding student work/progress student, staff and parent input	Students in the other content areas particularly in the various subgroups are not making adequate progress in science, social science, and other content areas as seen by academic grades, a-g completion rate, CAST scores. Teachers have indicated diminished ability in basic skills because of learning loss experienced by students	There is a clear need for academic support for all students especially students from the various subgroups. Students need support in the various skills and concepts within and outside the classroom. The includes whole group, small group, and individual one-one support. Teachers need staff development in the area of differentiation of instruction to help address the needs of our various subgroups.



# Needs Assessment: School Climate and Social Emotional Wellness

## Needs Assessment Process, School Climate and Social Emotional Wellness

*Describe the process used and stakeholders involved in assessing the school's data and determining needs related to climate and student social-emotional wellness.*

As a school implementing a Title, I School-wide Program (SWP), the goals developed and established in the SPSA to meet the identified socio-emotional needs of students are based upon initial analysis of Panorama Survey, COST data, and attendance/ behavior data and ongoing Annual Review process. Priorities are established and students at risk are identified. Programs are selected to improve school climate and social-emotional wellness. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC), as important stakeholders in the process of identifying the means and methods to best support school climate and social-emotional wellness.

The School Site Council (SSC members are elected by their peers and include students, parents, teachers, support staff, and the principal) annually develops, reviews, updates and approves the SPSA and all of the proposed expenditures of the SPSA. The Annual Review is a process that determines areas of growth and areas of improvement that are derived from an examination of data. In addition, the site reviews student, parent and teacher, and counselor informal feedback. SSC uses this information to determine critical socio-emotional needs and areas of the program that are successful. These findings guide the SSC in developing goals and actions and the coordination of Title I expenditures. The school monitors student progress and program effectiveness through administrative walkthroughs, stakeholder/advisory committee input, and COST data. Activities and programs are selected by the SSC, with the advisory input from teacher and parent stakeholders, to support improving school climate and socio-emotional wellness for identified students. The SSC is responsible for annually evaluating the progress of programs identified in the SPSA, which were approved by the SSC, to ensure they meet the needs of students. Programs maybe are modified or changed based on this evaluation process. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC) and School Site Council (SSC), and ILT as important stakeholders in the process of identifying the means and methods to best support improving school climate and socio-emotional wellness.

## Data Analyzed, Observations, and Identified Needs: School Climate and Social Emotional Wellness

*Identify data used to evaluate school climate and student wellness. What observations did SSC make regarding the data? What needs were determined based on SSC discussion?*

Data/Input/Feedback Considered	Observations Based on the Data	Identified Need
Attendance Behavior data (Suspension/Expulsion data) CHKS CORE/SEL COST FAFSA completion rate A-G Readiness student, staff, and parent informal feedback Panorama survey	<p>Student Attendance has increased from 92.2 in 21-22 to 93.9 in 22-23, and 93.09% in the 23-24 (up to October 2023)</p> <p>The number of students who have completed the a-g requirements and are college and career ready decreased as well as the number of students who applied for FAFSA. Students are exhibiting increased anxiety, depression and have overall concerns regarding academic progress.</p> <p>Behavior incidents have increased. Teachers have expressed that student engagement in class has decreased making it difficult for student with student or student with teacher interactions. A larger number of students are exhibiting addiction to their cell phones and are easily distracted from their work.</p>	<p>Students need to feel supported in being prepared to apply for college and financial aid to reach their future goals. Students need to feel comfortable being on a college campus and have the skills necessary to meet their career goals.</p> <p>There is a need for social-emotional support for all students, particularly for targeted students from various subgroups. Students need to experience a climate of support both in the classroom while completing assignments or working in groups and on-campus while participating in school activities.</p> <p>Students need to experience a positive school climate and support that fosters positive behavior both on and off-campus. This includes whole group, small group, and individual student supports. It also includes staff training</p>

		and collaboration that includes strategies for creating a safe and welcoming classroom environment.
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# Needs Assessment: Family and Community Engagement

## Needs Assessment Process, Family and Community Engagement

*Disappearing instructions: Describe the process used and stakeholders involved in assessing family and community engagement and determining additional needs.*

As a school implementing a Title I School-wide Program (SWP), the goals developed and established in the SPSA to meet the identified academic needs of students, this is supported through Family and Community Engagement. Priorities are established and programs selected to increase parent involvement, including how to best support their children academically. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC), as important stakeholders in the process of identifying the means and methods to best support family and community engagement. The community is also engaged as the discussion of the LCAP is considered when looking at the schoolwide goals and also drive the focus for the school year.

The School Site Council (SSC members are elected by their peers and include students, parents, teachers, support staff, and the principal) annually develops, reviews, updates and approves the SPSA and all of the proposed expenditures of the SPSA. The Annual Review is a process which determines areas of growth and areas of improvement that are derived from an examination of Panorama and School Climate survey and parent participation in parent meetings and training. The SSC uses this information to determine the programs' areas of critical needs and areas of success. The findings guide the SSC in developing goals and actions and the coordination of Title I expenditures. The school monitors program effectiveness through stakeholder advisory input. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC) and School Site Council (SSC), and ILT in the process of identifying the means and methods to best support improving family and community engagement. Often parents that participate in the Coffee with the principal, and General parent meetings share input which is considered when discussing the needs of the community.

## Data Analyzed, Observations, and Identified Needs: Family and Community Engagement

*Identify data used to evaluate family and community engagement. What observations did SSC make regarding the data? What needs were determined based on SSC discussion?*

Data/Input/Feedback Considered	Observations Based on the Data	Identified Need
Parent Leader Meeting FACE Liaison Interactions Panorama data school climate survey data support staff interactions interactions LCAP meeting Coffee with the principal	Panorama data indicate that parents feel connected to the school. Parents have also indicated they want to see students progress more often. Parents also want opportunities to be more involved and ways to support kids at home.	Involving parents and creating a parent leadership group on campus. Getting more input from parents on different programs and concerns about the school. Bringing workshops to parents based on concerns about their students learning. Offer community service opportunities for parents to be able to give back to the school. Create a sense of community and connection to the parents in our community.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 1, School Climate and Social-Emotional Wellness

### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

Goal 4: Organizational Efficiency and Effectiveness. SAUSD will create systems which improve efficiency and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district.

### In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to:

Adapt and persist to overcome academic and personal barriers to maintain a state of complete physical, mental and social emotional well-being while achieving their full potential

### School Climate and Social-Emotional Wellness Goal

All Century High School staff members will maintain high expectations and provide rigorous, engaging instruction in alignment with the Common Core State Standards, to prepare each student to reach his/her full potential in preparation for College and Careers of the 21st Century, in a safe and supportive school environment. We will collaborate with all families and community members to inform, provide support and mentorship that ensures our students have access to opportunities for lifetime success.

