Santa Ana Unified School District
Single Plan for Student Achievement
2009 – 2010

Century High School

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Century High School
Single Plan for Student Achievement

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Santa Ana Unified School District Mission Statement

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

Century High School

Vision Statement

Century High School will provide both a learning environment that enhances our student achievement through a challenging, standards-based curriculum and the support necessary to promote social and emotional development

Century High School

Mission Statement

The members of Century's learning communities collaborate to set high expectations in a supportive environment that empowers students to attain academic excellence through a standards-based curriculum.

SCHOOL PROFILE (Century)

Enrollment/Demographic Data

School Enrollment Trends

Grades	2005-06	2006-07	2007 – 08	2008 - 09
9	833	810	658	628
10	707	761	753	668
11	575	564	660	646
12	496	457	469	530
Total	2,611	2,592	2,540	2,472

Percent Actual Attendance

2005-06	2006-07	2007-08	2008-09
95.4	97.0		

Total Enrollment Over Time
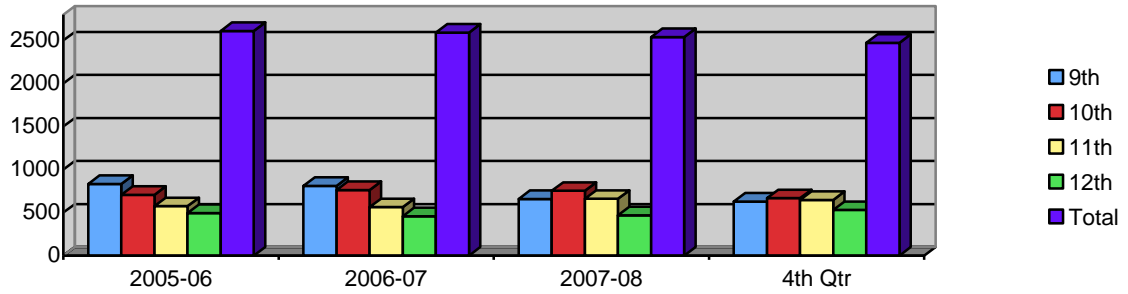
Student Demographic by Ethnicity Data

	2007-08	2008-09
American Indian or Alaska Native	3 (0.1%)	2 (0.1%)
Asian	99 (3.9%)	85 (3.4%)
Pacific Islander	3 (0.1%)	0 (0.0 %)
Filipino	1 (0.0%)	1 (0.0%)
Hispanic or Latino	2,406 (94.7%)	2,363 (95.6%)
African American	9 (0.4%)	3 (0.1%)
White (not Hispanic)	16 (0.6%)	14 (0.6%)
Multiple or No Response	3 (0.1%)	4 (0.2%)
Total Enrollment	2,540	2,472

Students Receiving Free or Reduced Price Meals

	2007-08	2008-09
Number	1,872	1,991
Percent	74.1%	80.4%

Parent Education Level

	2007-08	2008-09
# Responses	2417	2261
Not High School Graduate	1828	1767
High School Graduate	384	318
Some College	166	139
College Graduate	39	37
Avg. Parent Education Level	Less than a high school diploma	Less than a high school diploma
Declined to State	108	97

Site Staff Background/Demographic Data

Schoolwide Average Class Size Pupil Teacher Ratio

	2007-08	2008-09
Avg. Class Size	28	28.1
Pupil/Tchr. Ratio	22.3	22.2
# CSR Teachers		

Teacher Longevity

	2007-08	2008-09
# Teachers	119	113
Avg. Yrs in Teaching	14.4	14.5
Avg. Yrs in District	12.1	12.4
# 1st Year Teacher	2	5
# 2nd Year Teachers	9	1

Number and Percent of Teachers by Credential Type

	2007-08		2008-09	
Number and %	#	%	#	%
Full Credential	113	95.0 %	107	94.7 %
University Intern	1	0.8 %	0	0.0 %
District Intern	1	0.8 %	3	2.7 %
Pre-Intern	0	0.0 %	0	0.0 %
Emergency	14	11.8 %	8	7.1 %
Waiver	0	0.0 %	0	0.0 %

English Learners Data

Number of Teacher Providing English Learner Instructional Services

Year	Teachers Providing Primary Language Instruction to EL Students	Teachers Providing SDAIE & ELD	Teachers Providing SDAIE Only	Teachers Providing EL Only	Total Teachers Providing SDAIE, ELD, or Primary Language Instruction to EL Students
2007-08	0	2	53	24	79
2008-09	0	2	54	28	84

Number and Percent of English Learners (ELs) by Grade Level

Year	Grade 9		Grade 10		Grade 11		Grade 12		Total EL
	#	%	#	%	#	%	#	%	
2007-08	372	33.2%	386	34.5%	243	21.7%	119	10.6%	1120
2008-09	344	33.1%	350	33.1%	238	22.5%	124	11.7%	1056

Number of English Learners Redesignated as Fluent English Proficient

Year	Grade			
	EL		RFEP	
	#	%	#	%
2006-07	1,210	46.7 %	138	10.5 %
2007-08	1,120	44.1 %	128	10.6 %
2008-09	1,056	42.7 %	130	11.6 %

Percentage of English Learners Redesignated

Distrcit goal is 10%
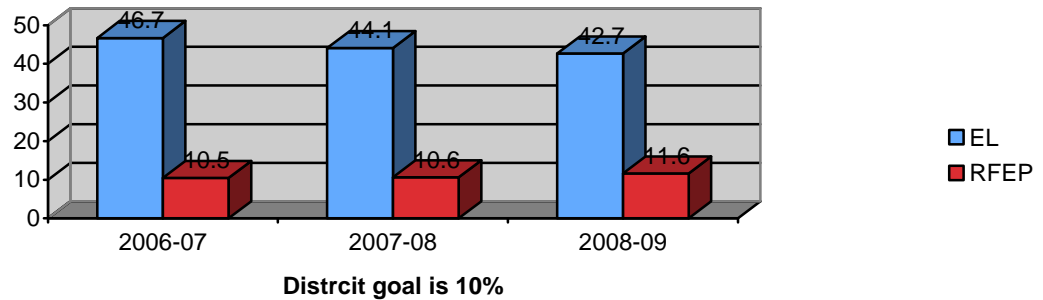
Program Placement: Number of English Learner Students Enrolled In Specific Instructional Settings

Year	Structured English Immersion	Alternative Course of Study	English Language Mainstream Class		Other Instructional Settings	Total EL's
			Students Meeting Criteria	Parental Request		
2007-08	862	0	0	0	0	1,120
2008-09	773	0	0	0	0	1,056

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Santa Ana Unified School District Profile:
Century High School is located in the Santa Ana Unified School District (SAUSD), in Orange County. It is the largest district in Orange County, and the sixth largest district in California. It is the most densely populated district in the county serving its 54,580 students within its 24 square mile boundaries compared to the next largest district in the county, Capistrano Unified, who serves 51,000 students within its 195 square mile district boundaries. Essential information about the district is as follows:

- Total Enrollment: 54,580
- Total Number of Schools: 63
    - 36 Elementary Schools serving
        - -4,452 Kindergarten students
        - -18,821 First through fifth grade students
    - 9 Intermediate Schools serving
        - -12,256 Sixth through eighth grade students
    - 7 Comprehensive High Schools serving
        - -14,924 Ninth through twelfth grade students
    - 3 Alternative High Schools serving
        - -707 Ninth through twelfth grade students
    - 8 Special Schools/Programs serving
        - -159 Pre-kindergarten students
        - -205 Kindergarten students
        - -872 First through fifth grade students
        - -668 Sixth through eighth grade students
        - -2,930 Ninth through twelfth grade students

Enrollment by grade obtained from CDE DataQuest.

- Student ethnicity:
    - 92.4% Hispanic or Latino
    - 3.10% White
    - 2.70% Asian
    - .60% African-American
    - .20% Filipino or Filipino-American
    - .20% Pacific Islander
    - .10% American Indian or Alaskan Native
- Percentage of Students participating in free or reduced meals program:
    - Over 80%
- Percentage of students who are English learners:
    - Over 60%
    - Spanish, Vietnamese and Khmer are the most common primary languages

Although the district is currently in program improvement, some important facts to note regarding its progress towards improvement are:

- Six out of the nine schools in Orange County to exit program improvement are in SAUSD
- Fourteen elementary schools met Adequate Yearly Progress (AYP) through Safe Harbor
- Students district-wide earned a 21 point overall gain in test scores for the past two years

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School Profile Narrative:
Century High School in the Santa Ana Unified School District (SAUSD) is located in an urban
setting surrounded by small businesses and industry. SAUSD is among the largest districts in
California and the largest district in Orange County with an enrollment of slightly less than
55,000 students. SAUSD is representative of the changing language demographics in California
schools and serves the highest percentage of English learners in the state. Century's campus is
small, comprising 25 acres. Although the school was built to serve 1,800 students, the present
total enrollment stands at just less than 2,500 students (2,472 in 2008-09). Century
accommodated a once increasing student population by placing portable classrooms around the
perimeter of the permanent buildings. **Average class-size** at Century is 28.1. The school operates
on a traditional six period schedule, with extended day classes offered through partnership with
Santa Ana College's Bridge Program. The **total annual instructional minutes** are 64,800 and
eleven student early release days are scheduled each year to accommodate nine collaboration and
data analysis meetings as well as two Senior Exit Portfolio interviews during which seniors
showcase best examples of their work that align with both content standards and Cemtury's
Expected Schoolwide Learning Results (ESLRs).

Important **demographic data** from our student population includes ethnic composition:
Hispanic/Latino 95.6 %, Asian 3.4%, White (Non Hispanic) 0.6%, and African-American,
Pacific Islander, Native American, and Filipino 0.1% respectively. The issues of language
acquisition and poverty also heavily impact Century's community. English Learners constitute
42.7 % of the current student population, with the largest number of EL students at grades nine
and ten. The above data have remained fairly consistent in recent years with our Hispanic/Latino
population increasing slightly, while our other ethnic groups have experienced slight declines.
The number of students identified as English Learners has fallen consistently as the number of
redesignated FEP students continues to climb (11.6 % in 2008-09). It is notable that the
percentage of students of students receiving free/reduced lunch has increased significantly from
70.6 % in 2006-07 to 80.4 % in 2008-09, perhaps due to the increasingly challenging economic
climate.

Century has invested substantial resources and efforts to establish a cohesive, standards-based
curriculum. However, Century remains in Program Improvement Year 5+ status. As a result, we
have undertaken a restructuring plan implementing the Smaller Learning Communities model.
Currently our 9th and 10th grade students are divided into core subject teams, with an individual
counselor assigned to each team. Eleventh and twelfth grade students participate in one of five
Career Pathways as a connection to their post-secondary planning. With the first graduating class
of students from our SLCs in June 2010, we anticipate tangible benefits in graduation rate,
attendance, school behavior, and achievement. Century is currently in Year Two of the School
Assistance and Intervention Team (SAIT) process. With support from the Orange County
Department of Education (OCDE), Century is steadily progressing toward full implementation of
the Essential Program Components (EPCs). Our progress toward established quarterly
benchmarks is regularly reviewed with members of the District/School Leadership Team (DSLT)
and reported by OCDE to the SAUSD Board of Education. Year One of the SAIT process
resulted in schoolwide API growth of +17 points.

Two part-time English Language Arts/ ELD (ELA) Curriculum Specialists are working with
classroom teachers to enhance the schoolwide focus on academic language skills and to facilitate
data analysis. A Mathematics Curriculum Specialist works with classroom teachers to facilitate
ongoing data analysis and alignment of curriculum as well as to facilitate reflection on best

instructional practices. An English Learner (EL) Teacher on Special Assignment (TOSA) facilitates mandated assessments and reports for our EL student population, works with counselors to ensure appropriate placement, and regularly assists teachers providing instruction to EL students. A Learning Director, under the direction of the principal, coordinates, monitors, and supervises the comprehensive program of curriculum, instruction, and professional development at Century and assists with management of other schoolwide processes.

A schoolwide needs assessment indicated that additional professional development in the areas of differentiated instruction and data analysis is necessary as a vehicle for improving student achievement at Century. All curriculum specialists will devote significant efforts to planning professional development sessions that focus on tangible examples of best practices in these areas. Century is working collaboratively to successfully exit the SAIT process at the end of the current school year by reaching the required student achievement target for the second consecutive year.

Our **professional staff profile** indicates that the average years experience of our teaching staff is 14.5, with the average years in the SAUSD at just over 12. For the 2009-2010 school year there are 104 full time teachers at Century, 99% hold a full credential. One teacher has completed the requirements for a full credential and is awaiting final processing by the Commission on Teacher Credentialing. All teachers providing instruction to EL students hold an appropriate EL teaching authorization.

Through a partnership between SAUSD and the City of Santa Ana Public Library System, the Century library holds extended hours four days each week and serves as a center of school and community inquiry, literacy, and learning. Academic support tutoring is held four days each week in the library after school to assist students who experience difficulty in mastering standards. For 2009-10, we have added a peer tutoring component that has enhanced attendance and student engagement.

Campus technology is available, with 4 computer labs available for student use; however, a schoolwide needs assessment indicated a strong consensus from all stakeholders that the resources available have become outdated and no longer support current applications. Using categorical funds, orders have recently been made to replace outdated technology on campus with the following primary goals:
- Provide teachers with important tools to enhance both lesson presentation and student engagement
- Establish mini computer learning centers in math and language arts classrooms to facilitate differentiated learning opportunities for students at all ability levels and to integrate Revolution, CAHSEE language arts and mathematics support software, into classrooms on a regular basis.
- Ensure that all teachers have access to technology that supports the current District on-line attendance (iCue), gradebook (Pinnacle), and home communication (TeleParent and XTEND) programs in order to communicate efficiently with students and parents regarding student progress, attendance, and behavior and involve parents in the school community.
- Purchase software programs (Chariot, Revolution, and Kurtzweil 3000 to enhance systematic support provided for special populations students in developing literacy and numeracy skills

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Analysis of Current Educational Practices

The following statements characterize educational practice at Century High School:

1) **Alignment of curriculum, instruction and materials to content and performance standards:**

   Language Arts:
   Language arts/ ELD teachers at Century High School follow the established SAUSD pacing guides, use state approved, standards based texts and, as appropriate, supplemental reading selections to support mastery of course specific standards. The District has provided quarterly benchmark exams that provide a common measure of student progress toward grade-level standards. There is an emerging focus on regular, ongoing data chats within the department as part of the implementation of required SAIT Essential Program Components (EPCs)**.**The language arts/ ELD teachers meet in grade level teams to review and analyze benchmark results, share best practices, and modify instruction as indicated. Student placement processes have become uniform and are now based on established District guidelines that incorporate pertinent student achievement data. Students who score at the Basic Level in ELA are placed in strategic Holt intervention classes during a second hour of daily language arts/ELD instruction. A new Keystone Intervention curriculum is an intensive support vehicle for students who score Below Basic and Far Below Basic during a second daily hour of ELA/ELD instruction.

   Two part-time English Language Arts/ ELD (ELA) Curriculum Specialists are working with classroom teachers to enhance the schoolwide focus on academic language skills and to facilitate data analysis. An English Learner (EL) Achievement Coordinator facilitates mandated assessments and reports for our EL student population, works with counselors to ensure appropriate placement, and regularly assists teachers providing instruction to EL students. A needs assessment indicated that additional professional development in the areas of differentiated instruction and data analysis was necessary as a vehicle for improving student achievement at Century. All curriculum specialists will devote significant efforts to planning professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. ELA/ELD teachers collaborate as part of our monthly early dismiss meetings. Additional time is provided to ELA/ELD teachers to review student achievement data, revise pacing guides, and refine best instructional practices during fall semester collaboration release days.

   CAHSEE language arts support classes are available; however, since intervention begins in the classroom, mini computer learning centers will be placed in language arts classes to provide regular access to Revolution, a CAHSEE support software program.

   Mathematics:
   Mathematics teachers at Century High School follow the established SAUSD pacing guides, with modifications as indicated by embedded and benchmark assessments to meet the needs of students. All math courses use state approved, standards based texts to support mastery of course specific standards. To inform instructional practice at the start of each school year, the math department, in cooperation with California State University, Fullerton, gives each

student in every course a level specific Mathematics Diagnostic Test (MDTP) to assess course readiness and to appropriately differentiate strategies based on the results. MDTP results are shared with students and parents within three days of the start of the school year.

The department has an established focus on ongoing data analysis from common assessments, including both embedded and District benchmark tests, as a tool to inform instruction. As part of the initial SAIT Academic Program Survey, the math department's data analysis processes were rated as "fully implemented" by support staff from the OCDE. The focus of the department is now shifting from process to practice as teachers continue to work to refine instructional processes with the goal of improved student achievement. Student placement processes are based on established District guidelines. Students whose achievement data indicate a need for enhanced support and or intervention are now placed in a second daily hour of daily mathematics support instruction to address existing gaps in prior learning.