Priority Focus Area: More emphasis on college and career readiness in all classroom instruction to support our SLO's.

Priority Focus Area: Increase academic support to help students excel in SBAC and CAASPP keeping in mind MTSS and emotional support for students.

Priority Focus Area: Increase technology-based lesson plans in all classrooms to engage students with ethical and appropriate use of cell phones and Chromebooks.

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

### Strategy/Activity 1

#### Strategy or Program Name

Attendance and Engagement

#### Identified Need

We need to develop a system of attendance follow up. Student engagement will be increased through motivational programs and attending off campus events that support what they are learning in the classroom.

Students need to experience a positive school climate and support that fosters positive behavior both on and off-campus. This includes whole group, small group, and individual student supports. It also includes staff training and collaboration that includes strategies for creating a safe and welcoming classroom environment.

### **Identify Targeted Student Group/Tier**

(e.g. all students, students needing additional support, students needing intensive support)

Tier 1: All students; Tier 2: Students not making adequate progress (targeted intervention); Tier 3: Students needing individual interventions

### **Strategy/Activity**

#### **#1 Attendance and student engagement**

(Tier 1) Century promotes a positive school climate with a focus on attendance and student engagement. All stakeholders will be trained on strategies to promote school engagement and attendance both in and out of the campus. Century High students and staff focus on its Vision, Mission, and SLO's (Schoolwide Learner Outcomes) and has school-wide processes in place to promote a positive school climate. Awards (Pillar Cards), student recognition (student of the month, principal honor roll, perfect attendance, EL recognition), clear expectations, and PBIS that focuses on Commitment, Hard work, and Service. Century's attendance and tardy policies. Discipline assemblies and individual teacher classroom expectations/syllabi help attendance and behavior. These strategies, policies, and procedures will be monitored through administrative walkthroughs and reinforced at staff meetings to ensure the continued implementation of its school-wide practices to support its positive school climate. In addition, all students are encouraged to participate in engagement-building activities such as sports, clubs, leadership, pep assemblies, and many other on and off-campus activities. These activities include increased participation in Visual and Performing Arts (VAPA), access to Foreign Language classes, and other elective classes tailored towards student interests. A broad variety of activities, clubs, and opportunities to participate are available to promote student interest, attendance, and engagement in school. The Engage 360 is funded from the 21st Century ASSET's Grant (After School Safety and Enrichment for Teens), enrichment clubs that include Polynesian Dance, video and board games, arts and crafts, Mentorship, Geometry Club, English club, and fitness. Century's Wellness Center is open to all and provides resources to all students in need of social-emotional, health, and behavioral support. School climate data show only 70% of students at Century feel that rules and expectations were clear and consistent and only 68% know expectations and norms, although we made positive growth we are still below the district average. In addition, the school has a PBIS coach position to develop activities and promote positive behavior on campus. Counselors and HEC coordinator support the We Care campaign and implement a week long campaign. This includes weeklong activities and presentations with the focus of informing our students on their mental health.

(Tier-II) Century students at risk of becoming disengaged in school and showing poor attendance or negative behavior will be supported through our counseling referral system, COST, Project Kinship, and our Outreach consultant and appropriate interventions will be determined. We have hired two additional school counselors at ratio of 250 to 1 to better support the needs of our students. Small group counseling has been implemented such as Xinatchli, Anxiety and depression, anti-bullying, as well as mentorship, and tutoring groups that meet after school. Referrals are received from the teacher COST form. The school also has the Centurion club that offers enrichment opportunities for students that have a variety of interests outside of the school

day. These groups include: Polynesian, E Sports Club, Leadership club, and tutoring on all subjects five days a week from after school-6:30pm.

(Tier III) Students demonstrating chronic absenteeism and are persistently disengaged will be put on a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and engagement. Chronic absenteeism is addressed via the Student Attendance Review Board process. Outreach Consultant schedules and holds an individual SART (Student Attendance Review Team) conference with family to address the school's attendance concern and set in place an intervention plan. Families are connected with staff personnel/programs available at our school site to help students improve school attendance. If attendance continues to be a concern, families are required to attend a meeting with District Attorney and a SARB Hearing follows to ensure students' attendance improves. Families are connected with various community agencies in order to provide the support necessary to help students improve school attendance. Students with improved and/or perfect attendance are recognized at the end of each semester.

Success Metric/Indicator	Desired Outcome
Attendance Chronic Absenteeism	Maintain or increase the attendance rate from the prior year. Maintain or reduce the chronic absenteeism rate from the prior year.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

### Strategy or Program Name

21st Century Learning and College and Career Readiness

### Identified Need

Students need to feel supported in being prepared to apply for college and financial aid to reach their future goals. Students need to feel comfortable being on a college campus and have the skills necessary to meet their career goals.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 1: All students; Tier 2: Students not making adequate progress (targeted intervention); Tier 3: Students needing individual interventions

## Strategy/Activity

### #2 21st Century Learning and College and Career Readiness

(Tier 1) Century promotes 21st Century Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas, and to create lessons using the technology available. Counselors and support staff are trained to promote college and career readiness. Teachers are being trained in technology-based instructional strategies such as Google Docs, Google classroom/Canvas, and CPM (College Prep Math). In addition, all teachers are part of several Professional Learning Communities (course-alike and department) and meet regularly to improve instructional strategies based on student results on common assessments and benchmark results. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices support 21st-century learning. During registration, counselors meet individually with every student to review transcripts and enroll them in a-g courses. Students are offered and given the opportunity to enroll in honors, AP, and Dual-enrollment courses. During the school year, the Higher Ed Coordinator organizes a Junior and Senior Conference at separate times of the year, to inform all students of college requirements, options, financial aid, and career readiness. To begin the college going mentality early on there is fall and spring presentations that are presented to sophomores and freshman through their classes by the HEC coordinator and counseling staff. During the college application season, the Higher Ed coordinator and academic counselors provide "late nights"-set times during the evening to assist students in completing college and FAFSA/scholarship applications. The Higher Ed Center also assists students before, after school, and at lunch. The CHS counseling department is committed to supporting student needs and creating a college-going culture. All of these efforts are also supported through Parent University. .

(Tier-II) Students that are at-risk of becoming disengaged in school and have poor grades and test scores will be supported through COST and our academic counseling referral system and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning. For example, APEX Online Learning is an alternative instructional program offering e-learning and blended learning for students who have not achieved success in traditional settings, are accelerated learners, or require an alternative schedule. Century High will continue to use funds to purchase licenses for students. Century provides technological resources such as I-pads and other software to English Learners to increase language development. Some English Learner teachers use iLit/iLit ELL. All stakeholders will be trained on technology-based strategies for helping struggling students. Century will use Title I funds to support technology and extra-duty assignments for the counseling team to continue to support our graduation rate and help increase graduation for the students with disabilities subgroup. We will continue to use CA Dashboard data to measure progress in these areas. Students are encouraged to connect with community partners to ensure they become eligible and competitive when applying for college. Within the late night events the HEC and counselors work in small groups to ensure students complete their applications. Field trips are also a crucial component of the college and career focus. Through the collaboration of partners and pathways we look for opportunities to expose our students to career related field trips as well as connecting to our college partners to ascertain our students get a grasp of what their goal will be after high school.



(Tier-III) Students consistently demonstrating low academic achievement will be put on a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. The counseling team schedules individual meetings with parents and students that are either undecided or need motivation to apply for and attend college.

Success Metric/Indicator	Desired Outcome
Post-Secondary Enrollment A-G course completion High School graduation	Maintain or exceed this: 70% of students will be enrolled in college at any time during the first year after high school. Maintain or exceed 33% of graduates will meet UC/CSU a-g course requirements. Increase the high school cohort graduation rate.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
8,000.00	Title I, Part A 1000-1999: Certificated Personnel Salaries Century will supply the salary for an additional and supplemental counselor during the summer session that will address the academic and social emotional needs of various tiered small groups of English learners, and special education students during summer school outside of their school calendar time with our most at risk students.
1,768.00	Title I, Part A 3000-3999: Employee Benefits Employee benefits tied to counselor extra duty.
5,000.00	Title I, Part A 1000-1999: Certificated Personnel Salaries Student dropout prevention and retention
1,105	Title I, Part A 1000-1999: Certificated Personnel Salaries Employee benefits tied to certificated extra duty.

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 3

## Strategy or Program Name

Student Social Emotional Wellness

## Identified Need

There is a clear need for social-emotional support for all students, particularly for targeted students from various subgroups. Students need to experience a climate of support both in the classroom while completing assignments or working in groups and on-campus while participating in school activities.

## Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 1: All students; Tier 2: Students not making adequate progress (targeted intervention); Tier 3: Students needing individual interventions

## Strategy/Activity

### #3 Student Social Emotional Wellness

(Tier 1) Century promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All stakeholders will be trained on strategies to promote school safety and positive behavior both in and out of the campus. Century maintains a clean and well-running school. The staff has reported, through staff meetings and the California School Climate Survey, that they feel that their school is a healthy, safe, and secure environment for students and staff. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices to support school safety and in support of the socio-emotional needs of the students. School climate data show only 70% of students at Century feel that rules and expectations were clear and consistent and only 68% know expectations and norms, although we made positive growth we are still below the district average. By using PBIS teachers will be to reinforce positive behaviors more easily and consistently, negative behaviors drop off – improving the learning environment and increasing effective-in-class time.

(Tier II) Students that are at risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to COST by teachers, administration, counselors, and support staff.

(Tier III) Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. Approximately 15% of students fall under this tier. The PK specialist will meet with most of these students and provide the correct services needed depending on individual student needs. Some of the topics they discuss are mentorship, encouragement, and anger management, restorative circles, family traditions, college, and self-esteem. Each student has an opportunity to talk using a talking piece that assists students in participating. Several academic and socio-emotional counselors were hired to help with one on one academic and socio-emotional needs of students. Title I funds will be used to hire support service personnel-Restorative Practice Intervention Specialist.

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Success Metric/Indicator	Desired Outcome
California Healthy Kids Survey California School Climate Survey	Increase percent of surveyed students who feel safe or very safe at school Maintain 92% or above of surveyed staff indication they agree/strongly agree that school is a safe place for students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
82,000.00	Title I, Part A 5000-5999: Services And Other Operating Expenditures Funds will be used to hire support service personnel-Restorative Practice Intervention and Violence Prevention Specialist.

**Annual Review for this Strategy/Activity**

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 2, English Language Arts

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to: Demonstrate mastery in literacy, numeracy and reasoning to address complex real-world problems in an increasingly demanding 21st century

### English Language Arts Goal

All Century High School students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students in alignment with the new Common Core State Standards.

Priority Focus Area: More emphasis on college and career readiness in all classroom instruction to support our SLO's.

Priority Focus Area: Increase academic support to help students excel in SBAC and CAASPP keeping in mind MTSS and emotional support for students.

Priority Focus Area: Increase technology-based lesson plans in all classrooms to engage students with ethical and appropriate use of cell phones and chromebooks.

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

### Strategy/Activity 1

#### Identified Need

There is a clear need for ELA support for all students, particularly targeted students from the various subgroups. Students need support in English literacy across the curriculum within and outside of the classroom. This includes whole group, small group, and individual student supports. It also includes staff training and collaboration to help meet the needs of our students, especially our diverse learners.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 1 - All Students

#### Strategy/Activity

## Tier 1

Century promotes a strong core academic program with a focus on effective communication and academic language through reading and writing across the curriculum. All students will have equitable access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction standards-aligned instructional materials, academic supports, and technology-based resources. The Common Core CA State Standards and assessments using StudySync, core novels, and 11th and 12th-grade ERWC units. Teachers will differentiate instruction to meet the needs of all students needing and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. Students have the opportunity to expand efforts to support student attainment of the State Seal of Bi-literacy. All stakeholders will be trained on strategies to promote reading and writing across the curriculum, training in EL strategies, special education strategies, and the integration of hands-on learning to enrich, enhance, and ensure equal access to the core program for all students. The 30-hour intervention program is implemented across subject areas with selected teachers to help students catch up with grades.

Century has lowered the class size for all ELA classrooms and all students have a Chromebook to use in class and at home. To support this, supplemental software is used to support the effective curriculum and instructional design and implementation. This helps teachers connect students to real-world issues and community problems in a safe environment. The software allows for instantaneous student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. Software programs are used in combination with their Chromebook for data collection/labs.

To provide equity for all, students have access to Advanced Placement (AP) course options such as AP English Language and Early College Dual enrollment classes such as English 101 and 103.

The staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meet on an informal basis to assist each other in the delivery of the curriculum. Common instructional strategies, such as Cornell note-taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation. ELA teachers will participate in professional development on ERWC, iLit, Study Sync to improve instructional strategies, that include implementation, monitoring, and follow-up by the administration. Funds will be used as substitutes for teachers to attend professional development during the school day.