A Mathematics Curriculum Specialist works with classroom teachers to facilitate ongoing data analysis and alignment of curriculum as well as to facilitate reflection on best instructional practices. A needs assessment indicated that additional professional development in the area of differentiated instruction was necessary as a vehicle for improving student achievement at Century. All curriculum specialists will devote significant efforts to planning professional development sessions that focus on tangible examples of best practices in this area for math teachers. Mathematics teachers collaborate as part of our monthly early dismiss meetings and Algebra I teachers attend regular lunch meetings to review embedded assessment results and share best practices. Additional time is provided to mathematics teachers to review student achievement data, revise pacing guides, and refine best instructional practices during fall semester collaboration release days.

Social Studies:
Social studies teachers at Century High School have established course specific, standards based pacing guides. Since there are not currently established SAUSD benchmark exams in social studies, social studies teachers at Century are finalizing two common assessments per semester in each course to provide a uniform measure of student progress toward mastery of course specific essential standards. Full implementation of common assessments is expected for spring semester 2010. Social studies teachers review pertinent student achievement data to inform instruction as part of the monthly collaboration process. All course materials are state approved and standards based.

 A needs assessment indicated that additional professional development in the areas of differentiated instruction and data analysis was necessary as a vehicle for improving student achievement at Century. All curriculum specialists will devote significant efforts to planning professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. Social Studies teachers collaborate as part of our monthly early dismiss meetings. Additional time is provided to social studies teachers to review student achievement data, revise pacing guides, develop common assessments, and refine best instructional practices during fall semester collaboration release days.

Science:

Science teachers at Century use state approved, standards based texts and, as appropriate, diverse lab experiences that support mastery of course specific standards. Since there are not currently SAUSD benchmark exams in science, Century science teachers are finalizing two common assessments per semester in each course to provide a uniform measure of student progress toward mastery of course specific essential standards. Full implementation of common assessments is expected for spring semester 2010. Science teachers review pertinent student achievement data to inform instruction as part of the monthly collaboration process.

A needs assessment indicated that additional professional development in the areas of differentiated instruction and data analysis was necessary as a vehicle for improving student achievement at Century. All curriculum specialists will devote significant efforts to planning professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. Science teachers collaborate as part of our monthlyearly dismiss meetings. Additional time is provided to science teachers to review student achievement data, revise pacing guides, develop common assessments, and refine best instructional practices during fall semester collaboration release days.

2) **Description of services provided by the regular program to enable underperforming students to meet standards:**
   - CAHSEE support classes in language arts and mathematics are incorporated into the regular school day in addition to those offered on an extended day basis
   - Counselors review individual progress toward CAHSEE and graduation requirements on an individual basis with students at multiple times during the school year to enhance student success.
   - Counselors meet with students receiving failing grades at each grading period to identify opportunities for support, intervention, and remediation
   - Counselors meet with seniors before school begins, at the end of the first semester, and throughout the Spring Semester to ensure the best possible opportunity to graduate
   - Modification of ELA and mathematics pacing guides in spring semester to provide targeted CAHSEE support.
   - CAHSEE Problem of the Day in language arts and mathematics classes
   - Classroom teachers employ multiple strategies to enhance "first teaching"
   - Supplemental Holt Strategic language arts intervention classes to support students scoring at the Basic level.
   - Supplemental Keystone Language Arts classes to provide intensive support to students scoring Below Basic and Far Below Basic
   - Supplemental mathematics support classes to support students scoring below basic and far below basic in mathematics.
   - Core subject teachers review individual results of CST exams.
   - Appropriate access to standards based textbooks
   - Multiple teachers volunteer to provide tutoring at lunch and/ or after school
   - UCI Pathways to Writing Project support for ELA/ELD teachers
   - AVID program teachers work with identified students whose academic performance indicates

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- Century teachers work as part of multiple Professional Learning Community Teams, including Small Learning Community teams, course alike teams, department teams, Gate Honors and Advanced Placement Team, New Teacher Support Team, AVID Team, Instructional Leadership Team, Tardy and Attendance Team, SAIT Leadership Team, and TEACH and e-Business Academy Team. Each PLC team's work is guided by the overarching goal of enhanced student learning experiences and achievement.
- CAHSEE Support budget funds a comprehensive site CAHSEE plan to provide intensive preparation sessions, printing and distribution of CAHSEE Problem of the Day to ELA/ ELD and Mathematics teachers, and purchases of Revolution and Chariot CAHSEE support computer programs
- Holt Strategic and Keystone Curriculum Professional Development provided for ELA and ELD teachers
- AB 472 professional development provided for mathematics teachers
- SAIT Support Team from the Orange County Department of Education facilitate full implementation of the nine Essential Program Components (EPCs).
- Toward our school's goal of effective instruction, special education teachers may provide instruction to non-disabled students, as appropriate, in accordance with our school's system of instructional delivery.

3) **Description of services provided by categorical funds to enable underperforming students to meet standards:**
- ELA/ELD and Mathematics Curriculum Specialists assist classroom teachers in analyzing data, reflecting on instructional practices, and planning professional development experiences to enhance student learning.
- EL TOSA assures appropriate student placement and assists classroom teachers in providing instruction that appropriately differentiates access to content standards and develops students' academic language skills.
- Supplemental CAHSEE Preparation sessions provide focused full day preparation for students who have not yet passed one or both sections of the exam.
- After School Tutoring, including a peer-tutor component, provides academic support to students who may experience academic difficulties
- Part-time Outreach Consultant works with students and parents to address attendance and behavior Issues which negatively impact student achievement.
- Designated full-time At-Risk Counselor works with low performing and/or credit deficient students to address impediments to improved achievements
- Triple A Awards recognition program for students who demonstrate improvement in achievement, attendance, and/ or attitude.
- Revolution CAHSEE support software program
- Chariot literacy skills software program employed with special populations students
- Kurtzweil 3000 interactive content area reading support software to provide differentiated access to standards for special populations students
- 23 QEIA funded teaching positions reduce core subject class size
- 4 GEARUP Algebra I tutors facilitate small group learning activities for students who require additional support.

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- Parent meetings and events held by counselors, Outreach Consultant, and Higher Education Center serve to inform parents regarding student attendance, academic progress, opportunities for intervention and support as well as post-secondary opportunities and processes
- SLC Parent Conferences inform parents and provide important intervention early each semester.
- SLC and Schoolwide Recognition Events motivate students to pursue achievement and foster strong connections to school.
- Peer Assistance Leadership (PAL) is a vehicle for peer tutoring and intervention that is both growing and impactful at Century.
- Access to technology and the Internet as instructional resources that many students may not have elsewhere
- Access to technology for teachers as a tool for enhanced lesson presentation, student engagement, and to support regular communication with parents regarding attendance, academic progress, assessment, behavior, and upcoming school events via District programs such as iCue, Pinnacle, TeleParent, and Xtend.
- AVID tutors to assist in providing small group academic support as a vehicle to increased academic achievement
- Gate Honors and Advanced Placement (GHAP) program provides comprehensive support and a systematic program of enhanced expectations and college field trips to provide exposure to college environments as a vehicle to promote early post-secondary planning and provide an incentive for positive academic progress

4) **Description of the use of state and local assessments to modify instruction and improve student achievement:**
   - Ninth grade students take a Diagnostic CAHSEE exam to identify students in need of skill specific support.
   - At the start of each school year, all mathematics classes participate in the Mathematics Diagnostic Testing Program (MDTP) in association with CSU, Fullerton in order to identify individual strengths and areas of focus before instruction begins in order to make indicated modifications and provide instruction informed by the data.
   - Math department's data analysis processes rated as "fully implemented" by SAIT support team from OCDE.
   - Emerging focus on data analysis by ELD/ELA teachers who engage in regular data chats to modify the instructional program
   - Common assessments for all science and social studies classes will be revised and fully implemented in Spring 2010
   - All teachers receive and analyze data reports generated by DataDirector
   - All departments collaborate to review data, revise curricular pacing, and refine instructional practice and revisit common assessments during monthly early release collaboration days and fall semester collaboration release days
   - Placement processes in intervention and support programs for CAHSEE, ELA, Holt, Keystone, and matemetics are uniform, consistent, and based on achievement data
   - Mid course modifications are implemented based on benchmark results in ELA and mathematics

- Individual Education Plans for special needs students are reviewed and revised annually based on individual student data.
- Modification of ELA and mathematics pacing guides in spring semester to provide targeted CAHSEE support.
- Intensive CAHSEE preparation sessions in language arts and mathematics based on student performance data

5) **Description of family, school, district and community resources available to assist these students:**
- Parent Institute for Quality Education (PIQE) classes provide a focused series of instructional activities for parents in order to more actively engage them in the school community
- Part-time Outreach Consultant assists parents in attempting to resolve attendance and behavior difficulties that impede learning.
- Individual 10th grade counseling conferences are scheduled in the evenings and/or on weekends to provide an important opportunity to involve parents in a careful review of their students' progress as well as to plan for appropriate post-secondary options.
- The Higher Education Center is available to parents and students as a resource to understanding the complexities of the college processes.
- Back to School Night, Open House, GHAP Parent Nights, Financial Aid Orientations, and many extra-curricular events serve as vehicles to involve and inform parents regarding educational programs and opportunities
- SLC Parent Conferences provide for interaction between parents and teachers
- PTSA, ELAC, School Site Council, Padres Promotores, and Century's Parent Booster Groups (MUN and athletics) provide opportunities for parents to serve as leaders within the school community.
- Parent meetings and events held by counselors, Outreach Consultant, and Higher Education Center serve to inform parents regarding student attendance, academic progress, opportunities for intervention and support as well as post-secondary opportunities and processes
- Community based academic enrichment and/ or mentoring programs are provided through the following programs
  - Architecture, Construction, and Engineering Mentorship program (ACE)
  - Achievement Institute of Scientific Studies (AISS)
  - University of California Early Academic Outreach Program (EAOP)
  - Upward Bound, Academic Talent Search, and GEARUP college readiness programs
  - Project Self, Career Beginnings, and Success Bound internship programs
  - Cambodian Family community support center
  - TEACH and e-business Academy mentorship and tutorial experiences

    - A small number of Century students receive Supplemental Education Services (SES) tutoring provided by outside agencies

School and Student Performance Data And
Conclusions from Student Performance Data Summary

API Growth Target and Actual Data

School Academic Performance Index (API) Data

	2006-07	**2007-08**	**2008-09**
API Base Score	578	584	574
Growth Target	11	11	11
API Growth Score	6	-10	17
Actual Growth	584	574	591

Academic Performance Index
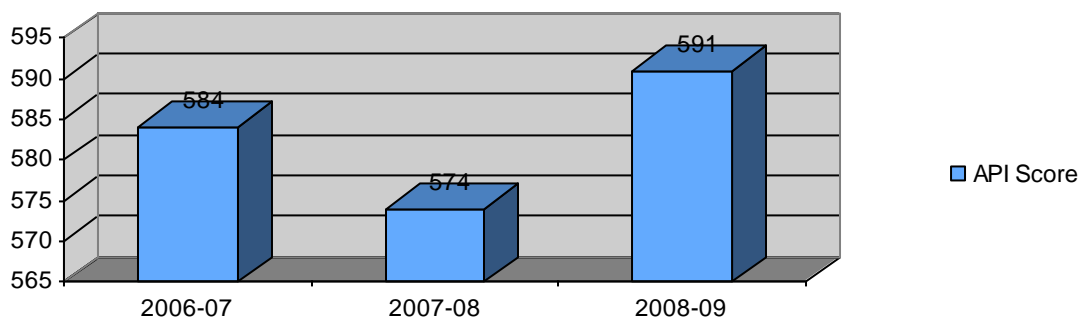
Summarize and make conclusions regarding the school's Academic Performance Index (API) results:

Century has shown inconsistent growth in our schoolwide Academic Performance Index (API): growing (+6 points)to 584 in 2006-07, then declining (-10 points) to 574 the following year. The decline initiated Century's Participation in the SAIT process. However, in 2008-2009, Year I of the SAIT process, Century again showed significant growth to 591 (+17 points). It is our belief that the initial Academic Program Survey (APS) and regular, focused meetings to review progress toward implementation toward the nine Essential Program Components (EPCs) served as a catalyst for the growth. .A second consecutive growth year would enable Century to successfully exit the SAIT process at the close of the current academic year. Consequently, we have identified this as a primary goal for 2009-10.

Adequate Yearly Progress (AYP) Data (Century)

English Language Arts Performance By Student Group

AYP PROFICIENCY LEVEL	All Student			African-American			American Indian or Alaska Native			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	96	97	100	100	100		50			100	100	100
Number At or Above Proficient	134	212	4	--	--	--	--	--	--	6	15	--
Percent At or Above Proficient	19.3	19.4	26.7						--	30	42.9	
AYP Target	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^
Met AYP Criteria	Yes	No	No	----	----	--	----	----	--	--	--	--

English Language Arts Performance By Student Group

AYP PROFICIENCY LEVEL	Filipino			Hispanic			Pacific Islander			White		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100			96	97	100	0			100	100	
Number At or Above Proficient	--	--	--	125	195	4	--	--	--	--	--	--
Percent At or Above Proficient			--	19.5	30.4	26.6			--			
AYP Target	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^
Met AYP Criteria	----	----	--	Yes	No	--	----	----	--	----	----	--

English Language Arts Performance By Student Group

AYP PROFICIENCY LEVEL	Socioeconomically Disadvantaged			English Learners			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	96	98	100	96	97	100	94	99	100
Number At or Above Proficient	113	197	3	66	131	0	1	2	2
Percent At or Above Proficient	19.2	30.9	26.6	11.9	23.2	15.6	1.7	3.6	3.3
AYP Target	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^	24.4* 22.3^	35.2* 33.4^	46.0* 44.5^
Met AYP Criteria	Yes	No	--	No	No	--	--	--	--

*=AYP Target for Elementary/Intermediate Schools (2007=24.4%), (2008=35.5%), (2009=46.0%)
^=AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

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AYP Line Graph (Bar)-AMO I

English-Language Arts - Percent At or Above Proficient

Groups	Percent
Schoolwide	26.7
African American or Black (not of Hispanic origin)	
American Indian or Alaska Native	
Asian	18.8
Filipino	
Hispanic or Latino	26.6
Pacific Islander	
White (not of Hispanic origin)	
Socioeconomically Disadvantaged	26.6
English Learners	15.6
Students with Disabilities	3.3

0   2009 Percent Proficient Target 44.5   100

Adequate Yearly Progress (AYP) Data

Mathematics Performance By Student Group

AYP PROFICIENCY LEVEL	All Student			African-American			American Indian or Alaska Native			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	97	97	98	100	100		50			100	100	100
Number At or Above Proficient	186	209	1	--	--	--	--	--	--	9	20	--
Percent At or Above Proficient	27.7	30.9	31.2						--	45	57.1	
AYP Target	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^
Met AYP Criteria	Yes	No	No	----	----	--	----	----	2	--	--	--

Mathematics Performance By Student Group

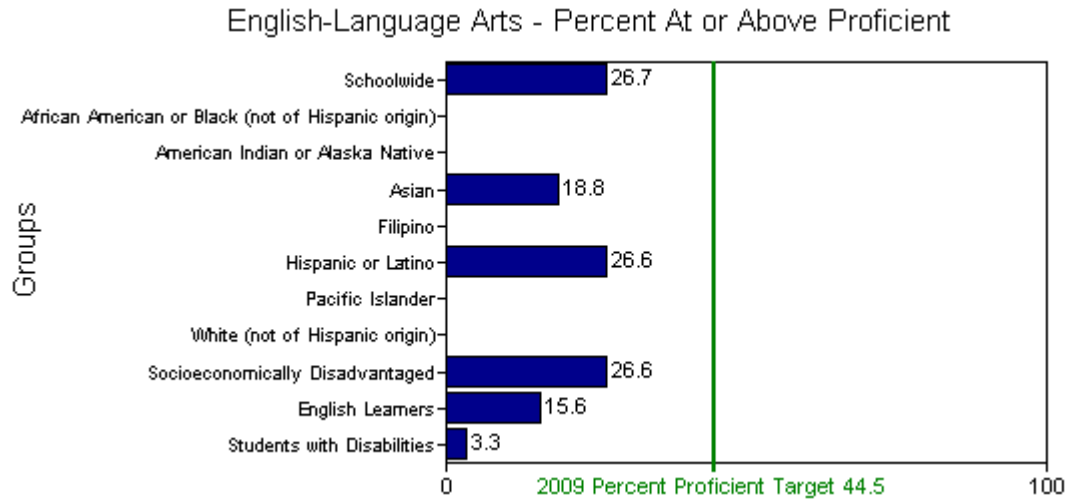| AYP PROFICIENCY LEVEL	Filipino			Hispanic or Latino			Pacific Islander			White		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100			97	97	98	100			100	100	
Number At or Above Proficient	--	--	--	175	187	1	--	--	--	--	--	--
Percent At or Above Proficient			--	27.1	29.4	2.5			--			
AYP Target	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^
Met AYP Criteria	----	----	--	Yes	No	--	----	----	--	----	----	--

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Mathematics Performance By Student Group