Supplemental materials that support standards-based reading and writing across the curriculum will be purchased. Students will learn to annotate with Post-it notes and utilize colored pencils and highlighters to interact with complex texts and their own writing. Common instructional strategies, such as Cornell note-taking, Thinking Maps, and vocabulary building will be utilized school-wide. Web-based high-interest reading material will be purchased that will engage students and improve comprehension such as Newsela. Supplemental instructional materials/supplies may be purchased to support students in acquiring and incorporating ELA skills (reading, writing, listening, speaking) across all content areas and providing them access to the grade-level curriculum. Other technology and/or licenses may also be purchased to help bridge the gap and make the core curriculum accessible to all students.

These strategies will be monitored through administrator walkthroughs and reinforced at staff meetings to ensure schoolwide practices support engagement. All students have equitable access

to a high-quality curricular and instructional reading program that is accessible from school and home. Department-wide pacing charts and standards-aligned instructional materials will be used. Common Core reading comprehension and instructional strategies such as academic language building, Cornell note-taking, and Thinking Maps will be utilized school-wide.

Success Metric/Indicator	Desired Outcome
1. College Readiness Percentage of 11th-grade students who will be college-ready or conditional 2. High Quality, standards-aligned instructional materials 3. AP Passage 4. Dual Course Access 5. CCI per CA School Dashboard	1. 42% of 11th-grade students will be college-ready or have conditional status in ELA 2. Maintain 100% of pupils have standards-aligned instructional materials 3. Increase the percentage of grade 12 students who have attempted and passed one or more AP exams 4. 33% of HS students will be enrolled in at least one Dual enrollment course during the academic year 5. 49% of students will be in the prepared category

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
33,032.37	Title I, Part A 4000-4999: Books And Supplies Funds will be used to purchase small group sets of book for literature circles and book clubs as a supplemental support by providing high-interest reading
2,000.00	Title I, Part A 1000-1999: Certificated Personnel Salaries Funds will be used as substitutes for teachers to attend professional development during the school day.
442.00	Title I, Part A 3000-3999: Employee Benefits Employee benefits- To be used for collaboration planning time.

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

### Identified Need

There is a clear need for ELA support for all students, particularly targeted students from the various subgroups. Students need support in English literacy across the curriculum within and outside the classroom. This includes whole group, small group, and individual student supports. It also includes staff training and collaboration.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 2 - Interventions for students not making adequate progress

### Strategy/Activity

#### Tier 2

Students at risk of not meeting ELA standards are identified for academic intervention and will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are provided with after-school tutoring and are given access to differentiated online programs such as MyAccess, No Red Ink, Newsela, and Khan Academy to help close the achievement gap. Teachers will monitor student progress on a weekly basis and modifications in the program will be made as necessary, such as leveling readings in Study Sync, assigning scaffolds, and grouping students according to level.

Professional development is provided for all teachers to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and the integration of technology to enrich, enhance, and ensure equal access to the core program for all students.

Tutoring is available for students to support student achievement through the Centurion Club and individual teachers. ELA/ELD teachers will provide tutoring as a means to help increase literacy, expand credit recovery options, and improve test scores on tests such as MAP, SBAC, ELPAC, PSAT, SAT, and AP. Funds will be used to provide students tutoring support by teachers-extra duty intervention.

College students will be hired as AVID tutors to assist struggling students in the classroom while the teacher is present. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with, as well as, perform grade checks. Funds will be used to pay for AVID tutors' salaries.

Success Metric/Indicator	Desired Outcome
Grades	Reduce the numbers of D's and F's



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
12,838.52	Title I, Part A 2000-2999: Classified Personnel Salaries AVID Tutor salaries
613.15	Title I, Part A 3000-3999: Employee Benefits employee benefits- To support one-on-one with students.

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 3

### Identified Need

There is a clear need for ELA support for all students, particularly targeted students from the various subgroups. Students need support in English literacy across the curriculum within and outside the classroom. This includes whole group, small group, and individual student supports. It also includes staff training and collaboration.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 3 - Individualized students who are not making progress

### Strategy/Activity

Tier 3- Individualized students who are not making progress

The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the SST process. Collaborative meetings will be held between students, parents, teachers, counselors, support staff, and administrators to plan steps to improve academic performance in ELA and monitor student progress. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for an SST, 504, or IEP. Century has hired additional school counselors at a ratio of 250 to 1. Counselors provide interventions for students with Ds & Fs such as parent/teacher/counselor conferences, small groups, and 1 on 1 counseling sessions.

Success Metric/Indicator	Desired Outcome
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High School Drop out School Climate Surveys	Reduce the high school cohort drop-out rate to 2.3% 82-90% of students and staff perceive the school as having a strong and supportive culture for learning
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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**Annual Review for this Strategy/Activity**

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 3, English Learner Progress

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to:**  
Develop skill sets in these areas: career, communication, cultural self-awareness, collaboration/teamwork, financial literacy and technology that help them compete/succeed locally and globally, now and in the future

### English Learner Progress Goal

All Century High School English Learners will improve English proficiency by at least one level and reclassify within 5 years of entering the English Learner program by continuing to have access and receive high-quality core curricular instruction. In addition, English learners will continue to receive support that will foster language development and mastery of rigorous content standards in order to ensure access to college preparatory coursework and the fulfillment of a-g requirements.  
Priority Focus Area: More emphasis on college and career readiness in all classroom instruction to support our SLO's.  
Priority Focus Area: Increase academic support to help students excel in SBAC and CAASPP keeping in mind MTSS and emotional support for students.  
Priority Focus Area: Increase technology-based lesson plans in all classrooms to engage students with ethical and appropriate use of cell phones and chrome-books.

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

### Strategy/Activity 1

#### Identified Need

There is a clear need for our EL support particularly targeted students from the various subgroups: Students need support in English literacy across the curriculum within and outside the classroom. Students need to practice orally and improve academic vocabulary. Teachers need to strengthen their understanding and increase the capacity to implement the ELD standards. Schoolwide monitoring of EL progress is also needed.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)  
Tier I -All English Learner Students

#### Strategy/Activity

#### Tier I -All English Learner Students:

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum to help them acquire English Language proficiency. iLit/iLit ELL, an A-G approved curriculum will be used in English 1 and English 2 to close the achievement gap for English Learners, as well as prepare them for College and Career readiness. All English Learners are provided technological resources such as iPads carts and software to help increase language development in all classes. All students will have a Chromebook to use in class and at home.

Bridge Elective Support classes in ELA/Math and tutorial support by various content area teachers and the Centurion Club (Engage 360) before school and after school are provided. Teachers will be trained on best practices to support and differentiate instruction for English Learners.