AYP PROFICIENCY LEVEL	Socioeconomically Disadvantaged			English Learners			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	97	97	99	97	97	99	97	99	100
Number At or Above Proficient	165	197	1	117	134	114	1	2	6
Percent At or Above Proficient	27.7	31.3	2.7	21	23.9	23.3	1.6	3.6	10.2
AYP Target	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^	26.5* 20.9^	37.0* 32.2^	47.5* 43.5^
Met AYP Criteria	Yes	No	--	Yes	No	No	--	--	--

*=AYP Target for Elementary/Intermediate Schools (2007=26.5%), (2008=37.0%), (2009=47.5%)
^=AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

AYP Line Graph (Bar)-AMO II

Mathematics - Percent At or Above Proficient

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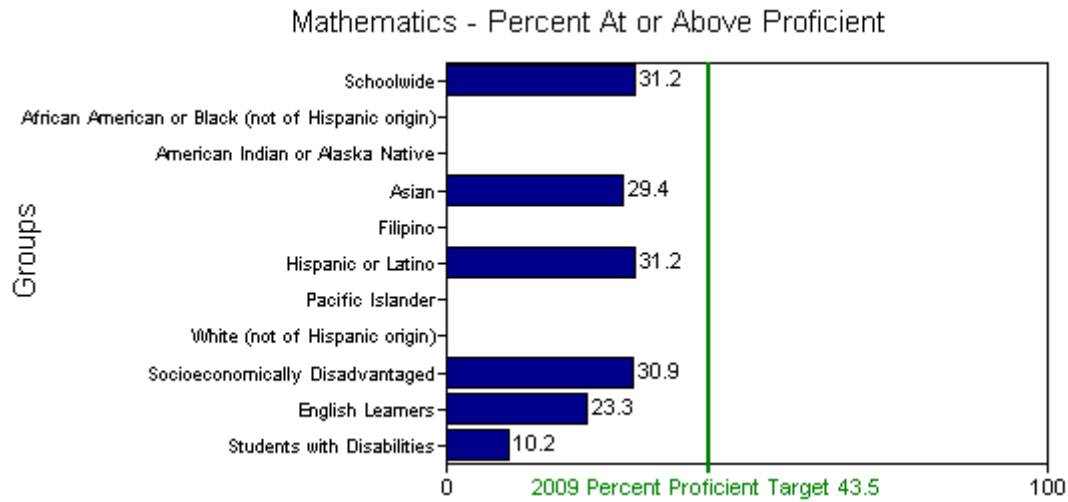
English Language Arts:
Century did not meet the 2009 required target (44.5%) for students performing at or above Proficient either schoolwide (26.7) or for any of the following significant sub-groups: Hispanic/Latino 26.6%   Socioeconomically Disadvantaged 26.6%   English Learners 15.6 %   Students with Disabilities 3.3%   A review of the data clearly indicates an increasing disparity between our students' performance and the annually increasing proficiency targets. This data helped to inform our decision to focus professional development on concrete strategies for differentiated instruction in order to more specifically address the diverse range of ability levels among our students.

Mathematics:
Century did not meet the 2009 required target (46%) for students performing at or above Proficient either schoolwide (31.2%) or for any of the following significant sub-groups: Hispanic/Latino 31.2%   Socioeconomically Disadvantaged 30.9%   English Learners 23.3 %   Students with Disabilities 10.2 %   A review of the above data indicates a significant gap between the annually increasing mathematics proficiency targets and the performance of our students. The mathematics department has worked extremely hard, achieving a rating of "fully implemented" from the SAIT Support Team from OCDE for their data analysis process. Still, however, there is a need to translate the department's substantial efforts to establish a cohesive, standards based curriculum and assessment focus into enhanced student achievement results.   The gap between our special populations students percentages and our schoolwide performance, while still notable in mathematics, is not as substantial as that seen in language arts. With the schoolwide professional development focus on differentiation, we expect that teachers in all content areas will become better able to address the wide range of student ability levels in their classrooms.

Conclusions indicated by the Participation rate criteria in English-Language Arts and Mathematics data:

Century High School successfully achieved the required 95% participation rate for all numerically significant sub-groups in both English Language Arts and Mathematics in 2009. The extensive, well coordinated efforts of our administrative team, counselors, Outreach Consultant, School Resource Officer, teachers, and classified staff contributed to a schoolwide awareness of the assessment schedule and its importance. Our Chat Room Test Awareness program and CAHSEE Problem of the Day also contributed to test awareness on campus.

California High School Exit Exam (CAHSEE) Data (CENTURY)

English-Language Arts		2009		2009		2009	
		Grade 10		Grade 11		Grade 12	
Site		# Passed	% Passed	# Passed	% Passed	# Passed	% Passed
	All	385	59%	95	24%	34	15%
	English Learner	131	37%	65	19%	31	14%
	Special Education	8	11%	10	13%	1	2%

English-Language Arts		2009		2009		2009	
		Grade 10		Grade 11		Grade 12	
District		# Passed	% Passed	# Passed	% Passed	# Passed	% Passed
	All	2,804	70%	456	26%	262	16%
	English Learner	715	41%	326	22%	168	14%
	Special Education	71	23%	36	12%	80	14%

Mathematics		2009		2009		2009	
		Grade 10		Grade 11		Grade 12	
Site		# Passed	% Passed	# Passed	% Passed	# Passed	% Passed
	All	409	63%	105	29%	48	19%
	English Learner	159	46%	46	16%	34	16%
	Special Education	13	22%	5	7%	0	0%

Mathematics		2009		2009		2009	
		Grade 10		Grade 11		Grade 12	
District		# Passed	% Passed	# Passed	% Passed	# Passed	% Passed
	All	3,056	76%	448	29%	268	20%
	English Learner	969	56%	280	24%	220	20%
	Special Education	84	27%	29	10%	28	11%

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Conclusions indicated by CASHEE English-Language Arts & Mathematics:

CAHSEE data in language arts indicates that 59 % of all Century tenth grade students passed this section of the exam, lower than the Districtwide average of 70%. Tenth grade EL students passed the ELA section at a rate of 37%, slightly lower than the District EL rate of 41%. 11% of Century Special Education students passed the ELA section, compared with the District average of 23%. While the success rate for eleventh and twelfth grade students also slightly trails the District rates, the data is generally consistent with District trends for these groups, emphasizing the importance of passing the CAHSEE on the first attempt. Clearly, this data has helped to focus on efforts on enhanced achievement for our special populations students.

Performance on the mathematics section of the CAHSEE also demonstrates a difference in achievement by Century students when compared with districtwide performance. Tenth grade success rate at Century for all students was 63% compared to 76% districtwide. English learners passed the math section at a rate of 46% at tenth grade, compared with 56% across the District. The success rate for grade ten Special Education students at Century was 22% while the District rate was 27 %. Like the ELA section, Century eleventh and twelfth grade CAHSEE students trailed the District rates slightly; however, with the exception of 12th grade Special Education students, the data is generally consistent and establishes a trend of significantly lower success rates for all students who do not pass the test in grade ten.

High School Graduation Rate Data
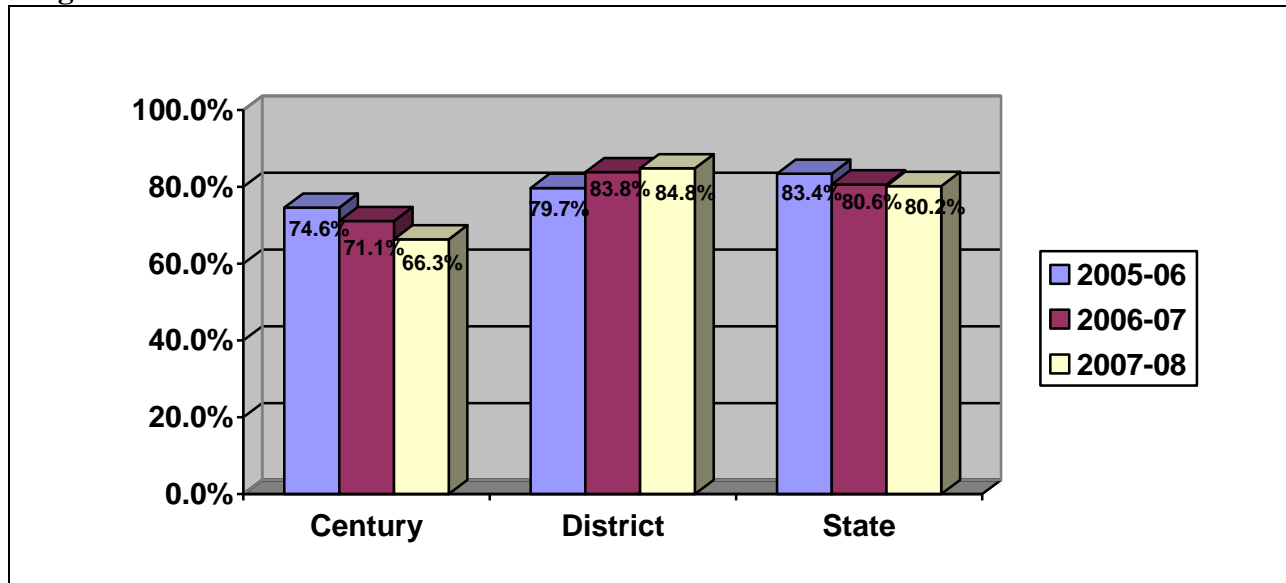
Summarize and make conclusions regarding the school's Graduation Rate (High Schools only):

A review of the above data indicates a continuing decline in graduation rate at Century High School with a gap in the school's performance when compared to both the District rate and the Statewide average. We have established a comprehensive focus on this fundamental aspect of the school's work by refining attendance and accountability processes, expanding math and language arts intervention classes in the master schedule, requiring departmental intervention plans to address core subject D/F rates. In addition, a full-time at risk counselor has been added to assist the Outreach Consultant in working with parents regarding attendance problems, credit deficiency, and poor scholastic achievement. A new Extended Day Learning Opportunities grant, in association with Think Together, will establish an on site credit recovery program in Spring 2010 to provide access to a vehicle for remediating individual academic deficiencies who could not otherwise access existing credit recovery programs currently offered elsewhere in the city. . We believe that the modification of the SAUSD graduation starting with the Class of 2009 provided a path to graduation for a significantly higher number of our students and expect that data for 2009 will reverse the above established trend. The work of all Century stakeholders is focused on demonstrable improvement in this essential area.

California English Language Development (CELDT) Data (Century)

California English Language Development Test (CELDT) Results

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	34	11.00%	57	19.00%	117	39.00%	81	27.00%	9	3.00%	298
10	37	11.00%	57	17.00%	131	38.00%	105	31.00%	12	4.00%	342
11	16	5.00%	46	16.00%	118	40.00%	98	33.00%	17	6.00%	295
12	8	5.00%	33	20.00%	62	39.00%	52	32.00%	6	4.00%	161
Total	95	9%	193	18%	428	39%	336	31%	44	4%	1096

Conclusions indicated by the California English Language Development (CELDT) data:

Century's CELDT indicates that a significant numerical majority 764/1064 (71.8 %) score at the Intermediate or Early Advanced language proficiency levels, while only 44/1064 (4%) achieved advanced proficiency. This trend is generally consistent across all grade levels. This data underscores a significant issue both at Century and throughout the SAUSD: a difficulty in moving our English Learners, even those who have attended District schools for a number of years, to advanced English Proficiency. We expect that the new Keystone level specific intervention program will play an important part in helping some of our long-term EL students to progress in a more timely manner to improved language proficiency.

AMAO I

CELDT Data Year	2008
Number of Annual CELDT Takers	1,096
Number of CELDT Takers Last Year	1,174
Number of Student(s) w/ valid CELDT score	1,095
Number of Student(s) Meet AMAO I	518
Target Percentage	51.6%
Percent Meeting AMAO I	47.30%
Met Target AMAO I	No

AMAO II

CELDT Data Year	2008
Number of Annual CELDT Takers	1,096
Number of CELDT Takers Last Year	1,174
Number of Student(s) w/ valid CELDT score	668
Number of Student(s) Meet AMAO II	156
Target Percentage	30.6%
Percent Meeting AMAO II	23.40%
Met Target AMAO II	No

Conclusions indicated by AMAO I and AMAO II:

47.3 % of Century's English Learners met the required progress goals for AMAO I, falling a few points short of the required target (51.6 %). For AMAO II, 23.4 % of Century's English Learners met the required progress goals missing the established target (30.6 %). We expect that the new Keystone Intensive Intervention curriculum will help our EL students make demonstrable gains in acquiring English, particularly for some of our long term EL students, who have attended District schools for numerous years. We believe that this new level specific Keystone intervention curriculum along with the emerging focus on regular data chats by grade and EL level teams will enhance achievement for our EL students. In addition, our schoolwide professional development focus on differentiation strategies will assist content area teachers in building literacy skills for their EL students.

California Standards Test (**CENTURY**)

English Language Arts

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	645	14%	27%	36%	20%	3%	23%
10	646	22%	23%	34%	18%	4%	22%
11	607	23%	31%	28%	15%	4%	19%

General Mathematics

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	21	48%	48%	5%	0%	0%	0%

Algebra I

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	568	30%	43%	20%	7%	1%	8%
10	97	47%	40%	8%	4%	0%	4%
11	29	41%	48%	3%	7%	0%	7%
EOC	694	33%	43%	18%	6%	0%	6%

Integrated Mathematics I

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	1	*	*	*	*	*	0%
10	1	*	*	*	*	*	0%
11	6	*	*	*	*	*	0%
EOC	8	*	*	*	*	*	0%

Integrated Mathematics II

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
11							0%

Integrated Mathematics III

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
11							0%

Geometry

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	50	6%	56%	28%	8%	2%	10%
10	431	40%	55%	5%	1%	0%	1%
11	127	55%	40%	4%	1%	0%	1%
EOC	608	40%	52%	7%	1%	0%	1%

Algebra II

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	1	*	*	*	*	*	0%
10	106	13%	31%	39%	14%	3%	17%
11	311	52%	32%	14%	2%	0%	2%
EOC	418	42%	31%	20%	5%	1%	6%

Summative High School Math

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
10	4	*	*	*	*	*	0%
11	103	31%	42%	20%	7%	0%	7%
EOC	107	31%	42%	21%	7%	0%	7%

Science- Grade 10 (Life Science)

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
10	639	24%	30%	27%	15%	4%	19%

Biology

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	78	3%	5%	60%	26%	6%	32%
10	539	31%	26%	39%	4%	0%	4%
11	267	25%	26%	38%	8%	3%	11%
EOC	884	27%	24%	40%	7%	2%	9%

Chemistry

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
10	87	10%	26%	59%	2%	2%	4%
11	272	47%	35%	16%	2%	0%	2%
EOC	359	38%	33%	26%	2%	1%	3%

Earth Science

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	558	26%	28%	38%	8%	0%	8%
10	7	*	*	*	*	*	0%
11	11	45%	18%	27%	9%	0%	9%
EOC	576	26%	28%	38%	8%	0%	8%

Physics

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
10							
11	33	0%	3%	55%	33%	9%	42%
EOC	33	0%	3%	55%	33%	9%	42%

Integrated/Coordinated Science I

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
11							
EOC							

World History

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
9	2	*	*	*	*	*	0%
10	642	40%	20%	26%	11%	4%	15%
11	3	10%	0%	0%	0%	0%	
EOC	647	40%	20%	26%	11%	4%	15%

U.S. History

Grade Level	Number	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Total Proficient /Advanced
11	598	31%	20%	31%	15%	3%	18%

Language Arts:
 While the percentages of students scoring below basic and far below basic remains high at all grade levels (grade 9 41%, grade 10: 45 %, and grade 11: 54%), Century was one of only two high schools in the SAUSD to achieve at least a 3% reduction in the schoolwide percentages of students scoring in these two proficiency bands. The combined percentages of students scoring proficient and advanced are grade 9:23%, grade 10:22%, and grade 11: 19% and have shown slight growth. An emerging focus on data driven planning by ELA/ELD teachers should help us to reach the established District goal of at least 10 points growth in CST ELA Scaled Scores.

Mathematics:
The percentages of students scoring below and far below basic remains consistently high across all grade levels and courses; however, the data seem to reflect the intuitive truth that the percentages are significantly lower for students completing a given math course in an earlier grade than for the same course completed by students in a later grade. Proficiency and advanced percentages remain low; however, there also appears to be a slight increase in the number of students scoring Basic, indicating some potential for future movement. The mathematics department is dedicated to achieving the established District goal of 10 points growth on the CST Scaled Score for all students.

Science:
With the notable exceptions of ninth grade biology (32 % proficient and advanced) and physics (51 % proficient and advanced), percentages of students scoring below and far below basic are high, ranging upward from 47% across courses. Proficient and advanced percentages are generally below 10 %. There does seem to be a trend, similar to mathematics, students completing a given course at an earlier grade level significantly outperform students in the same course during a later grade. Revision of common assessments and regular data chats currently emerging in the science department will positively impact student achievement.

Social Studies:
 End of Course CST data in grade 10 World History indicates that 15 % of students achieved proficient and advanced levels, while the percentage of students below and far below basic is 60%. More than one-quarter (26%) of students scored Basic, indicating a sizeable population for targeted growth. Grade eleven US History students achieved proficient and advanced levels at a rate of 18% and 51% were below and far below basic. Nearly one-third (31%) scored Basic, again indicating a large population for potential growth. The department will revise common assessments as a vehicle for mid course modifications during collaboration release time to enhance student learning.