Supplemental texts and software programs will be used to differentiate instruction and make the content accessible to all English Learners. Supplemental instructional materials may be purchased to support EL students in acquiring and incorporating academic English skills (reading, writing, listening, speaking) across all content areas and providing them access to the grade-level curriculum. Century has added an AVID Excel class to the master schedule to help our English Learners access content and acquire language proficiency faster. Also, a 30-hour intervention program is implemented across subject areas with selected teachers to help all English Learner students catch up with grades.

Success Metric/Indicator	Desired Outcome
ELPAC English Learner/re-designation rate High quality, standards-aligned instructional materials	ELPAC Performance Increase RFEP rate from the previous year Maintain 100% of students with standards-aligned instructional materials

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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#### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

#### Identified Need

There is a clear need for our EL support particularly targeted students from the various subgroups: Students need support in English literacy across the curriculum within and outside the classroom. Students need to practice orally and improve academic vocabulary. Teachers need to strengthen their understanding and increase the capacity to implement the ELD standards. Schoolwide monitoring of EL progress is also needed.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier II-Interventions for English Learners not making adequate progress

Strategy/Activity

Tier II ELD Program

English Learners identified at -risk of becoming long-term English Learners and show signs of academic struggles due to limited English Language Fluency will be placed in the Tier II ELD program. Newcomers, English learners who have recently arrived or have less than 5 years in the United States are placed in ELD A and ELD A support classes which utilize the iLit ELL curriculum. All Newcomers access the Core instructional program including classes in VAPA, physical education, and other elective courses. The Newcomer Teacher team uses an intensive curriculum and research-based English Language learning methodologies and strategies. The team collaborates bi-monthly to promote language and academic skills that provide the necessary basis for participation in comprehensive classrooms. The team meets regularly to discuss and care for the socio-emotional needs of the students and takes a team approach in assisting students with available resources. Century continues to offer on the master schedule an ADV ELD to decrease the achievement gap and allow for more options for our English Learners, that have been in the United States for less than 5 years. The Advanced ELD class will implement 9th-grade StudySync with EL supports embedded in the curriculum and will be used as a gateway to English 10, 11, and English 12. Century teachers of English Learners implement progress monitoring growth assessments by analyzing ELPAC data to determine linguistic accommodations, which must be integrated during lesson planning and delivery of instruction in order to scaffold and make the school's priority goal of designing and implementing a rigorous and relevant instructional program inclusive of English Language Learners including LTELs. Also, student progress on DWA, MAP, as well as core/supplemental embedded assessments, will be monitored by each ELA/ELD teacher as part of regular data chats. RFEP students will continue to be monitored and receive services to ensure college readiness. Professional development, planning time, and time for data chats are provided for teachers. As part of the CA Schools Dashboard Support, Century will hire Instructional Providers called CHS Mentors to conduct one on one mentoring meetings with 9-10th grade English Learners on a bi-weekly basis. Each Mentor will have a caseload of approximately 25 students and will meet individually to discuss grades, test scores, set goals, and teach them study skills as well as a tutor during class time. Century HS will use funds to increase the Mentor program and also use funds to provide professional development and planning time for teachers to learn new methodologies, look over data and collaborate. ELD & EL Program provides reading, writing, and math intervention before/after school program for selected ELD & EL students. Provide interventions for students with Ds & Fs such as parent/teacher/counselor conferences, small groups, 1 on 1 counseling sessions, CHS Tutors/Mentors program.

Century provides technological resources such as Ipads and other software to English Learners to increase language development. Some English Learner teachers use iLit/iLit ELL. All stakeholders will be trained on technology-based strategies for helping struggling students. Century will use Title I funds to support technology and extra-duty assignments for the counseling team to continue to support our graduation rate and help increase graduation for English Learners and the students with disabilities subgroup. We will continue to use CA Dashboard data to measure progress in these areas.

Success Metric/Indicator

Desired Outcome

English Learner Progress Indicator  
Access to technology

ELPAC performance; increase levels 3 and 4 & decrease in levels 1 and 2

	<p>Maintain or exceed 91% of students surveyed on the "Access to Internet and wireless at home".</p> <p>Maintain or exceed 86% of students surveyed "Access to Chromebooks at home"</p> <p>Maintain the ratio of students to access for all at 1 to 1.</p>
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### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
17,000.00	<p>Title I, Part A</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Funds will be used to provide collaboration and planning time for teachers to learn new methodologies, look over data and collaborate.</p>
3,734.50	<p>Title I, Part A</p> <p>3000-3999: Employee Benefits</p> <p>Employee benefits-Tied to small group and 1 on 1 tutoring sessions to support adequate progress.</p>
67,471.05	<p>Title I, Part A</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Century HS will use funds to maintain the CHS Mentor Program; these Instructional Providers tutor and mentor English Learner students during the school day.</p>
3,228.34	<p>Title I, Part A</p> <p>3000-3999: Employee Benefits</p> <p>Employee benefits-Tied to small group and 1 on 1 tutoring sessions to support adequate progress.</p>

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 3

### Identified Need

There is a clear need for our EL support particularly targeted students from the various subgroups: Students need support in English literacy across the curriculum within and outside the classroom. Students need to practice orally and improve academic vocabulary. Teachers need to strengthen

their understanding and increase the capacity to implement the ELD standards. Schoolwide monitoring of EL progress is also needed.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier III-Individuals English Learners who are not making progress

### Strategy/Activity

Tier III-Individuals English Learners who are not making progress:

English Learners identified as at-risk of becoming long-term English learners and showing signs of academic struggles due to limited English Language fluency will be placed in the Tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success. For example, EL students will meet one on one with the academic counselor, ELD Coordinator, Title III resource teacher or and /or tutor/mentor. Support staff reviews and revises the student's academic plan, graduation and college requirements, grades. Parents are notified of any changes and are given strategies to support their children. Parents are given the opportunity to learn how to access the student and parent Aeries portal system. This meeting is followed up with consistent monitoring throughout the school year by one of the following: counselor, ELD Coordinator, Title III resource teacher, or and /or tutor/mentor using bi-weekly check-in/check out. Communication with critical stakeholders, organization, and tutoring are critical. Century has hired additional school counselors at a ratio of 250 to 1. Counselors provide interventions for students with Ds & Fs such as parent/teacher/counselor conferences, small groups, and 1 on 1 counseling sessions to help with this endeavor. AN EL speaking group has been created to support student's practice of the language in collaboration with SAC. Students meet and practice speaking in English every 2 months.