Conclusions from Student Performance Data Summary

Summarize and make conclusions from parent, teacher and student input/surveys:
Needs assessments were conducted to provide the opportunity for all stakeholders at Century to have input in the school plan. Needs assessments were completed in all departments, facilitated by curriculum coordinators. Results were prioritized by the Instructional Leadership Team, a comprehensive group with representation from all school departments. In addition, parents and students provided input through needs assessments as part of the regular School Site Council and ELAC meetings. Updates on the progress of the plan were provided during monthly meetings of all the above groups. The priorities expressed consistently by all groups included the following:

- A need to update campus technology resources to support the following goals:
  - Provide teachers with important tools to enhance both lesson presentation and student engagement
  - Establish mini computer learning centers in math and language arts classrooms to facilitate differentiated learning opportunities for students at all ability levels and to integrate Revolution, CAHSEE language arts and mathematics support software, into classrooms on a regular basis.
  - Ensure that all teachers have access to technology that supports the current District on-line attendance (iCue), gradebook (Pinnacle), and home communication (TeleParent and XTEND) programs in order to communicate efficiently with students and parents regarding student progress, attendance, and behavior.
  - Purchase software programs to enhance systematic support provided for special populations students

  - A desire to organize monthly collaboration time and departmental fall semester collaboration release day agendas to achieve full implementation of the SAIT Essential Program Components and work toward the goal of successfully exiting the SAIT process at the end of the current year.

  - Enhance student achievement for all students with particular emphasis on our special populations students by providing regular access to computer programs that develop literacy and numeracy skills for students with diverse ability levels.
  - A need for professional development in tangible, concrete strategies to differentiated instruction

Based on the data analysis, identify goals for improving student achievement in reading/language arts, English Language Development and mathematics. These shall serve as the core instructional goals of the Comprehensive School Plan.

Goal II1a: Reading /Language Arts
3a.1 The number of students who score "Proficient" or "Advanced" on the English/Language Arts portion of the CST will increase by 6% by June 2010

3a.2 Consistent with SAUSD non-negotiable instructional goals for 2009-10, All students will increase their CST Scale Score in ELA by at least 10 points and 70% of students will receive grades of C or better in language arts by June 2010

Goal II1b: Writing Across the Curriculum

3b.1 The percentage of students passing the ELA Section of the CAHSEE on the first attempt will increase by 6% by June 2010

3b.2 Consistent with SAUSD non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of students will receive grades of C or better in language arts by June 2010

Goal II1c: English Language Development

3c.1 The percentage of EL subgroup students achieving acceptable progress toward AMAO 1 will increase by 10% by December 2010.

3c.2 Consistent with SAUSD non-negotiable instructional goals for 2009-10, 70% of students will receive grades of C or better in their English Language Development course by June 2010.

Goal II1d: Mathematics

3d.1 Consistent with SAUSD non-negotiable instructional goals for 2009-10 all students will increase their CST Scale Score in mathematics by at least 10 points and 70% of students will receive grades of C or better in their math class by June 2010

3d.2 Proficient/advanced percentages will increase by 6% for all numerically significant sub groups by June 2010.

Goal I - Vision and Standards: High Expectations, Culture and Leadership

School Goal:	District Vision:
All staff members will collaborate to plan and implement a cohesive, effective, schoolwid Program Components (EPCs), our Small Learning Communities PI Year 5 Restructuring & Mission statements, student achievement data, and the sound, research-based strategies program in order to achieve the required achievement targets for the second consecutive y academic year.	The Santa Ana Unified School District is recognized as one of the leading American urban school districts. Notable for the achievement of its students, the quality of its teachers and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

Means of Evaluating Progress Toward this/these Goal(s):
- Progress toward full implementation of SAIT EPCs is measured via established quarterly benchmarks and is reviewed with the SAIT District/ School Leadership Team (DSLT) and reported to the SAUSD Board of Education by the OCDE SAIT Support Team.. All EPCs will be fully implemented by June 2010.   - The principal meets twice monthly with the Instructional Leadership Team (ILT) to collaboratively establish and effectively communicate schoolwide instructional protocols and to prioritize areas in need of support within the school community.   - The administrative team regularly visits classrooms to support student learning and to measure fidelity to established instructional processes.   - Century's School Site Council (SSC) includes students, parents, teachers, and staff. The SSC meets monthly to review schoolwide achievement data, establishes annual goals for improvement via the SPSA, and approves categorical expenditures in support of the SPSA.   - The entire Century community continues to be committed to increased communication between and among the school and community as demonstrated by ILT, SSC, ELAC, and PTSA minutes and agendas, TeleParent call logs, and numerous informational meetings and events for parents throughout the school year.   - SLC Team meetings and agendas

Goal I - Vision and Standards: High Expectations, Culture and Leadership

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring/Evaluating Progress	Timeline	Funding Source
1.0 Monitor full Implementation of all Essential Program Components of the SAIT process as a vehicle for sustained school improvement **W3, EPC1-9** **Legend:** **W references appropriate WASC Action Plan goal** **EPC references appropriate SAIT Essential Program Components**	**1.1** The principal will work with the ILT, DSLT, SSC, ELAC, and the school staff to ensure required progress in implementing all SAIT EPCs. **W3, EPC 1-9** **1.2** The principal will facilitate data chats with the faculty and staff, ILT, SSC, and administrative team to communicate progress toward student achievement goals **W3, EPC 6,7,8** **1.3** The ILT will provide important input regarding priorities for modification of schoolwide processes and protocols **W3** **1.4** Implement 9th and 10th grade core subject teams and corresponding professional learning communities. **W1,3** 1.5 Provide a program of ongoing professional development which focuses on strategies to appropriately differentiate access to standards for special populations students. **W2,3, EPC 6** 1.6 Refine and fully implement the 11th and 12th grade Career Pathway Academies by developing the PLC model and accessing the Higher Education Center and appropriate community resources to enhance the career pathway experience. **W 1,3, EPC 7** 1.7 Develop incentives and recognition programs including field trips for student achievement. **W1, 3** 1.8 A Learning Director, at the direction of the principal, plans ,coordinates , and monitors the program of curriculum and instruction and professional development at Century. The LD also assists in developing the master schedule	Principal Administrative Team ILT CCs Teachers Curriculum & Program specialists SLC Coordinators Learning Director	OCDE reports of progress to DSLT and SAUSD Board of Education Administrative Team classroom Walkthroughs ILT agendas and minues Benchmark results in all core subjects API score CST results in core subjects CAHSEE proficiency rates	Ongoing	**1.1 SAIT $15,000** **1.7 SAIT $2,000 ARRA $6,500 EIA-SCE $6,350 Transportation ARRA $5,000** **1.8 EIA-SCE $75,067**

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring/Evaluating Progress	Timeline	Funding Source
2.0 Actively engage students in instruction and implement research-based effective instructional strategies.	2.1 Teachers will implement a wide variety of strategies to appropriately differentiate curriculum to meet the needs for all students (computer learning centers, GLAD, SDAIE, GATE, AVID) **W2, 3, EPC 5,6** 2.2 Teachers will develop daily and unit lesson plans that will be available on a daily basis. **W3, EPC3** 2.3 Teachers will plan and deliver standards-based lessons that actively engage students in the learning in and incorporate appropriately differentiated research-based strategies. **W2,3, EPC 2,3,6,7** 2.4 ELA Literacy Coaches, EL TOSA, and Mathematics Curriculum Specialist will assist teachers in integrating tangible strategies for differentiated instruction and increased student engagement **W 3, EPC 6**	Principal Administrative Team ILT CCs Teachers Curriculum & Program specialists SLC Coordinators AVID Coordinator	OCDE reports of progress to DSLT and SAUSD Board of Education Administrative Team classroom Walkthroughs Benchmark results in all core subjects API score CST results in core subjects CAHSEE proficiency rates	Daily	**2.4 EL TOSA EIA-LEP $115,224 ELA/math specialists SAIT $189,013**
3.0 Fully implement and monitor the WASC Action Plan from spring, 2008.	3.1 All teachers and staff will work collaboratively to ensure the successful implementation of Century's WASC Action Plan through a standards-based instructional program. **W 1-4, EPC 1-9**	All stakeholders	WASC mid-term revisit	Annual progress report	
4.0 Enforce clear and consistent expectations for student attendance and punctuality to ensure an safe, orderly learning environment that is most conducive to student learning.	4.1 After the warning bell signals time to report to second period, all campus entrances will be closed and students will enter the front gate only. After the tardy bell, students arriving late will have their tardy recorded upon entrance. Students with 3 or more tardies will receive detention which must be served within 48 hours. **W2, EPC 2** 4.2 Teachers will keep track of tardies to periods 3-7 and assign detention upon the 3rd tardy. **W2, EPC 2** 4.3 Students who fail to serve assigned detention will be escorted to the after-school detention room or assigned Saturday School. **W2** 4.4 Outreach Consultant and At-risk Counselor work with habitually tardy students and their parents to attempt to resolve difficulties. **W2, 4, EPC 9**	Administration DSOs Outreach Consultant Tardy & Attendance Team All support staff	Student Discipline records Attendance meeting agendas and sign in sheets	Daily	

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring/Evaluating Progress	Timeline	Funding Source
5.0 All students will have access to updated c technology resources through , classroom learning centers, computer labs, library, and other learning locations.	5.1 Mini computer learning centers will be established in all ELA/ELD and mathematics classrooms to provide all students with regular access to Revolution, Chariot, and Kurzweil 3000 software programs as resources for students requiring support with CAHSEE skills and or literacy and numeracy skill development. **W 2, EPC 2,5,6,8, 9** 5.2 Teachers will regularly use technology resources as tools for enhanced lesson presentation and student engagement **W3, EPC 5,6,7, 9** 5.3 Teachers will utilize technology resources to facilitate regular and frequent student writing as well as to access District resources for communicating with parents regarding student attendance, academic progress, assessments, and upcoming school events (iCue, Pinnacle, TeleParent and XTEND). **W 3, 4, EPC 5,9** 5.4 Special Populations students will receive appropriately differentiated access to standards that meets their widely varying needs via software programs that develop literacy and numeracy skills for students of all ability levels **W 2, 3, EPC 5,6,7,8** 5.5 Computer Technician will ensure the smooth operation of computers throughout the campus and in computer labs. **EPC 9**	Administrative walkthroughs ELD/ELA and mathematics teachers ILT SSC Technology Committee Librarian Library Tech Teachers Program Specialist Computer Technicians	OCDE reports of progress to DSLT and SAUSD Board of Education Administrative Team classroom Walkthroughs to monitor implementation of technology Benchmark results in all core subjects API score CST results in core subjects CAHSEE proficiency rates	Daily Semesterly Ongoing	Title I **Goal 5 AARA Technology $138,076.72 SAIT Technolgy $86,000 EIA-LEP $62,043 Site Licenses AARA $25,800** **5.5Computer Installation fee $25,800 AARA**

Goal II - Assessment and Accountability/Data Driven Planning

School Goal:	District Goal:
. As a result of a comprehensive schoolwide focus on systematic assessment and data analysis, Century will achieve its established core curriculum area student achievement goals as stated in goals 3a, 3b, 3c, and 3d for the 2009-10 academic year.	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #5: We will communicate clearly, consistently, responsively, and proactively with all stakeholders.
Means of Evaluating Progress Toward this/these Goal(s):	
- Administrative team walkthroughs determine fidelity to established schoolwide processes - Progress toward identified SPSA core curriculum (Goal 3a-d) student achievement goals for 2009-10 school year. - Minutes and agendas from ILT, department, and SLC, data chats, and/or meetings and collaboration days	

Goal II - Assessment and Accountability/Data Driven Planning

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Timeline	Monitoring	Funding Source
1.0 All Departments and course-alike PLC teams will formalize proceses for common pacing guides, formative benchmark assessments, and performance standards/ rubrics for each course and regularly analyze standardized and benchmark test results in order to modify instruction as needed to ensure student achievement of content standards and Century's ESLRs.	1.1 All departments will collaborate to establish the essential learnings from the standards for each course. **W 2,3 EPC 5,7,8** 1.2 The English/Language Arts and mathematics departments will administer district benchmark assessments according to the district-established timeline and modify instruction as indicated.**W 2,3 EPC 5** 1.3 The science and social science departments will collaborate to finalize and/or fully implement a minimum of two common benchmark assessments per semester, scoring rubrics, and appropriately-differentiated instructional strategies for each course.**W2,3 EPC 5,7,8** 1.4 All departments will engage in regular data chats to identify common areas of strength as well as areas for focused attention by reviewing student work and/or assessments, establish common student achievement goals by departments and course-alike groups; teachers will meet to evaluate the instructional program based on student learning results and test data. CST, CELDT, and CAHSEE results are accessed on *DataDirector* and utilized for student assessment purposes and data-driven instruction.**W 2,3, EPC 7** 1.5 Daily teacher lesson plans, as well as unit and long-range plans, will include the protocols, student achievement goals, and instructional strategies identified through department and/ or course alike collaboration. **W3, EPC 7** 1.6 The refinement of the Senior Exit Portfolio system to better record and monitor individual student progress toward ESLRs and application of academic content standards will continue. **W 2,3 EPC5**	Teachers Departments Department chairs Curriculum & Program specialists SLC coordinators	Monthly Early Release Collaboration meetings Fall semester Collaboration release days Each 6-week grading period Ongoing	Department/ SLC collaboration agendas and outcomes submitted to departmental administrator Administrative Team classroom walkthroughs Local benchmark results Senior Exit Portfolio Rubric results	**2.11, 2.1.3 SAIT $24,000** **EIA-SCE $33,599 2.14 Substitutes SAIT $21,491**

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Timeline	Monitoring	Funding Source
	1.7 Administrators will visit classrooms regularly for the purpose of instructional improvement and to monitor consistent implementation of established instructional protocols. **W 3, EPC 4,5,7** 1.8 SLC teacher teams will review results from CST, Diagnostic CAHSEE, CAHSEE, and CELDT tests to identify students in need of enhanced academic support and develop responsive interventions including paret conferences **W 1,2 EPC 8**	Teachers Departments Department chairs Curriculum & Program specialists SLC coordinators Senior Exit Portfolio Committee	Monthly Early Release Collaboration meetings Fall semester Collaboration release days Each 6-week grading period Ongoing	Department/ SLC collaboration agendas and outcomes submitted to departmental administrator Administrative Team classroom walkthroughs Local benchmark results Senior Exit Portfolio Rubric results	1.8 Testing Rentals (tables/chairs) Title I $4,000 AARA $4,000

Goal IIIa - Reading Across the Curriculum

NCLB Goal I: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.*	

School Goal(s):	**District Goals:**
- The percentage of students who scoring "Proficient" or "Advanced" on the English/Language Arts portion of the CST will increase by 6% by June 2010. - Consistent with the SAUSD established non negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of Students will earn a grade of "C" or better in their ELA or ELD class	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #8: We will assure that all facilities are safe, effective, well-maintained learning environments.
Student Sub-groups Participating in this/these Goal(s):	**Performance Gains:**
- English Learners - Hispanic/Latino - Socioeconomically Disadvantaged - Students with Disabilities	- The percentage of students who scoring "Proficient" or "Advanced" on the English/Language Arts portion of the CST will increase by 6% - Consistent with the SAUSD established non negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points
Means of Evaluating Progress Toward this/these Goal(s):	**Group Data Needed to Measure Academic Gains:**
- District or department benchmark assessments 6-week grades - daily assignments - long-term assignments and projects - quizzes and tests - administrative observations	- CST results - CAHSEE results - District or department benchmark assessment results - Grades (GPA) - Credit accrual

Goal IIIa - Reading Across the Curriculum

Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Alignment of Instruction, Strategies and Materials with Content Standards:	• All ELA/ELD courses are based on the California Content Standards. All ELA courses have common course outlines and pacing charts, as well as benchmarks and assessments **W2.3 , EPC 15,7** • Modification of ELA/ELD pacing guides in spring semester to focus on CAHSEE literacy support and content area reading strategies during the regular school day **W 2 , EPC 5,8** • Additional ELA/ELD teachers hired using QEIA funds will maintain class size at a level that is most conducive to student learning. • All ELA/ELD teachers incorporate daily CAHSEE Problem of the Day to provide regular practice in building comprehension skills **W 2, EPC 8** • Student progress on benchmark assessments, as well as embedded assessments, will be monitored by each ELA/ELD teacher as part of regular data chats **W2,3 EPC 7** • ELA/ELD literacy coaches will assist classroom teachers in developing strategies for building academic literacy skills, appropriately differentiated access to reading standards, and increased student to student interaction to enhance literacy for students at all proficiency levels **W3, EPC 6** • Standards based supplemental reading materials will provide increased experiences with high quality literary texts **EPC 1, 9** • The EL TOSA will work with teachers to implement reading and academic vocabulary strategies for English Learners in English, ELD, and all content areas.**W2, EPC 5,8** • ELA/ELD and content area teachers will establish Word Walls that promote subject specific academic	• Administration • Department chairs • ILT • Teachers • Program and Curriculum specialists	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area	ongoing	**QEIA 23 Teachers and 2 Counselors $2,482,766.53** **Supplemental Texts Title I $4,000 EIA-SCE $5,000 EIA-LEP $44,000 ELA/ ELD novels EIA-LEP $31,000**

Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
	vocabulary acquisition as a tool for enhancing content area **W3**				
Extended Learning Opportunities:	• Administrators and counselors ensure that students who have not passed the CAHSEE are enrolled in CAHSEE support courses **W2, EPC 5,8** • Extended day Learning Opportunities Think Together Grant funds after school tutoring four days each week to provide support for students who experience difficulties acquiring literacy skills **W 2, EPC 2,5,8** • Students whose achievement scores indicate a need for enhanced literacy support will be placed in an additional Holt Strategic or Keystone Intervention class during regular school day **W 2 , EPC 2,8** • ELD students are placed in blocked class periods to support academic literacy skills • Century's library extended hours for students and families to provide tutoring and access to quality texts **W2 EPC 2,5,8** • Comprehensive CAHSEE support plan provides supplemental support in literacy development **W2, EPC 5,8,9** • The library will be equipped with appropriate books, videos, and multiple and varied literacy resources including technology **EPC 1,9**	• Administration • Department chairs • ILT • Teachers • Program and Curriculum specialists • SLC coordinators	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area	Early Dismiss Days; Pull-out/ released days during 1st semester; District benchmark calendar	**Title I** **EIA** **Intervention support $50,047** **Title I**
Increased Access to Technology:	• Mini computer learning centers will be placed in ELD/ELA classrooms with software programs (Revolution, Chariot, Kurtzweil 3000) as resources for literacy skills support in the classroom and enhance the "first teaching" of reading standards to all students **W 2, EPC 2,5,8** • Teachers have access to updated technology resources to enhance lesson presentation, increase student engagement, and utilize District applications to	• Administration • CCs • ILT • Teachers • Program and Curriculum specialists • SLC coordinators	Administrative walkthroughs to monitor use of technology to enhance lesson presentation	Regularly incorporated in all ELA/ELD and mathematics classes ongoing	**ALL Technology included under Goal 1.5.0**

Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
	communicate with parents **W 3, EPC 9** • Computer labs and instructional assistant/computers provide for student access to computers and other technology **W2 EPC 1,9** • Needed software and site licenses will be purchased/renewed • Internet accessibility will be provided in instructional settings throughout the school **W3, EPC 1.9**		Administrative walkthroughs to monitor use of technology to enhance lesson presentation		
Staff Development and Professional Collaboration: **ALL W 3, EPC 6,7**	Two pull-out days per department for staff development and monthly collaboration meetings include literacy development via**:** • Effective strategies for differentiation and increased student to student interaction • Pathways to Academic Literacy(UCI Language Arts Project) • OCDE Keystone Demonstration lessons provided by OCDE • Academic Vocabulary development strategies • Content Area Reading Strategies, including SDAIE and GLAD. • DataDirector and data driven planning to support literacy Teachers may attend outside workshops or conferences designed to enhance student reading/language arts literacy and proficiency	• Administration • CCs • ILT • Teachers • Program and Curriculum specialists • SLC coordinators	Administrative walkthroughs to monitor use of technology to enhance lesson presentation	2 pull-out days for each department	**Collaboration/Planning EIA-LEP $25,000** **Travel and conference Title I - $3000 ARRA - $3000 EIA-LEP- $3000 EIA-SCE - $3000 SAIT - $3000**
Involvement of Parents and Community: **ALL W 4**	• Extended library hours partnership Santa Ana Public Library (SAPL) provides a vehicle for family/community literacy development • Back to School Night Family Book Fair	• Library Media Teacher	SAPL	January-June	

Goal IIIb - Writing Across the Curriculum

NCLB Goal I: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.*	
School Goal(s):	**DistrictGoals:**
- The percentage of students scoring proficient or advanced on the ELA section of the CAHSEE will increase by 6 % by June 2010 - Consistent with the SAUSD established non negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of Students will earn a grade of "C" or better in their ELA or ELD class	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #8: We will assure that all facilities are safe, effective, well-maintained learning environments.
Student Sub-groups Participating in this/these Goal(s):	**Performance Gains:**
- English Learners - Hispanic/Latino - Socioeconomically Disadvantaged - Students with Disabilities	- The percent of students who score "Proficient" or "Advanced" on the English/Language Arts portion of the CST will increase by 6 % - The percentage of students scoring proficient or advanced on the ELA section of the CAHSEE will increase by 6 % - Consistent with the SAUSD established non negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of students will earn a C or better in their ELA or ELD class
Means of Evaluating Progress Toward this/these Goals:	**Group Data Needed to Measure Academic Gains:**
- District or department benchmark assessments 6-week grades - daily assignments - long-term assignments and projects - Curriculum embedded assessments - administrative observations	6-week writing prompts - CST results - CELDT results - District Writing Proficiency results - CAHSEE results - District/Department benchmark test results

Goal IIIb - Writing Across the Curriculum

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Alignment of Instruction, Strategies and Materials with Content Standards: **ALL W2,3 EPC 2,3,5,6,7.8**	. ● All ELA/ELD courses incorporate California ELA and ELD Writing standards, including regular writing assignments across the writing domains. ● Many ELD and Special Education ELA teachers incorporate WRITE Institute units in their instructional planning ● ELA/ELD teachers participate in Pathways to Writing in association with the UCI Language Arts Project ● District Writing Proficiency exams provide a grade level common assessment of student writing during the fall semester ● ELA and ELD Spring Semester pacing charts have been modified to include a CAHSEE a practice essay, scored using the CAHSEE Writing Rubric for tenth grade students ● Senior Exit Portfolio (SEP) projects include multiple content area writing assignments aligned with subject specific standards and ESLRs ● Student progress on benchmark assessments, as well as embedded assessments, will be monitored by each ELA/ELD teacher as part of regular data chats ● ELA/ELD literacy coaches will assist classroom teachers in developing strategies for academic writing skills and appropriately differentiated access to writing standards to	Administration CCs ILT ELD/ELA Literacy coaches Teachers Program and Curriculum specialists SLC coordinators SEP Committee	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST and CAHSEE results SAUSD Area Feeder Pattern Site Visits	1st semester ongoing Monthly 6 week grading periods Semesterly annually	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
	enhance literacy for students at all proficiency levels • The EL TOSA will work with teachers to implement writing and academic vocabulary strategies for EL students in ELA, ELD, and all content areas.	English Learner TOSA	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST and CAHSEE results SAUSD Area Feeder Pattern Site Visits	ongoing	
Extended Learning Opportunities: **ALL W 2,3, EPC 2,5,6,7,8**	• Administrators and counselors ensure that students who have not passed the CAHSEE ELA section are enrolled in CAHSEE support courses • Extended day Learning Opportunities Think Together Grant funds after school tutoring four days each week for students who experience difficulty achieving writing standards • Additional Keystone Intervention and Holt Strategic support classes provide literacy skill s support based on achievement data during the regular school day. • ELD students are placed in double class periods to provide additional instructional time to focus on academic literacy skills. • Comprehensive CAHSEE support plan, including multiple practice essays that incorporate CAHSEE rubric • The library will be equipped with multiple and varied resources including technology to support the completion of student research papers.	Administration CCs ILT Teachers Program and Curriculum specialists SLC coordinators Library Media Teacher	SAUSD Writing Proficiency Results SEP rubrics Library schedule of class visitations	ongoing ongoing	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Increased Access to Technology: **ALL W 2,3,4 EPC 1,5,8,9**	• Mini computer learning centers will be placed in ELD/ELA classrooms with software programs (Revolution, Chariot, Kurtzweil 3000) as resources for literacy skills support in the classroom and enhance the "first teaching" of writing standards to all students • Teachers have access to updated technology resources to enhance lesson presentation, increase student engagement, and utilize District applications to communicate with parents • Computer labs and instructional assistant/computers provide for student access to computers and other technology • Needed software and site licenses will be purchased/renewed • Internet accessibility will be provided in instructional settings throughout the school	Technology Team Instr Assistant, computers Teachers	Ongoing	
Staff Development and Professional Collaboration: **ALL W 3, EPC 6**	• ELA/ELD Curriculum Coordinators will receive Cognitive Coaching professional development to expand their role as instructional leaders • All ELA/ ELD teachers will have completed AB 466 professional development by June 2010 • SAIT Support staff from OCDE are providing demonstration lessons for ELA/ELD teachers using new Keystone Intervention curriculum • Two pull-out days per department for staff development and monthly collaboration meetings include support for writing skills via: • SDAIE academic writing strategies • Academic Vocabulary development strategies as a vehicle for improved writing • Active student engagement strategies • DataDirector and data driven planning to plan and modify writing instruction • WRITE Institute strategies for special populations students • Pathways to Writing (UCI writing Project) • OCDE Keystone Demonstration lessons	District Administration CCs Curriculum Specialists Program Specialist	1st semester ongoing	**OCDE EIA-LEP $8,000**

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
ALL W 3, EPC 6	• Teachers may attend outside workshops or conferences designed to enhance student writing/ literacy and proficiency				
Involvement of Parents and Community: **ALL W 4**	• Sustained parent participation as members of Century's ELAC • Century's extended library partnership provides a resource for student and family literacy	EL TOSA Library Media Teacher Library Assistant	1st semester ongoing	

Goal IIIc - English Language Development

NCLB Goal I: *All limited English students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.*	
School Goal(s):	**District Goals:**
• The percentage of English Learners achieving the required progress on the CELDT to meet AMAO I targets will increase by 10 % on the 2010 CELDT administration • Consistent with SAUSD established non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by a minimum of 10 points and 70% of EL students will earn a grade of C or better in their ELD or ELA class.	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #8: We will assure that all facilities are safe, effective, well-maintained learning environments.
Student Sub-groups Participating in this/these Goal(s):	**Performance Gains:**
• English Learners • Hispanic/Latino • Socioeconomically Disadvantaged • Students with Disabilities	• The percentage of students in the English Learner (EL) subgroup who achieve proficiency on the English/Language Arts portion of the CST and CAHSEE will increase by 6% • The percentage of English Learners achieving the required progress on the CELDT to meet AMAO I targets will increase by 10 % • Consistent with SAUSD established non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by a minimum of 10 points
Means of Evaluating Progress Toward this/these Goal(s):	**Group Data Needed to Measure Academic Gains:**
• District or department benchmark assessments • 6-week grades • daily assignments • long-term assignments and projects • quizzes and tests • administrative observations	• CST results • CELDT results • District Writing Proficiency results • CAHSEE results • District/Department benchmark test results

Goal IIIc - English Language Development

Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Alignment of Instruction, Strategies and Materials with Content Standards: **ALL W 2,3 EPC 2,5 8, 9**	• All ELA/ELD courses are based on the California Content Standards. All ELA/ELD courses have common course outlines and pacing charts, as well as benchmarks and assessments. • The EL TOSA monitors EL student placement processes closely working with the counselors to ensure appropriate placement • Additional Core subject teachers hired in ELA/ELD using QEIA funds will maintain class size at a level that is most conducive to student learning. • The EL TOSA monitors the academic progress of RFEP redesignated students to facilitate access to necessary support and intervention • Modification of ELA/ELD and Mathematics pacing guides in spring semester to focus on CAHSEE support and strategies in the regular school day • All ELA/ELD teachers incorporate daily CAHSEE Problem of the Day as part of their classroom instruction to support academic literacy skills for EL students • The EL TOSA facilitates the distribution and analysis of CELDT data to ensure awareness of appropriate differentiation strategies • Many ELD teachers incorporate WRITE Institute strategies in their instructional planning • Student progress on benchmark assessments, as well as embedded assessments, will be monitored by each ELA/ELD teacher as part of regular data chats • ELA/ELD literacy coaches will assist classroom teachers in developing strategies for academic language development, appropriately differentiated access to standards, and increased student to student interaction to enhance academic literacy for EL students at all proficiency levels	EL TOSA English/ELD Literacy Coaches CCs Teachers Administration	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area Feeder Pattern Site Visits	1st Semester Ongoing	Instructional Materials Title I $4,980 Testing Dues, Participation Fees EIA-Lep $3,000
Extended Learning Opportunities:	• Administrators and counselors ensure that students who have not passed the CAHSEE are enrolled in	EL TOSA English/ELD Curriculum	District Benchmark results Curriculum embedded	ongoing	

Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
ALL W 2, 3 **EPC 2, 5, 7,8**	CAHSEE support courses • Extended day Learning Opportunities Think Together Grant funds after school tutoring four days each week • Keystone Intervention and Holt Strategic support classes provide skill specific support based on achievement data. • ELD students are placed in double class periods to provide time for academic literacy development • Comprehensive CAHSEE support plan, including literacy skills support for students at diverse ability levels • The library will be equipped with appropriate books, and multiple and varied resources including technology to support academic language development	Specialist Title I Specialist Department chairs Teachers Administration	assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area Feeder Pattern Site Visits	ongoing	
Increased Access to Technology: **ALL W2,3 EPC 1,8,9**	• Mini computer learning centers will be placed in ELD/ELA classrooms with software programs (Revolution, Chariot, Kurtzweil 3000) as resources for literacy skills support in the classroom and enhance the "first teaching" of standards to all students • Teachers have access to updated technology resources to enhance lesson presentation, increase student engagement, and utilize District applications to communicate with parents • Computer labs and instructional assistant/computers provide for student access to computers and other technology • Needed software and site licenses will be purchased/renewed	Technology Committee Computer Techs Teachers	District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area Feeder Pattern Site Visits	ongoing	
Staff Development and Professional Collaboration:	• ELA/ELD Curriculum Coordinators will receive Cognitive Coaching professional development to expand their role as instructional leaders	District Administration		1st semester	**Collaboration**

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Description of Objectives to Meet Site Goal(s)	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
ALL W 3, EPC 6	• All ELA/ ELD teachers will have completed AB 466 professional development by June 2010 • SAIT Support staff from OCDE are providing demonstration lessons for ELA/ELD teachers using new Keystone Intervention curriculum Two pull-out days per department for staff development and monthly collaboration meetings include support English proficiency by: • Effective strategies for differentiation and increased student to student interaction • SDAIE and GLAD strategies • Academic Vocabulary development strategies • Content Area Reading Strategies • Active student engagement strategies • DataDirector and data driven planning as tools to support and assess EL students • WRITE Institute strategies • Pathways to Writing (UCI writing Project) • OCDE Keystone Demonstration lessons for ELD/ELA teachers Teachers may attend outside workshops or conferences designed to enhance student reading/language arts literacy and proficiency	CCs Curriculum Specialists Program Specialist WRITE Institute trainers	ongoing	**SAIT $17,207**
Involvement of Parents and Community: **ALL W 4**	• Active parent participation and membership in Century and district English Learner Advisory Committee (ELAC and DELAC) • Century Extended library hours partnership with SAPL as a resource for student and family literacy development • PIQE Parent Academy	EL TOSA Library Media Teacher	1st semester ongoing	

Goal IIId - Mathematics

NCLB Goal I: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.	