Success Metric/Indicator	Desired Outcome
Grades	A decrease in D's and F's
High School Graduation	Increase the high school cohort graduation rate
A-G Course completion	Increase the number of high school graduates
increase in comfort with speaking conversational English	that will meet UC/CSU course requirements

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 4, Math

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to:**  
Demonstrate mastery in literacy, numeracy and reasoning to address complex real-world problems in an increasingly demanding 21st century

### Math Goal

All Century High School students will demonstrate improved mathematics literacy achievement through the use of explicit, strategic data and informed instruction based on the Common Core State Standards, as measured by local and state assessments.

- Students who work with IABs at least three times this school year will show 10% growth in “Above Standard” classification as indicated by IAB data.
- The percentage of 11th-grade students who meet/exceed grade level standards in Mathematics on the SBAC will increase 5% from 2022 to 2023.
- Percentage of students who meet/exceed their projected growth from the fall to spring MAP math test will increase by at least 5% from 2021-2022 figures (50.1% last year).
- 60% of Algebra 1, Geometry and Algebra 2 teachers will utilize two or more of the following learner-centered instructional strategies on a daily basis: collaborative groups, group roles, peer-to-peer support, peer teaching.

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

### Strategy/Activity 1

#### Identified Need

There is a clear need for math support for all students, especially our targeted students from the various subgroups. Students need support in math skills and concepts within and outside of the classroom. This includes whole groups, small group, and individual student supports. Teachers need time to collaborate and participate in staff development to improve implementation of student-centered instruction.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

## Tier I- Math Program for All Students

### Strategy/Activity

All students will receive high quality mathematics instruction based on their math proficiency and needs. Century High School math teachers use standards-based texts, assessments, and curriculum maps effectively to maximize the allotted instructional time. All students have access to standards-based mathematics instruction through the CPM curriculum that utilizes academic vocabulary to teach number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability. Students are provided with an opportunity to work on problem-solving skills, to collaborate with peers and build strategies and skills to solve real-life problems in order to develop the perseverance needed to be successful in algebra, by building a growth mindset and applying the Mathematical Practices in solving problems.

Dashboard Instructional Coach will support teachers' implementation of learner-centered instruction utilizing the district-adopted CPM curriculum. This will include the following action steps:

- Provide PD during department meetings on learner-centered and EL-supportive instructional strategies.
- Co-planning, co-teaching, demo lesson administration and strategy modeling
- Facilitate teacher-to-teacher collaboration via pull-outs and learning walks for teachers to observe other teachers
- Facilitate teacher "showcase" during staff meetings

Success Metric/Indicator	Desired Outcome
MAP growth scores D and F rates	See an increase of 9th and 10th grade students who meet projected growth on MAP. See a decrease in D and F rates Maintain that 100% of students will have standards-aligned instructional materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

### Identified Need

Out of 336 CHS 11th grade students who took the 2021-22 Math SBAC, only 6 (2%) exceeded grade level standards and 26 (8%) met standards. 50 (15%) students nearly met standards, and 254 (76%) did not meet standards.

Out of 533 CHS 9th and 10th grade students who took the MAP math test in the fall and spring of 2021-22, only 244 (46%) met their projected growth. 289 (54%) of 9th and 10th graders did not meet projected growth.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier I - All students

### Strategy/Activity

All CHS Math teachers will take part in 4 pull-out days to conduct PDSA (Plan Do Study Act) improvement cycles around improved SBAC performance. SBAC data review and interventions have primarily occurred only among 11th grade teachers, putting the burden of student SBAC performance mainly on them. With this initiative, the entire math department will spend 4 pull-out days analyzing data, collaboratively planning and then reviewing and re-planning during subsequent pull-outs. During the first pull-out day, teachers will review SBAC data and IAB intervention resources and collaboratively plan how they want to utilize IABs. Between the 1st and 2nd pull-outs, teachers will launch their plan, administering IABs to their classes, and during the 2nd pull-out, they will analyze that IAB data and collaboratively plan their response to it and how they want to administer IABs going forward. This will continue for the remaining pull-outs. Dashboard Instructional Coach will secure pull-out days, get teacher feedback on the plan during the first department meeting, develop the agenda, and facilitate each pull-out. He will also coordinate with SAUSD Research and Eval to have them facilitate data review with teachers.

Success Metric/Indicator	Desired Outcome
IAB data SBAC Scores MAP Growth Scores	Over 50% of Math teachers will implement IABS at least 5 times this school year. See an increase in 11th grade students who meet or exceed grade-level norms on the SBAC. See an increase of 9th and 10th grade students who meet projected growth on MAP.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 3

## Identified Need

Out of 336 CHS 11th grade students who took the 2021-22 Math SBAC, only 6 (2%) exceeded grade level standards and 26 (8%) met standards. 50 (15%) students nearly met standards, and 254 (76%) did not meet standards.

## Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier I - All students

## Strategy/Activity

“Math Buddies” Peer tutoring program: CHS TEACH Academy Seniors will serve as tutors to students who scored below the 20th percentile on the fall MAP. Tutoring will take place on Tuesdays and Thursdays during 2nd period. Students will take an adaptive diagnostic assessment to identify specific math needs. Students will then be placed into smaller groups based on common needs, and tutors will provide small-group instruction. Dashboard Instructional Coach will identify target students, coordinate with TEACH Academy Staff, develop assessment and intervention material, and work alongside TEACH Academy Tutors to facilitate “Math Buddies” intervention program.

Lesson Study: SAUSD math curriculum specialist is leading lesson study cohorts with different school sites to foster greater vertical articulation and instructional best practices including academic language routines and practices targeted to support EL/SPED populations. Dashboard Instructional Coach will work with Math curriculum specialists and CHS Math department (via vertical articulation days & dept collab days) to support the use of academic language routines & targeted differentiated practices that support both EL/SPED

Success Metric/Indicator	Desired Outcome
ALEKS Data MAP Data SBAC Scores	The percentage of students who meet/exceed projected growth from the fall to spring MAP math test will increase to 60% (56.2% last year).

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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## Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 5, Content Area Goal

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to:**  
Demonstrate mastery in literacy, numeracy and reasoning to address complex real-world problems in an increasingly demanding 21st century

### Content Area Goal

Century High School is committed to maintaining rigorous and engaging instruction in alignment with the Common Core State Standards in ELA and Math as well as Next Generation Science Standards for California for all students. We support the implementation of our specialized programs such as The Academies, AVID, Advanced Placement, Early College, CTE, and FLEX Programs. All stakeholders will work together to provide increased access to these programs and to Science, Technology, Engineering, Arts, Mathematics, career investigation, and preparation.  
Priority Focus Area: More emphasis on college and career readiness in all classroom instruction to support our SLO's.  
Priority Focus Area: Increase academic support to help students excel in SBAC and CAASPP keeping in mind MTSS and emotional support for students.  
Priority Focus Area: Increase technology-based lesson plans in all classrooms to engage students with ethical and appropriate use of cell phones and Chrome-books.