School Goal:	**DistrictGoals:**
• The number of students in all numerically significant subgroups who score "Proficient" or "Advanced" on the Mathematics portion of the CAHSEE will increase by 6% • Consistent with SAUSD established non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in mathematics by a minimum of 10 points and 70% of all students will earn a grade of C or better in their mathematics class.	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #8: We will assure that all facilities are safe, effective, well-maintained learning environments.
Student Sub-Groups Participating in this Goal:	**Performance Gains:**
• English Learners • Hispanic/Latino • Socioeconomically Disadvantaged • Students with Disabilities	• The number of students in all numerically significant subgroups who score "Proficient" or "Advanced" on the Mathematics portion of the CAHSEE will increase by 6% • Consistent with SAUSD established non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in mathematics by a minimum of 10 points and 70% of all students will earn a grade of C or better in their mathematics class.
Means of Evaluating Progress Toward this Goal:	**Group Data Needed to Measure Academic Gains:**
• District or department benchmark assessments • 6-week grades • daily assignments • long-term assignments and projects • quizzes and tests • administrative observations	• CST results • CELDT results • District Writing Proficiency results • CAHSEE results • MDTP data analysis (CSU Fullerton) • Common course projects and written summaries • District/Department benchmark test results

Goal IIId - Mathematics

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Alignment of Instruction, Strategies and Materials with Content Standards: **ALL W 2,3 EPC 2,5,6,7,8**	• All Century High School mathematics courses are based on California Content Standards. Courses within the department have common course outlines and pacing charts, as well as benchmarks and assessments. • All math teachers implement MDTP course readiness exams and modify strategies and pacing as indicated to meet to needs of all students • Additional math teachers hired using QEIA funds will maintain class size at a level that is most conducive to student learning. • Standards based supplemental instructional materials, including manipulatives, will be incorporated regularly into classroom activities in all courses • Math course alike teacher teams will continue their ongoing data analysis processes as a vehicle for modification of the instructional program and enhanced student achievement • Part-time GEARUP tutors will work with Algebra I teachers to facilitate small group classroom learning activities • Course-alike groups in the math department will develop and implement standards-based student projects which emphasize practical hands on applications of course content standards	Math Curriculum Specialist Math teachers Administration	MDTP results District Benchmark results Curriculum embedded assessments Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area Feeder Pattern Site Visits	6-week grading periods semesterly ongoing	**Supplemenatal Instructional materials Title I $4,000 SAIT $44,000**
Extended Learning Opportunities:	• Students who have not passed the CAHSEE will be enrolled in CAHSEE Preparation/Review courses. • Extended day Learning Opportunities Think Together Grant funds after school tutoring four days each week	• Math CC • Math Coach • EL TOSA • Math teachers	MDTP results District Benchmark results Curriculum embedded assessments	6-week periods semesterly ongoing	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
	• Many mathematics teachers tutor their students before/after school and or at lunch • Instructional Assistants are assigned to math classes to support Special Education students • Comprehensive CAHSEE support plan, including intensive math support boot camps before each administration	Administration Math Coach Special Education Case Carriers	Administrative Walkthroughs CST, CELDT and CAHSEE results SAUSD Area Feeder Pattern Site Visits	ongoing	
ALL W 2, EPC 2, 5,8					
Increased Access to Technology: **ALL W 2,3, 4 EPC 1, 8,9**	• Mini computer learning centers will be placed in mathematics classrooms with a software program (Revolution), as resources for numeracy skills development and CAHSEE support in the classroom and enhance the "first teaching" of math standards to all students • Teachers have access to updated technology resources to enhance lesson presentation, increase student engagement, and utilize District applications to communicate with parents • Computer labs and instructional assistant/computers provide for student access to computers and other technology • Needed software and site licenses will be purchased/ renewed • Internet accessibility will be provided in instructional settings throughout the school	Technology Committee Computer Techs Teachers	Walkthroughs to monitor Use ofclassroom technolgy	ongoing	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Staff Development and Professional Collaboration: **ALL W3, EPC 5,6,7**	Two pull-out days per department for staff development and monthly collaboration meetings include: • Effective strategies for differentiation and increased student to student interaction • SDAIE strategies • GLAD strategies • AB466 • MDTP Course Readiness (CSU Fullrton) • OCDE Keystone Demonstration lessons • Academic Vocabulary development strategies • Content Area Reading Strategies • Active student engagement strategies • Grading & alternative assessment • DataDirector and data driven planning • Professional Learning Communities • The Math Curriculum Specialist will facilitate professional development opportunities focusing on strategies for appropriate differentiation Teachers may attend outside workshops or conferences designed to enhance student reading/language arts literacy and proficiency	Math Coach EL TOSA Math teachers Administration	Fall semester, Monthly ongoing	**EIA-SCE $25,000**
Involvement of Parents and Community: **ALL W4**	• Counselors meet with parents and students who are deficient in credits and or failing classes • MDTP results are sent home to parents, signed, and returned	Math Coach Counselors Math teachers Administration	ongoing	

Goal IV - Student Support: Interventions for Learning

School Goal:	District Goals:
- A comprehensive system of student support services will enhance student learning at Century High School and lead to an annual increase of 5% in the number of students successfully completing all requirements for graduation. - The standards-based curriculum and aligned instruction will be supported with academic and social interventions and support programs, including English/Language Arts and Math CAHSEE Support classes and academic tutoring in all departments. - Century's Higher Education Center (HEC) provides information and support for students and parents to ensure that students meet deadlines and requirements for college/university entrance and financial assistance. - Special Education teachers work with regular education teachers to ensure an appropriate placement and program for special needs students. - Special populations students are served through differentiated instruction in the regular education program as well as through ROP electives.	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #8: We will assure that all facilities are safe, effective, well-maintained learning environments.
Means of Evaluating Progress Toward this/these Goal(s):	
- Improved graduation rates 6 week grade reports - Monthly actual daily attendance rates - Core subject D/F rates - Annual rates of Suspensions and expulsions - PostSecondary Senior Srveys - Participation in PSAT.SAT, EAP,ACT Tests - FAFSA and Cal Grant participation - Community College Placement tests participation rates - GEARUP grant progress	

Goal IV - Student Support: Interventions for Learning

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring Progress	Timeline	Funding Source
The progress of English learners will be carefully monitored by the EL TOSA. Students will receive differentiated instruction based on their specialized learning needs. **ALL W 2,3,4 EPC 5,7**	• The EL TOSA will guide classroom teachers in providing differentiated instruction for English learners, based on CELDT-derived language proficiency levels. • The EL TOSA will work with all teachers, counselors, administrators, and parents to provide appropriate program placement and modify this placement based on the performance of individual students.	EL TOSA Administration Classroom teachers Counselors	Improved graduation rates 6 week grade reports Monthly actual daily attendance rates Core subject D/F rates Annual rates of Suspensions and expulsions Participation in PSAT.SAT, EAP,ACT Tests FAFSA and Cal Grant participation Community College Placement tests participation rates GEARUP grant progress reports	Ongoing	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring Progress	Timeline	Funding Source
Counselors and Outreach Consultants provide for frequent grade and credit checks, and for face-to-face academic counseling for students who have credit deficiencies, as well as their parents.	• Provide face-to-face counseling for students (and their parents) who are not earning credits or passing their classes, or who simply require additional support in order to succeed. • Frequent grade and credit checks will help guide students toward high school graduation and college readiness and post-secondary options	Administration Counselors Outreach Consultant Higher Education Center Program Specialist		Ongoing	**Supplemental Counseling Title I $10,484 EIA-SCE $15,000**
The Higher Education Center (HEC) Specialist provides information and support for students and parents to ensure that students meet deadlines for college entrance examinations, college applications, and financial aide application.	Provide a comprehensive resource center for students at all grade levels and their parent regarding college preparation and readiness, available outreach programs and TRIO programs, required tests, application processes, scholarships and financial aid resources. Also, coordinate annual information events.	Higher Education Center Program Specialist		August-June	**Title I HEC Specialist and 2 Counselors $276,803**
Enroll students who have not yet passed the CAHSEE in 1st or 8th period CAHSEE preparation classes through the Santa Ana College BRIDGE Program.	Students will be identified and counseled into these CAHSEE courses and their progress will be monitored by the BRIDGE class teacher, counselors, and administration. CAHSEE support classes have also been incorporated into the regular school day schedule	BRIDGE Teachers Administration Counselors		Fall & Spring	
The progress of students toward mastery of standards will be closely monitored by teachers and counselors. Teachers will refer students who are not making adequate progress to the Outreach Consultant and At-risk counselor.	Teachers and counselors will monitor the progress of students toward mastery of academic content standards and will collaborate with other teachers in course-alike groups or SLCs, and with support staff and administration, to provide intervention strategies for students who may be struggling.	Teachers Counselors Administration Curriculum & Program Specialists Outreach Consultant At risk Counselor		ongoing	**Outreach Consultant EIA-SCE $57,042**

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring Progress	Timeline	Funding Source
Hold targeted, academic tutoring before and/or after school for students who are not achieving proficiency according to formative assessments, such as benchmarks and teacher-made standards based assessments	After school tutoring includes a peer tutoring component and is now administered through our Extended Day Learning Opportunities grant. .Parents and students will be informed of the critical need for students to participate in after school tutoring in order to achieve proficiency on benchmarks.	Administrative Team CCs Curriculum Specialists Administration	Tutoring attendance sheets	Fall	**Instructional Materials AARA $6,350**
Provide concrete enrichment activities that will help build prior knowledge and make the standards-based learning more comprehensible by scaffolding the enrichment experience to the actual standard under study.	Opportunities for student exposure and growth outside the classroom are valued for their potential impact on students' cognitive foundation for learning. Study trips to museums, colleges & universities, and other locations will be planned for students who need to build experiential knowledge and background. English learners, special education students, AVID students, leadership students, college prep, honors, gifted, and advanced placement students will all benefit from this commitment.	AVID Coordinator AVID teachers CCs ILT ILT Administration	AVID Certification Process	Ongoing	**AVID Tutors EIA-SCE $10,000 Transportation EIA-SCE $7,650 EIA-LEP $5,000 Testing participation fees Title I $100 EIA-SCE $8721**
Establish an on-site credit recovery program as a vehicle to address obstacles to graduation	In association with Think Together, our Extended Day Learning Opportunities grant administrator, we will establish an onsite credit recovery program to offer classes needed to successfully complete the requirements for graduation	Administrative Team, Counselors, Teachers	Improved graduation rates	Spring Semester	**Instructional Materials AARA $6,375**
Assist students and their parents with the complex issues regarding college readiness, required tests, college applications (including student financial aide), and actual enrollment	Century will maintain a Higher Education Center (HEC) and full-time HEC Specialist who will work with students from grades 9-12, focusing on grade level-appropriate information sharing and actual assistance in the college readiness and complex admission processes.	HEC Specialist Administration	Senior Post-Secondary GearUP Surveys	Fall Ongoing	**Title I HEC and 2 Counselors $276,803**

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring Progress	Timeline	Funding Source
Provide career-based learning opportunities for students through the resources of the Career Center and the Regional Occupational Program's (ROP) Career-Technical Education electives.	Students have the opportunity to participate in a wide range of CTE courses both on campus and at sites established by the Central Orange County ROP program. In addition, students can apply to participate in Project Self, Career Beginnings, and Success Bound-mentorship.programs that facilitate the transition to the expectations of career and workplace	Career Center Technician ROP Admin Teachers	CTE course enrollment	Fall Spring Ongoing	

Goal V - Parent and Community: Partnerships for Student Learners

School Goal:	District Goal:
Since parents are our students' first teachers, Century High School will work to build a strong, informed, and productive partnership between the school and parents to increase student motivation and ensure academic success for all students.	Goal #6: We will promote and develop positive relationships with all segments of the community, in order to foster open communication, accessibility, and pride in the schools.

Means of Evaluating Progress Toward this/these Goal(s):
- Parent Participation in PTSA, SSC, ELAC, PIQE Parent Academy and booster groups as demonstrated by sign in sheets   - Attendance at Back to School Night, Open House, and Schoolwide Informational Events and meetings.

Goal V - Parent and Community: Partnerships for Student Learners

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Parent Institute for Quality Education (PIQE) will hold 9-week parent education workshop on the Century campus to expand parent awareness of educational processes, expectations, outcomes, and post-secondary options. **ALL W 4**	Meet with PIQE Executive Director and plan dates and strategies for enrolling parents. Identify locations for workshops to take place in the morning and in the evening. PIQE will contact and enroll parents with the school's support. Encourage parents who complete the PIQE training to become actively involved in the education of their children at Century High School.	PIQE leadership Title I Specialist Principal	Meeting attendance sheets PIQE graduation Ceremony Parent membership in ELAC SSC and PTSA Parent participation in WASC and other school improvement process Padres Promotores membership Open House and Back to School Night Attendance	Jan-March Ongoing	Think Together Grant

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
Encourage parents to place their names on ballots for leadership roles such as School Site Council, English Learner Advisory Committee (ELAC), PTSA, and booster clubs.	Century's School Site Council consists of 16 members, four of whom are parents. The Title I Specialist will ensure a fair and inclusive nomination process and will place names of all interested and nominated parents on a ballot whenever there is a parent vacancy, under the direction of the School Site Council leadership. Vacancies are determined by the Century SSC By-laws. 4 members of the 16-member SSC will be parents.	Title I Specialist SSC Chair ELAC Chair Administration		Ongoing	
Hold parent-teacher-student conferences for students in the 9th and 10th grade academies.	SLC Teams in grades 9 and 10 will meet to conduct parent-student conferences with coordination by the SLC coordinators.	SLC Coordinators Team leaders Teachers Counselors Administration	Attendance sheets	Fall Spring semesters	**Substitutes EIA-SCE $8,559**
Teachers and administrators will communicate frequently with parents regarding academic and attendance problems in an appropriate home language.	• TeleParent will provide for frequent and regular communication between school and home, especially for positive notices home about student achievement or behavior. • Teachers, counselors, administrators, and the Outreach Consultant will hold frequent and ongoing meetings with parents and students who are not meeting academic proficiency standards. • Flyers, brochures, and handbooks for school programs • All school home communication translated appropriately	Outeach Consultant Counselors Administration		Ongoing	**Instruction materials EIA-LEP $26,961**
Counselors, Outreach Consultant, and Higher Education Center Coordinator will hold parent meetings and events to inform and involve parents about attendance, academic progress, progress toward graduation, and post-secondary options and opportunities	Meetings target parent groups for enhanced awareness of educational processes in order to serve as a catalyst for improved attendance, academic achievement, school behavior, and to establish goals for post-secondary opportunities	Counselors Outreach Consultant Higher Education Center Coordinator	Attendance sheets	Ongoing	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
The Century library will extend its hours and services to students, families and the community in a joint agreement between the City of Santa Ana and the SAUSD.	Through an established partnership with the City of Santa Ana Public Library, the library at Century High School will hold extended hours as a resource for extended day learning activities for students as well as a vehicle to promote and develop family literacy skills.	Century LMT Public library District librarian		January-June	
Parents will be encouraged to create and participate in booster clubs and other support groups that support the co-curricular and extra-curricular opportunities for students.	Booster clubs and other support groups for Model United Nations (MUN), Cheerleading, football and other sports, and others provide opportunities for parents and community groups to become directly involved in the interests of students, while adding value to these opportunities for students. In return parents become deeply involved in planning and implementing club goals and activities; those parents were active in our booster groups and, ultimately, served as leaders within our school community.	Teacher sponsors Parents Community groups Business partners Student Activities Administration	Parent participation in campus booster groups	ongoing	

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Goal VI - Staff Development: Strategies to Achieve Standards

School Goal:	DistrictGoals:
Century High School will implement an ongoing, consistent, and comprehensive staff development plan for all staff members. Based on student achievement data that indicate the majority of Century students are achieving at very low levels of proficiency on the reading, writing, and math portions of standardized tests, **the primary focus of professional development will be on providing the Century teaching staff with tangible examples of effective strategies for differentiated instruction in order to more adequately address the wide range of student ability levels in our classrooms.** Student achievement and English proficiency will be raised through faithfully implemented instructional strategies and lesson protocols in all classrooms, disciplines, and at all grade levels Additional, targeted support will be provided to new teachers and those who are not yet fully credentialed.	Goal #7: We will recruit, select, and retain caring, competent, and qualified staff. Goal #4: We will use resources efficiently and strategically to support District goals.

Means of Evaluating Progress Toward this/these Goal(s):

- Administrative walkthrough to determine implementation of identified focus strategies
- Progress toward established student achievement goals identified in SPSA
- Core subject D/F rates

Goal VI - Staff Development: Strategies to Achieve Standards

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
1.0 Century teachers will practice a schoolwide focus on *writing across the curriculum.* **ALL W 3, EPC 5,6,7**	Collaboration time will be set aside to review, revise, and refine common, standards-based writing prompts for each course. Collaboration time will include developing appropriate rubrics, holistic scoring, and prompt writing.	CCs Teachers Program & Curriculum specialists Administration	Adminisrative walkthroughs Area feeder pattern site visit debriefing sessions Quarterly reports of progress by SAIT Support providers from OCDE to SAUSD Board of Education Impact on student learning as evidenced by results on standardized tests (CST, CAHSEE< CELDT)	1 per semester	
2.0 In order to enhance their skills as instructional leaders, Curriculum Coordinators will participate in **Cognitive Coaching protocols training**	Department Chairs will complete Cognitive Coaching training in order to facilitate reflective instructional conversations with their department teachers as a vehicle for site driven professional development centered on improved classroom instruction	Administrative Team Curriculum Coordinators		January and ongoing	**SAIT $20,000**

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
3.0 Classroom instruction will reflect a schoolwide emphasis on *active student engagement in the learning.* Student engagement will also be contingent upon differentiated instruction for specific populations.	Teachers will develop daily lesson plans that follow the course pacing chart while providing for differentiation for special populations as well as professional decisions such as the use of multiple and varied resources, lesson approach (direct teaching, Inductive, Deductive, Small Group, Whole Group, etc.). Department staff development will include presentations and time to collaborate on this lesson planning process.	CCs Curriculum & Program Specialists Administration	Admistrative Walkthroughs to monitor Implementation	ongoing	
4.0 Teachers will work in *Professional Learning Communities (PLCs)* to closely monitor the achievement of individual students in order to provide for both intervention and enrichment, as needed.	Staff development will include implementing and practicing the Professional Learning Communities model of Dr. Richard DuFour. In addition teachers will work together in PLCs to monitor and intervene for students in the 9th and 10th grade Smaller Learning Communities (SLCs), and in the e-Business and TEACH academies. Teachers and staff will prepare for broading Century's SLC approach by identifying "Career Pathways" for students in grades 11 and 12. Course-alike collaboration will ensure a clear understanding of— • What students should master (standards) • How student success will be measured (benchmarks), and • What will the intervention process be for those students not demonstrating proficiency?	SLC Coordinators Teachers CCs Administration Program and Curriculum Specialists	Meeting and minutes	Ongoing	
5.0 Smaller Learning Communities (SLC) will focus on common expectations for all students.	• Reading across the curriculum • College readiness (counselors) • Cross-curricular teaching • Effective teaching/learning strategies	SLC Coordinators Teachers CCs Program and Curriculum Specialists	Annual report by Public Works Inc.	Semesterly	

Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Monitoring	Timeline	Funding Source
6.0 Staff Development will include training on **observable and Effective strategies for differentiation** as a tool to provide appropriate access to standards for Century's special populations students	A review of the school's achievement data indicates a strong need to improve instruction for Century's special populations students. To that end, we have established a focus on providing teachers with observable examples of strategies for differentiation. Fidelity and implementation will be monitored by administrative walkthroughs on a regular basis.	CCs Curriculum Specialists Literacy Coaches Program Specialist Administration		Fall Ongoing	Title I EIA AARA SLC Grant District
7.0 Administrative Team and Century Teachers will participate in SAIT process mandated workshops and trainings (**AB466 and 472**) for teachers and **AB430** for administrators and in order to increase student achievement of standards	6.1 English intervention training (AB466) 6.2 SB472 training for math teachers 6.3 Holt Geometry workshop 6.4 Keystone Intervention curriculum demonstration lessons facilitated by OCDE 6.5 Monthly new teacher meetings	Principal ILT Teachers CCs Curriculum & Program specialists OCDE SAIT support staff SLC Coordinators		Fall Monthly Semesterly Annually	Title I EIA AARA SLC Grant District

Goal VII – Quality Education Improvement Act

School Goal:	District Goal:
Century will continue to demonstrate acceptable annual progress toward QEIA goals in it's report submitted to SAUSD QEIA Director	Goal #1: We will equip students to achieve their highest academic potential. Goal #2: We will assure that students are prepared to succeed in higher education and to accomplish their life goals. Goal #3: We will offer rigorous and outstanding learning opportunities and will be aligned with state standards and federal guidelines. Goal #4: We will use resources efficiently and strategically to support District goals. Goal #5: We will communicate clearly, consistently, responsively, and proactively with all stakeholders.