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

### Strategy/Activity 1

#### Identified Need

There is a clear need for academic support for all students especially students from the various subgroups. Students need support in the various skills and concepts within and outside the classroom. The includes whole group, small group, and individual one-one support. Teachers need staff development in the area of differentiation of instruction to help address the needs of our various subgroups.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier I-Core Content Program- All Students

## Strategy/Activity

### Tier I-Core Content Program- All Students

All students will have equitable access to a high-quality curricular and instructional program that is accessible from school and home. All departments have standards-aligned instructional materials, academic supports, and technology-based resources. Students have access to technology, in the classroom and at home. This allows teachers to incorporate technology into their lessons which gives students access to a wide variety of reading sources at their reading Lexile. All students have equitable access to a high-quality curricular and instructional program that is accessible from school and home. All students have a Chromebook to use in class and at home. Students will be exposed to real-world issues, support innovation, and solve community problems in a safe environment. The increased use of technology will lead to increased engagement and teacher-to-student interaction.

Teachers have the opportunity to participate in professional development opportunities provided by District, State, and other educational institutes through training, conference attendance-AVID/CABE/NTSA workshops, and webinars to learn how to improve student achievement and to ensure that all teachers have the skills needed to evaluate student data to inform instructional practice and to ensure the integration of new technology to increase student engagement and learning. Funds will be used to purchase supplemental technology for classroom use and professional development travel and conferences.

Social science teachers (SS) have established, and follow course-specific standards-based curriculum guides. Social science teachers review pertinent student achievement data to inform instruction as part of their collaboration process. All course materials are state-approved and standards-based. Social science teachers use differentiated instruction, especially for English learners and Special Education student needs. They use data analysis as a vehicle for improving student achievement at Century, which emphasizes writing as a vehicle to learning. With the implementation of the CCSS, all Social science teachers have participated in and continue to receive Document Based Questions (DBQ) training as a method for developing student analytical thinking and writing skills. DBQ use is now mandatory for Social Science classes. All DBQs use primary documents. Funds were used to purchase supplemental DBQ units of interest for our English Learner's primary language as a vehicle to access social science content through the use of primary language support. This material would be given to students during tutoring and pullout sessions. Project-Based Learning is encouraged through departmental meetings and training, teachers receive a wide variety of other staff development opportunities. Social Science teachers collaborate as part of monthly early dismiss meetings. Additional time is available to Social Science teachers to review student achievement data, review curriculum guides, develop lessons and assessments, and refine best instructional practices during department meetings. District-level department chair meetings encourage vertical articulation with our feeder intermediate schools. A whole class implementation on social emotional learning is embedded into the curriculum. The entire department has been trained on ethnic studies in anticipation that the social science department will support the state curriculum either via a dedicated class or integrated in a cross curricular manner.

Science teachers at Century follow and use state-approved texts, and as appropriate, supplemental reading selections to support mastery of the CA NGSS (Next Generation Science Standards). Science teachers review pertinent student achievement data to inform instruction as part of the monthly collaboration process. Science teachers have agreed to improve formal writing skills through the completion of lab reports as well as various writing assignments. In addition, science teachers will promote academic conversations through the use of interactive lectures, lab groups, research papers, and general classroom discussions. Some science teachers participate in



professional development to learn new strategies in technology, literacy, and differentiation, classroom management provided by the District office, national science conferences, and at Century HS. The science department will assist in planning and advising professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. Science teachers collaborate formally at monthly meetings and duty days as scheduled, as well as informally throughout the school year. Supplemental materials for hands-on experiments and labs are purchased for student engagement and for equity of materials for all

Success Metric/Indicator	Desired Outcome
Grades High School Graduation A-G Course completion	A decrease in D's and F's Increase the high school cohort graduation rate Increase the number high school graduates that will meet UC/CSU course requirements

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
33032.36	Title I, Part A 4000-4999: Books And Supplies Funds will be used to purchase supplemental technology for classroom use and technology maintenance
5,000	Title I, Part A 5000-5999: Services And Other Operating Expenditures Funds will be used or transportation services for different school programs.
2000	Title I, Part A 5000-5999: Services And Other Operating Expenditures Funds will be used for professional development conferences.

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

### Identified Need

There is a clear need for academic support for all students especially students from the various subgroups. Students need support in the various skills and concepts within and outside the classroom. The includes whole group, small group, and individual one-one support. Teachers need staff development in the area of differentiation of instruction to help address the needs of our various subgroups.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier II- Interventions for students not making adequate progress

### Strategy/Activity

Tier II-Interventions for students not making adequate progress

Students at risk of not meeting content standards are identified for academic intervention and provided after school tutoring and given access to differentiated online programs such as APEX credit recovery. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary. CHS Mentors, AVID tutors, and SE Instructional Assistants are placed in classes as instructional aides to work with groups of students at risk. A 30-hour intervention program provided to students by teachers is implemented across subject areas to help students catch up with grades. Saturday WIN is also offered to students via teachers that may want to support their students in improving their grades. This takes place between December 23 and April 24. Two additional school counselors at a ratio of 250 to 1 were hired to help reach more students in a timely matter. Elective courses hosted by CTE (Career Technical Education ) are available to students as a vehicle to improve math/science skills and motivate students to career exploration. Currently, Century has four CTE courses: Art and Animation, E-Sports/Gaming, Building Trades, and Computer Technology.

A new group in coordination with the after school program The Centurion Club will connect with students based on low grades in 10th grade specifically ELA and math as well as two mentorship groups geared toward English learners.

Students who are struggling are supported through parent and student contact by phone, zoom, or Google meetings by teachers, counselors, and other support staff. Families that we are not able to contact are referred to the district for home visits and additional support.

Success Metric/Indicator	Desired Outcome
Grades	A decrease in D's and F's
High School Graduation	Increase the high school cohort graduation rate
A-G Course completion	Increase the number high school graduates that will meet UC/CSU course requirements
College readiness	Increase in college readiness as measured by the CAST/SBAC test
College and Career Indicator	Increase in the "prepared category"

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 3

### Identified Need

There is a clear need for academic support for all students especially students from the various subgroups. Students need support in the various skills and concepts within and outside the classroom. The includes whole group, small group, and individual one-one support. Teachers need staff development in the area of differentiation of instruction to help address the needs of our various subgroups.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier III-Individual students who are not making progress.