Means of Evaluating Progress Toward this/these QEIA Goal(s):
Annual progress report to SAUSD QEIA Director demonstrating annual progress toward Explicit QEIA goals including: - academic achievement improvement   - improved attendance and graduation rates;   - highly qualified and experienced teachers   - counselors (high school only);   - professional development for teachers and paraprofessionals;   *Williams* settlement compliance   - class size reduction.

Means of Evaluating Progress Toward Goal(s):

Beginning in the 2008–09 school year, the first year of full implementation, the site shall be evaluated on its progress toward meeting each of these program requirements. Successful implementation will require the site to make 1/3 progress toward each improvement goal in each of the first three years with 100% compliance required by the end of the third year of full funding (2010–11).

- Each teacher must meet the Highly Qualified Teacher Requirements of No Child Left Behind and each administrator must have exemplary qualifications.
- Maintain a teaching staff with at least average teaching experience of the district which is fixed at 7.3 years at the high school level.
- Exceed API growth targets averaged over the first three years of full implementation (2008–09, 2009-10, and 1010-11 school years) and continue meet or exceed them annually each school year thereafter.
- Create a 7–year professional development plan that provides an average of forty hours of professional development to **all teachers** and instructional **paraprofessionals** each year, made available by the district and/or site council based upon the results of the Academic Program Survey (APS).
- Meet all requirements of the *Williams* settlement on a yearly basis.
- On or before the first three years improve the monthly attendance rate for the site.
- On or before the first three years improve Century's graduation rate.
- Lower the pupil-to-counselor ratio to 300:1 with highly-qualified counselors who hold a Pupil Personnel Services Credential with a specialization in counseling.
- Conduct an academic review process that includes the elements required of School Assistance and Intervention Teams (SAIT).
- Meet new class size reduction requirements
    - For classes in English/Language Arts, reading, mathematics, science, history, social science, English language development, or other core support class in grades 9–12 a class size average of 25 pupils will be maintained, with no more than 27 in any individual class.
    - Any grade (core subject) or course that had an average class size under 29 in the 2006 – 07 school year must reduce that class average by 5 students under QEIA guidelines
    - Other classes (electives) may not be increased above their average class size in 2005-06.
- If the school falls short of the 1/3 goals in any of the initial 3 years of funding, the County Superintendent will notify the State Superintendent of Public Instruction. If after year three the above criteria have not been fully maintained, the State Superintendent of Public Instruction may terminate Century's QEIA funding.

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Timeline	Funding Source

Class Size Reduction	*Class size will be reduced to :*
	9-12: For classes in English language arts, reading, mathematics, science, history, social studies,
	    English language development, or other core support class in grades 4 – 12 maintain an
	      average of 25 pupils per classroom per grade, with no more than 27 in any individual class.
	
	Class Size Reduction action for Century High School
	  • Class size reduced by district allocation of QEIA-funded teachers
	
	Facilities
	Every Century classroom is utilized, every period of the day, rendering classroom space at its limit at the current time. This is accomplished through the assignment of "traveling" teachers who move to a different classroom *each period of the day*. It should be noted that Measure G funds that will be utilized for new classrooms on the campus will not increase the total number of classrooms on campus, as the new facility will replace portable classrooms that will be removed.
	
	Projections demonstrate the need to add a total of 12 classrooms as follows:
	- 4 classrooms for 1/3 implementation
	- 4 additional classrooms for 2/3 implementation
	- 4 additional classrooms for 100% implementation
		Site Administrator	1/3 implementation in 2008 – 09
			
			2/3 implementation in 2009 – 10
			
			100% implementation in 2010 - 11
				QEIA 23 additional teachers and 2 additional Counselors Total $2,482,766.53

Highly Qualified Staff	Maintain a database of teachers identified as "Highly Qualified," based on guidelines determined by the No Child Left Behind Act
	  • Monitor annually through Human Resources and Student Achievement departments
	  • Inform parents of mis-assignments as required by NCLB, and take steps to rectify
	Monitor exemplary qualifications and experience of school administrators
	  • Administrators evaluated by Asst. Superintendent of Elementary Education
		Admin., Assistant Superintendent. Human Resources	Monitor annually	

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Timeline	Funding Source
Teacher Experience Index	Maintain a teacher experience average equal to or exceeding that of the district as a whole which is fixed at 8.0 for Elementary, 7.1 for Intermediate, and 7.3 years for High School. . • Monitor annually through Human Resources. • With Human Resources and SAEA, we will monitor and address personnel needs.	Site Administrator, Assistant Superintendent, Human Resources	At time of placement & monitor annually	
Professional development	Professional development to be determined by **Academic Performance Survey (APS)** completed by all staff, and also schoolwide grade level and individual data analysis. Data driven instruction is already the norm at Century. Professional development and collaboration will give teachers the skills they need to successfully implement research-based instructional strategies designed for English learners, special needs students, gifted students, socioeconomically-disadvantaged students, and all lower-performing students. Teachers must participate and complete 40 hours of approved professional development each year with A minimum of 1/3 of teachers meeting this target for the first three years of Implementation • At least 1/3 of the staff to receive professional development by June 2008 • At least 2/3 to participate in professional development by June 2009 • Entire staff to receive 40 hours of professional development by June 2010 Entire staff will participate in 40 hours of professional development every year after until the end of QEIA implementation. Paraprofessional must complete 40 hours of professional development training each year as determined on APS survey and data analysis. Administrators to complete AB 75 and AB430 Professional Development, required to maintain exemplary administrator designation.	ILT, Admin, & Teachers Admin. & Teachers (maintain log) Admin, & Teachers Administration	2008-09 school year 1/3 of staff of 6/08 2/3 of staff of 6/09 3/3 of staff of 6/10 All staff complete 40 hours annually each year after AB 75 training by June 2009	

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Description of Objectives to Meet Site Goal	Specific Actions to Achieve Objectives	Person(s) Responsible	Timeline	Funding Source
Meet the criteria of the *Williams* lawsuit settlement in regard to such as instructional materials and clean, safe, functional facilities.	Annual monitoring of sufficient instructional materials (1 per student) through Site, district and county reviews of : ● Well maintained facilities-clean and safe ● All students have books- 1 per student ● All teachers are highly qualified teachers. District has a uniform complaint process in every district for complaints on inadequate instructional materials, teacher vacancies and mis-assignments, and emergency facilities problems	Administrators, teachers	Review by Sept. of each year	

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Santa Ana Unified School District
Common Page 1

2009-20010
SCHOOL INFORMATION
SCHOOL PROGRAM IDENTIFICATION

School Name: Century High School	Local District: **Santa Ana Unified School District**
School CDS Code: 053249	District CDS Code: **3066670**
Initial Year: **2009-2010**	

For additional information on our school programs contact the following:

Principal: Margie Salcedo	Email address: Margie.salcedo@sausd.us
Contact Person: Laura Rubio Position: AP of Guidance	Email address: laura.rubio@sausd.us

AMENDMENTS

Nature of Revision	**SPSA Funding Sources**	**Check below all that apply**
X Yearly Update of Comprehensive Plan & Budget Content Revision: Goal #_____ Pages #_____ _____ _____ _____ _____ _____ _____ Budget Pages Revision: Pages: ___, ___, ___, ___, ___ Other: _____	**X** Title I Title III **X** EIA/LEP **X** EIA/SCE **X** Quality Education Investment Act (QEIA) **X** ARRA Other: _____ Other: _____	**X** Title I Schoolwide Program Title I Targeted Assistance School (TAS) School Based Coordinated Program (SBCP) **X** Title I Program Improvement Year _5+_____ **X** Other: _SAIT Year 2_____ Other: _____

Date School Site Council approved this revision:

Greg Coombs		
School Site Council Chairperson	Signature	Date

Margie Salcedo		
Principal's Name	Signature	Date

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Santa Ana Unified School District
Recommendations and Assurances
Common Page 2
2009-2010

School: Century High School   **School Year: 2009 - 2010**

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and district governing board policy and state law.

3. The School Site Council sought and considered all recommendations form the following committee(s) before
    adopting this plan.

    X_____ English Learner Advisory Committee
    _____ Other

4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This School Plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Margie Salcedo		
Principal	Signature	Date
Greg Coombs		
School Site Council Chairperson	Signature	Date
Martha Diaz		
ELAC Representative	Signature	Date
Kevin Pola		
School Site Council Teacher Member	Signature	Date

This school plan was adopted by the School Site Council on:

Date approved by Board of Education:

Santa Ana Unified School District
Secondary Level
School Site Council Membership
Common Page 3

School: Century   **School Year: 2009 - 2010**

Education Code Section 64001 requires that each school's *Comprehensive School Plan* be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council (SSC).

To be legally constituted, the SSC must have a *minimum of twelve (12) members* at the secondary level. Its membership must be comprised of the following two parity groups:

GROUP #1
➢ *The principal, classroom teachers and other school personnel*
➢ *Classroom, roll-carrying teachers, must comprise a majority of persons under this group)*

Classroom Teachers (Minimum of 4)	Date Elected	Length of Term
Kevin Pola	**06/02/08**	**2yrs**
Greg Coombs	06/02/08	2yrs
Cara Cutruzzulla	10/07/09	2 yrs
Greg Chapman	10/07/09	2 yrs

Principal/Other Staff (Minimum of 2)	Date Elected	Length of Term
Margie Salcedo	On-going	On-going
Matt Cavanaugh	10/07/09	2 yrs
Martha Kolar	10/07/09	2 yrs
Angela Wright	06/02/08	2 yrs
Total in Group #1		**8**

GROUP #2
➢ *Parents of pupils attending the school and/or other community members*
➢ *This group must also include an equal number of student representatives selected by their peers.*

Parent/Community members (Minimum of 3)	Date Elected	Length of Term
Donna Hererra	**06/02/08**	**2 yrs**
Herlinda Alvarado	06/05/09	2 yrs
Patricia Chavez	06/05/09	2 yrs
Juan Rodriguez	06/05/09	2yrs

Student members (Minimum of 3)	Date Elected	Length of Term
Grecia Barroso	06/05/09	1 yr
Agustina Montano	06/05/09	1 yr
Briceyda Salas	06/05/09	1 yr
Amber Garcia	06/05/09	1 yr
Total in Group #2		**8**

Santa Ana Unified School District
Single Plan for Student Achievement
Common Page 4
ELAC Membership

School: <u>Century High School</u>   School Year: <u>2009 - 2010</u>

LIST ALL ELAC MEMBERS IN THE CHART BELOW AND CHECK THE APPROPRIATE BOXES.

Members	*Principal*	*Chair*	*DELAC Rep (X)*	*Other Member (s) as listed in minutes*	*Date Elected*	*Length of Term*
Margie Salcedo	X				*09/08*	2 years
Rosie Espinosa- Lopez					*09/08*	2 years
Alvarado, Herlinda (DELAC Rep.)			X		*09/08*	2 years
Amaral, Jorge and Socorro					*09/08*	2 years
Amaral, Raúl and Genoveva					*09/08*	2 years
Almaraz, Maria					*09/08*	2 years
Angeles, Amparo					*09/08*	2 years
Arriaga, Hortencia					*09/08*	2 years
Bárcenas, Marcos & María					*09/08*	2 years
Cabrera, Mario					*09/08*	2 years
Calderón, Julian					*09/08*	2 years
Castañeda, Paula					*09/08*	2 years
Castañeda, Romualdo					*09/08*	2 years
Chavez, Patricia(DELAC Rep.)			X		*09/08*	2 years
Chagolla, Leticia					*09/08*	2 years
Cipriano, Juan					*09/08*	2 years
Cisneros, Martha					*09/08*	2 years
Crespo, Ricardo					*09/08*	2 years
Diaz, Martha (President)		X			*09/08*	2 years
Enríquez, Merida & Avila, Francisco					*09/08*	2 years
Espino, Elba					*09/08*	2 years
Esquivel, Francisco					*09/08*	2 years
Flores, Ana					*09/08*	2 years
Flores, Edie (Secretary)					*09/08*	2 years
Fuentes, Jorge					*09/08*	2 years
Gallegos, Angela					*09/08*	2 years

Members	Principal	Chair	DELAC Rep (X)	Other Member (s) as listed in minutes	Date Elected	Length of Term
Garcia, Domilita					09/08	2 years
García, Edelia					09/08	2 years
González, Claudia					09/08	2 years
Hernandez, Elva					09/08	2 years
Huerta, Ramón					09/08	2 years
Juárez, Enrique					09/08	2 years
Lara, Guadalupe					09/08	2 years
Leal, Isidra (Vice-President)					09/08	2 years
Linares, Martina					09/08	2 years
López, Andrés					09/08	2 years
Lua Lupian, Rafael & Cayetano, Mirella Lua					09/08	2 years
Lua, Mirella					09/08	2 years
Lucero, Yolanda					09/08	2 years
Luna, Benedictino					09/08	2 years
Medina, José Antonio					09/08	2 years
Simona Mejia					09/08	2 years
Montalva, Susana					09/08	2 years
Muñoz, Josefa					09/08	2 years
Ochoa, Elida					09/08	2 years
Olea, Esther					09/08	2 years
Pérez, Catalina					09/08	2 years
Perucho, Juan					09/08	2 years
Pichardo, María del Carmen					09/08	2 years
Pineda, Elsa					09/08	2 years
Pineda, Martin					09/08	2 years
Pineda, Ricardo					09/08	2 years
Quintero, Rosalia					09/08	2 years
Ramírez, María					09/08	2 years
Ramos, Martha					09/08	2 years
Rangel, Raúl					09/08	2 years
Rodriguez, Roberto					09/08	2 years
Ruedas, Delmy					09/08	2 years
Salas, Patricia					09/08	2 years
Tapia, Manuel					09/08	2 years
Trujillo, Silvia					09/08	2 years
Valencia, Isabel					09/08	2 years
Valtierro, Patricia					09/08	2 years
Vargas, Mario					09/08	2 years
Vargas, Rafael					09/08	2 years
Vejar, Rafael					09/08	2 years
Yáñez, Elvira					09/08	2 years

Whenever 21 or more English Learners (EL students) are enrolled at a school site, the site has a functioning EL Advisory committee (ELAC) on programs and services for EL students that has met all of the following requirements:

1. Has been elected by the parents or guardians of EL
   Students at the school site

2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)

3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities

4. ELAC's legal responsibilities are to advise the principal and staff on:

   a. The development of the section in the   comprehensive school plan pertaining to EL students' education
   b. The development of the school's needs assessment
   c. Administration of the school's language census
   d. Efforts to make parents aware of the importance of regular school attendance.