### Strategy/Activity

Tier III-Individual students who are not making progress.  
The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the COST and/or SST team process. Collaborative meetings will be held between teachers, parents, students, counselors, support staff, and administration to plan steps to improve academic outcomes in all subject areas and monitor student progress. The COST process is put in place to review individual student needs and is provided with one or more of the following services: SST, Student monitoring, 504 Plan, referral for academic testing, IEP, referral for additional counseling/therapy services. Students with Socio-emotional needs will be brought to counselors in the process where needed. Tutor/mentors will use a bi-weekly check-in/check-out process with Tier III students. The Transitional Partnership Program (TPP) links seniors with IEPs with the Department of Rehabilitation and prepares students for work and career/college preparation. Two additional school counselors at a ratio of 250 to 1 were hired to help reach more students in a timely matter.

Students who are struggling are supported through parent and student contact by phone, zoom, or Google meetings by teachers, counselors, and other support staff. Families that we are not unable to contact are referred to the district for home visits and additional support.

Success Metric/Indicator	Desired Outcome
High School Dropout rate Attendance	reduction of student dropout rate maintain or increase the schoolwide attendance rate from last year

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Area 6, Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

**In alignment with the SAUSD Graduate Profile, the strategies/activities in this area support students to:**  
Apply knowledge, values and ethics gained to participate and innovate in a global and culturally diverse world

### Parent Engagement Goal

Century High School staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, improve parent and community engagement at Century, and ensure academic success for all students.

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

### Strategy/Activity 1

#### Identified Need

Century needs to develop a system of parent communication regarding student progress. Develop ways to communicate more regularly with parents on involvement opportunities and develop training on how parents can academically support students at home.

#### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier 1-Parent Engagement of all students: Communication and creating a welcoming environment

#### Strategy/Activity

Tier 1 - All Students - Parent Engagement of all students: Communication and creating a welcoming environment  
Century High School will use the available technologies to maintain consistent communication with parents and families and our Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent engagement and communication will be maintained throughout the year. Parents are notified of special events (Back to School Night, Open House, Carnivals, and Parent Opportunities and Engagement Programs) through a variety of means: weekly parent phone calls through Parent Square, monthly parent meetings, teacher contacts, letters, school marquee, email/text messages. Classroom teachers and counselors are expected to communicate on a regular basis with parents. A Wellness Center will be maintained by the FACE Liaison to ensure that parents have a place where they have access to technology, education courses, and host meetings. Implementation of

this comprehensive parent and community Wellness center will provide access and training for parents and community members to receive information and support focused on meeting identified student needs. Computers and software will be provided for parent use in the Wellness Center. Century holds regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in the child's accomplishments. We continue to support seasonal festivals, drama performances, music performances, sports activities, and award ceremonies. Along with our teachers, our FACE Liaison provides parenting/ family and school support for the well-being of students through parent-identified classes, As well as events for parents based on a survey of interest and need, including College and Career, planned workshops. Century will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their student's accomplishments and celebrate parent and community investment. The Wellness Center will continue to work with the Parent Leadership team to welcome new parent advocates.

Success Metric/Indicator	Desired Outcome
Parent engagement/welcoming environment California School Parent Survey	the outcome of monthly meetings Maintain 90% or more of surveyed parents that agree/strongly agree that school allows input and welcomes parent ideas and concerns Maintain 90% or more of surveyed parents indicating that they agree/strongly agree that school is a safe place for their child.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10,000.02	Title I, Part A 5700-5799: Transfers Of Direct Costs Printing costs for communication

### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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## Strategy/Activity 2

### Identified Need

Century needs to develop a system of parent communication regarding student progress. Develop ways to communicate more regularly with parents on involvement opportunities and develop training on how parents can academically support students at home.

### Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier II -Parent Engagement for students not making adequate progress: Parent training to support student success & building capacity for parent leadership

#### Strategy/Activity

Tier II - Parent Engagement for students not making adequate progress: Parent training to support student success

Century High School provides parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Century High School ensures access for low-income families to the core instructional program by increasing math and reading interventions programs, expanding credit recovery options, building the Advancement via Individual Determination (AVID) program, continue to evaluate student needs through team evaluations, including but not limited to COST(coordinated services team) and 504 plans with parents involved in the decisions for their students not making adequate progress. Based on parent feedback through surveys, parent meetings, and committee suggestions invite community agencies/organizations and District-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Century provides opportunities and encourages parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the volunteer parent groups and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide for childcare as needed. Encourage parent involvement and leadership in the parent group-Padres Lideres.

Success Metric/Indicator	Desired Outcome
Parent engagement/welcoming environment California School Parent Survey	the outcome of monthly meetings Maintain 90% or more of surveyed parents that agree/strongly agree that school allows input and welcomes parent ideas and concerns Maintain 90% or more of surveyed parents indicating that they agree/strongly agree that school is a safe place for their child.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

#### Annual Review for this Strategy/Activity

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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### Strategy/Activity 3



## Identified Need

Century needs to develop a system of parent communication regarding student progress. Develop ways to communicate more regularly with parents on involvement opportunities and develop training on how parents can academically support students at home.

## Identify Targeted Student Group/Tier

(e.g. all students, students needing additional support, students needing intensive support)

Tier III- Individualized interventions for parents of students who are not making progress: Parent outreach and support

## Strategy/Activity

Tier III- Individualized interventions for parents of students who are not making progress: Parent outreach and support

Century High School will provide parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement understanding that their student will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior; Student monitoring - check-in/check-out and additional tutoring with a trusted adult (outreach consultant, ELD coordinator, counselor, teacher); 504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment; Referral for testing – when a requesting for evaluating special education; IEP – Individualized Education Plan for students with special needs and Referral for additional counseling/ therapy services based on IEP team decisions.

Century High School will provide parents/families with support for families and their students who have challenges with individualized interventions. School-wide program to identify family members in need of community assistance with housing or food insecurities and connect them with the appropriate community agencies.

Success Metric/Indicator	Desired Outcome
Parent engagement/welcoming environment California School Parent Survey	the outcome of monthly meetings Maintain 90% or more of surveyed parents that agree/strongly agree that school allows input and welcomes parent ideas and concerns Maintain 90% or more of surveyed parents indicating that they agree/strongly agree that school is a safe place for their child.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

**Annual Review for this Strategy/Activity**

Actual Outcome	What is/is not working & why?	Recommendations based on SSC Review
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# 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	\$272,813.64
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$288,265.31

## 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 (\$)
Title I, Part A	\$288,265.31

Subtotal of additional federal funds included for this school: \$288,265.31

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$288,265.31