Century High School

January 21, 2010

Code	Title Name	REQUIRED AMOUNTS	TITLE I 013010	ARRA 013011	EIA-SCE 017090	EIA-LEP 017091	SAIT 010805	Sub-Total
	CURRENT GRANT AMOUNT		370,969	408,826	162,314	333,054	240,681	1,515,844
	CARRYOVER AMOUNT			62,048		45081	35549	142,678
	INDIRECT AMOUNT		21,653	7,464	11,014	8,046		48,175
	Parent set-aside		7,387	1,899				9,286
	TOTAL AVAILABLE		449,222	154,850	367,121	268,185	370,969	1,610,346
CERTIFICATED STAFFING								
1102	Teacher Boukova	113,855				113,855		113,855
1102	Teacher							
1103	Extra Duty(Tutoring/Intervention) Agenda Items	100,852	17,207	50,047		8,599	25,000	100,852
1104	Sub Days	57,503	21,491	20,047		5,964	10,000	57,503
1905	Teacher on Special Assignment (TOSA) - **Espinoza**	115,224					115,224	115,224
1905	Literacy Coach - **Ashkiani & 50% Apps**	179,173	179,173					179,173
1904	TOSA - Schiesel	9,910				9,910		9,910
1905	Outreach Consultant - **.68 Lane**	57,042				57,042		57,042
1212	Counselors - **Cavanaugh, Ruvalcaba & Vazquez**	276,803		276,803				276,803
1212	Counselors							
1322	**Learning Director estimate need to cover**	75,027				75,027		75,027
1213	Hourly Counseling	25,484		10,484		15,000		25,484
CLASSIFIED STAFFING								
2102	Inst. Asst Computer							
2102	Inst. Asst / BIA Salary							
2102	Inst. Asst / BIA Salary							
2103	Inst. Asst / BIA Extra Duty							
2104	Inst. Asst / BIA Subs							
2105	AVID Tutors	10,000				10,000		10,000
2930	Activity Supervisor							
SUPPLIES								
4110	Textbooks	53,000		4,000		5,000	44,000	53,000
4200	Other books	31,000					31,000	31,000
4300	Instructional Materials	102,342	50,099	12,197	6,350	6,735	26,961	102,342

Code	Description	Total						Total
4338	Food - Snacks	168	168					168
4330	Office Supplies	14,980	4,980	10,000				14,980
4342	Custodial Supplies							
4400	Non-Cap Equipment	270,988	62,820	94,200	33,968		80,000	270,988
OTHER ITEMS								
5100	Transportation / Consultants **Costs over $25K**	19,000		5,000	9,000	5,000		19,000
5200	Mileage	300			300			300
5210	Travel/Conference	15,000	3,000	3,000	3,000	3,000	3,000	15,000
5330	Testing/Dues/Participation Fees	7,471	100		7,371			7,471
5630	Maintenance Contracts							
5640	Rental Contracts (i.e. Tables/Chairs)	8,000	4,000	4,000				8,000
5711	Printing Cost - District Print Shop							
5714	computer install fee	25,800		25,800				25,800
5800	Field Trip Admissions, Site Licenses	12,850		6,500	6,350			12,850
5810	Instructional Consultant **Costs Up to $25K**							
5865	Non-instructional Consultant **Costs Up to $25K**	28,000				8,000	20,000	28,000
5890	Other contracts - Catering Services							
5900	Communications (i.e. Fed Ex, Post Office)							
			448,647	154,850	367,121	268,185	370,969	1,609,771
	Available		575	0	0	0	0	575

Common Page 6.1

Categorical Program Budget

Title I

			Program Budget Areas							
Object Code	**Description of Line Item**	**Amount Budgeted**	**Language Arts**	**ELD**	**Math**	**Other Content Areas**	**Intervention Programs**	**Staff Development**	**Parent Engagement**	**Other**
1103	Teachers Salaries - Extra Duty, Summer School	$50,047.00					x	x		
1104	Substitute Teacher Salary	$20,047.00	x	x	x	x	x	x	x	
1212	Couns Psych Salary - Regular	$276,803.00					x		x	
1213	Couns Psych Salary - Extra Duty	$10,484.00					x		x	
4110	Textbooks	$4,000.00	x		x					
4300	Instructional Supplies and Software	$12,197.00	x	x	x	x				
4400	Non-capitalized Equipment	$62,820.00	x	x	x					
5330	Testing/Participation Fees/Registration Fees, (Locally defined add on)	$100.00	x	x	x	x				x
5210	Travel/ Conference	$3,000.00					x	x		
5640	Rental Contracts (tables/chairs)	$4,000.00	x	x	x					x
4330	Office Supplies	$4,980.00	x	x	x	x			x	
	TOTAL	**$448,478.00**								

Common Page 6.2

Categorical Program Budget

SAIT

			Program Budget Areas							
Object Code	**Description of Line Item**	**Amount Budgeted**	Language Arts	ELD	Math	Other Content Areas	Intervention Programs	Staff Development	Parent Engagement	Other
1103	Teachers Salaries - Extra Duty, Summer School	$17,207.00	x	x	x	x		x		
1104	Teachers Salaries - Substitute	$21,491.00						x		
1905	Curriculum Specialists Salary	$179,173.00	x	x	x			x		
4300	Instructional Supplies and Software	$50,099.00	x	x	x	x				
4400	Non-capitalized Equipment	$80,000.00	x	x	x					
5210	Travel Conference	$3,000.00						x		
5865	Consultant Noninstructional	$20,000.00						x		
	#N/A									
	#N/A									
TOTAL		**$370,970.00**								

SSC approved this budget on: December 7,2009

Common Page 6.2
Categorical Program Budget
ARRA

Object Code	Description of Line Item	Amount Budgeted	Language Arts	ELD	Math	Other Content Areas	Intervention Programs	Staff Developme nt	Parent Engagemen t	Other
							Program Budget Areas			
4330	Office Supplies	$10,000.00	x	x	x	x	x		x	
4300	Instructional Supplies and Software	$6,350.00			x	x				
4400	Non-capitalized Equipment	$94,200.00	x	x	x					
5100	Transportation	$5,000.00								
5210	Travel Conference	$3,000.00						x		
5640	Rental Contracts (rental of facilities,xerox leases, leases without option to purchase)	$4,000.00								
5714	Computer Install Fee	$25,800.00								
5800	Field trip admission/ site licenses	$6,500.00								
	TOTAL	**$154,850.00**								

Common Page 6.3

Categorical Program Budget

EIA/LEP

Object Code	Description of Line Item	Amount Budgeted	Language Arts	ELD	Math	Other Content Areas	Intervention Programs	Staff Development	Parent Engagement	Other
1103	Teachers Salaries - Extra Duty, Summer School	$25,000.00	x	x	x	x	x	x	x	
1104	Teachers Salaries - Substitute	$10,000.00	x	x	x	x		x	x	
1905	English Learner TOSA Salary	$115,224.00	x	x	x	x		x	x	
4110	Textbooks	$44,000.00	x	x	x					
4200	Other Books	$31,000.00	x							
4300	Instructional Supplies and Software	$26,961.00	x	x	x	x				
5100	Transportation	$5,000.00				x	x			x
5210	Travel Conference	$3,000.00						x		
5865	Consultant Noninstructional	$8,000.00	x	x						
	TOTAL	**$268,185.00**								

Common Page 6.4
Categorical Program Budget

EIA - SCE

Object Code	Description of Line Item	Amount Budgeted	Language Arts	ELD	Math	Other Content Areas	Intervention Programs	Staff Development	Parent Engagement	Other
1102	Teachers Salaries - Regular	$113,855.00	x	x						
1103	Teachers Salaries - Extra Duty, Summer School	$8,599.00	x	x	x	x	x	x		
1104	Teachers Salaries - Substitute	$5,964.00	x	x	x	x		x	x	
1904	Mentor Teachers Salaries - Substitute	$9,910.00	x	x				x		
1905	Outreach Consultant Salary (68%)	$57,042.00					x		x	
1322	Learning Director -Salary	$75,027.00	x	x	x	x	x	x	x	
1213	Couns Psych Salary - Extra Duty	$15,000.00					x		x	
2105	Instructional Assts Salaries - 3 hr - No Medical	$10,000.00					x			x
4110	Textbooks	$5,000.00	x	x	x					
4300	Instructional Materials and Software $ 6,735	$6,735.00	x	x	x	x	x			
4400	Non Capiital Equipment	$33,968.00	x	x	x					
5100	Transportation	$7,650.00				x	x			x
5200	Mileage	$300.00						x		
5330	Testing Fees	$8,712.00	x	x	x	x				x
5310	Travel/Conference	$3,000.00						x		
5800	Site Licenses/ Field trip admissions	$6,350.00	x	x	x	x	x			
	TOTAL	**$367,112.00**								

SSC approved this budget on: December 7,2009

Common Page 6.4

Categorical Program Budget

QEIA

Object Code	Description of Line Item	Amount Budgeted	Program Budget Areas							
			Language Arts	ELD	Math	Other Content Areas	Intervention Programs	Staff Development	Parent Engagement	Other
1102	Teachers Salaries - Regular	$2,336,055.22	x	x	x	x				
1212	Couns Psych Salary - Regular	$146,711.00					x		x	x
	#N/A									
	#N/A									
	#N/A									
	#N/A									
	#N/A									
	#N/A									
	#N/A									
TOTAL		$2,482,766.22								

SSC approved this budget on:

Santa Ana Unified School District

Single Plan for Student Achievement (SPSA)
Executive Summary
2009-10

School: <u>Century High School</u>   Total Enrollment: **2472**

     <u>X</u> Title 1 - Schoolwide   Title I Program Improvement Year: <u>5 +</u>

I.   Student Performance Data
          Summary of STAR Data

AYP	API	CELDT	
Met AYP Criteria: **9** out of **18**	• 2009 API: **591** • 2008 Base: **574** • 2008-09 Growth:**+ 17**	**AMAO 1: Annual Growth** • % w/prior year data **43.3**% • # in Cohort 1: **1095** • # met AMAO 1: **518** • % met AMAO 1:**47.3**%	**AMAO 2: Proficiency** • # in Cohort 2: **668** • # met AMAO 2: **156** • % met AMAO 2:**23.4**%

Percent Proficient:
  ELA: N y/n 26.7
  Math: N y/n 31.2
 HS Grad. Rate:☐yes <u>X</u> no
 API: Yes 591			

Conclusions based on above data:

Century is pleased to have achieved significant growth in its 2009 API score (+17). The entire school community is working toward the goal of achieving the required growth for a second consecutive year in order to successfully exit the SAIT process at the end of the current academic year.

The annually increasing AYP proficiency targets continue to be a significant obstacle in meeting the requirements of NCLB Adequate Yearly Progress. We anticipate that the District's new, level specific daily support and intervention programs in ELA/ELD and mathematics will provide the additional support necessary to see growth in proficiency rates. It is also important to note that graduation data reported here does not yet include the Class of 2009, the first year of revision of the SAUSD graduation requirements.

3. English Learners at Century fell short of the Annual Measureable Achievement Objectives on the CELDT.47.3 % achieved the required annual growth (Established Target was 51.6%) for AMAO I. For AMAO II, 23.4% of Century EL students achieved the target, but the annual established target was 30.6 %. We are establishing small computer learning centers in ELA/ELD classrooms with software programs (Revolution, Chariot, and Kurzweil 3000) to provide appropriately differentiated paths to developing academic language skills for our EL students. In addition, the new Keystone Intervention program provides focused support for many of our long term EL students who have not yet been able to meet redesignation requirements despite attending District schools for many years.

Categorical programs supplement the base program to improve student achievement by:

- ELA/ELD and Mathematics Curriculum Specialists assist classroom teachers in analyzing data, reflecting on instructional practices, and planning professional development experiences to enhance student learning.
- EL TOSA assures appropriate student placement and assists classroom teachers in providing instruction that appropriately differentiates access to content standards and develops students' academic language skills.
- Supplemental CAHSEE Preparation sessions provide focused full day preparation for students who have not yet passed one or both sections of the exam.
- After School Tutoring, including a peer-tutor component, provides academic support to students who may experience academic difficulties
- Part-time Outreach Consultant works with students and parents to address attendance and behavior Issues which negatively impact student achievement.
- Designated full-time At-Risk Counselor works with low performing and/or credit deficient students to address impediments to improved achievements
- Triple A Awards recognition program for students who demonstrate improvement in achievement, attendance, and/ or attitude.
- Revolution CAHSEE support software program
- Chariot literacy skills software program employed with special populations students
- Kurtzweil 3000 interactive content area reading support software to provide differentiated access to standards for special populations students
- 12 QEIA funded teaching positions reduce core subject class size
- 4 GEARUP Algebra I tutors facilitate small group learning activities for students who require additional support.
- Parent meetings and events held by counselors, Outreach Consultant, and Higher Education Center serve to inform parents regarding student attendance, academic progress, opportunities for intervention and support as well as post-secondary opportunities and processes
- SLC Parent Conferences inform parents and provide important intervention early each semester.
- SLC and Schoolwide Recognition Events motivate students to pursue achievement and foster strong connections to school.
- Peer Assistance Leadership (PAL) is a vehicle for peer tutoring and intervention that is both growing and impactful at Century.
- Access to technology and the Internet as instructional resources that many students may not have elsewhere
- Access to technology for teachers as a tool for enhanced lesson presentation, student engagement, and to support regular communication with parents regarding attendance, academic progress, assessment, behavior, and upcoming school events via District programs such as iCue, Pinnacle, TeleParent, and Xtend.
- AVID tutors to assist in providing small group academic support as a vehicle to increased academic achievement
- GHAP program college field trips provide exposure to college environments as a vehicle to promote early post-secondary planning and provide an incentive for positive academic progress

II.   Core Focus Instructional Goals (based on above data and current practices)

School Goal IIIa: Reading Across the Curriculum —
3a.1 The number of students who score "Proficient" or "Advanced" on the English/Language Arts portion of the CST will increase by 6%

3a.2 Consistent with SAUSD non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of students will receive grades of C or better in language arts.

Objectives to meet site goal

1. Alignment of curriculum, instruction, and assessment processes through ongoing departmental collaboration
2.Literacy Coaches are assisting classroom teachers to develop a focus on academic literacy skills and share best practices
3.Curriculum Coordinators will receive professional development in Cognitive Coaching protocols to enhance their skills as instructional leaders. This training will allow them to facilitate dialogues that focus on the improvement of instruction.
4.Computer Learning Centers established in ELA/ELD classrooms with software programs that provide appropriately differentiated paths to literacy skills development for students of diverse ability levels

School Goal IIIb: Writing Across the Curriculum

3b.1 The percentage of students passing the ELA Section of the CAHSEE on the first attempt will increase by 6%.

3b.2 Consistent with SAUSD non-negotiable instructional goals for 2009-10, all students will increase their CST Scale Score in ELA by at least 10 points and 70% of students will receive grades of C or better in language arts.

Objectives to meet site goal

1. Alignment of curriculum, instruction, and assessment processes through ongoing departmental collaboration
2.Literacy Coaches are assisting classroom teachers in developing common rubrics that align with CAHSEE composition rubrics and using these rubrics to identify areas of strength as well as areas for focused improvement from student writing assignments
3.Professional development focus on providing tangible, observable strategies of effective differentiated instruction as a vehicle to improving instruction for our special populations students.
4. Computer Learning Centers established in ELA/ELD classrooms with software programs that provide appropriately differentiated paths to academic writing skills development for students of diverse ability levels

School Goal IIIc: English Language Development — the percentage of EL subgroup students achieving acceptable progress toward AMAO 1 will increase by 10% and 70% of students will receive grades of C or better in their English Language Development course.

1. Professional development with demonstration lessons provided by OCDE SAIT Support Team to effectively implement the new Keystone Intervention Curriculum as a resource in serving our long-term EL students
2. Alignment of curriculum, instruction, and assessment processes through ongoing departmental collaboration
3. Computer Learning Centers established in ELA/ELD classrooms with software programs that provide appropriately differentiated paths to literacy and academic writing skills development for students of diverse ability levels
4. Professional development focus on providing tangible, observable strategies of effective differentiated instruction as a vehicle to improving instruction for our special populations students.

School Goal IIId: Mathematics —
   3d.1 **Consistent with SAUSD non-negotiable instructional goals for 2009-2010, All students will increase their CST Scale Score in mathematics by at least 10 points and 70% of students will receive grades of C or better in math.**
3d.2 AYP proficient/advanced percentages will increase by 6% for all numerically significant sub groups

1. Continued alignment of curriculum, instruction, and assessment processes through ongoing departmental collaboration with a focus on practice over process in identifying and sharing effective instructional strategies
2. Development of standards based assignments, projects, and assessments that incorporate manipulatives and emphasize practical applications of course content as tools to increase student engagement
3. Computer Learning Centers established in mathematics classrooms with software programs that provide appropriately differentiated paths to numeracy skills development for students of diverse ability levels
4. Curriculum Coordinators will receive professional development in Cognitive Coaching protocols to enhance their skills as instructional leaders. This training will allow them to facilitate dialogues that focus on the improvement of instruction.

School Goal VII: QEIA

Century High school will continue to demonstrate successful annual progress toward the expressed goals of the QEIA grant: core subject class-size reduction, reduction in average student/counselor caseloads, achievement of student achievement growth targets as reviewed annually by OCDE.

   1. Continue to use available QEIA funds to employ additional teachers to reduce core class size
   2. Continue to implement site plan to meet QEIA student achievement targets
   3. Continue to allocate available resources to reduce student counselor ratio
   4. Continue to implement site plan to address limited physical facilities in order to maximize existing classroom space.

III.   Funding Sources: Federal and State: Refer to Common Page #5.