CENTURY HIGH SCHOOL
WASC FOCUS ON LEARNING SELF-STUDY REPORT
MARCH 22-25, 2020

2019 - 2020

WASC SELF-STUDY REPORT

FOCUS ON LEARNING:
A SELF-STUDY

submitted to the Western Association of Schools and Colleges
and the California State Department of Education
March 22- 25, 2020

CENTURY HIGH SCHOOL

Home of the Centurions
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CENTURY HIGH SCHOOL
Home of the Centurions

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Principal's Welcome

Dear WASC Visiting Committee:

On behalf of our students, parents, teachers, and staff, it is with great pleasure and pride that I welcome you to Century High School. We have grown and advanced in many ways since our last self-study, and we are excited to share our progress with the committee.

Our school consists of academies and various specialized academic programs, which are designed to give our students a nuanced and multifaceted preparation for college and their careers beyond. Our academies are award-winning and include the e-Business Academy, the TEACH Academy; the Arts, Media, and Entertainment Academy and the Engineering and Design Academy. We also provide the specialized NJROTC Program off campus.

Century offers various clubs, extracurricular activities, and athletic programs to meet students' needs and interests. Some highlights include our Girls Tennis Team which has reached playoffs in four consecutive seasons and the semi-finals last year, our award-winning Speech and Debate Team, back-to-back Boys Basketball league champions, and an award-winning Race Team.

We have a dedicated faculty that consists of highly qualified, enthusiastic teachers. Many of our teachers have received extensive specialized training to deepen their expertise and enhance their effectiveness at reaching our students in fresh, relevant, and technologically advanced ways. Our teachers volunteer hundreds of hours over the course of each academic year to improve student learning campus-wide by aiding students who need additional instruction in order to meet and surpass school standards. Our new developments over the past five years include the introduction of our Early College Program, the Wellness Center, the completion of our state-of-the-art Game Design/e-sports room, and our Building Trades Program, which have all made Century an even more dynamic and responsive academic institution.

It is an honor and privilege to be the principal of Century High School. It is my hope and belief that when you complete your review of our self-study, you will be impressed by the passion, caring, and community demonstrated by our students, faculty, and staff.

Sincerely,

Jonathan Swanson, Ed.D.

Principal

PREFACE

Welcome to Century High School, home of the Centurions! The CHS community is excited to share our 2020 comprehensive self-study document with the visiting team. There have been many improvements at Century since our last WASC report, and we are extremely proud of our accomplishments.

Century High School and the Santa Ana Unified School District are committed to maintaining the WASC Focus on Learning cycle of continuous reflection and refinement based on student data and stakeholders input. Our Single Plan for Student Achievement (SPSA), the Annual Report to the superintendent, and the district's Local Control Accountability Plan (LCAP) are all aligned to the five WASC categories of organization, curriculum, instruction, assessment, and school culture. The WASC self-study was written collaboratively with input from certificated and classified staff, students, parents/guardians, and community members.

It was completed through a series of meetings over the past three years and especially 2018-2020. Minimum days, professional development days, and parent workshops at Wellness Center were scheduled to allow staff, student leaders, and parents to provide feedback on data analysis and to assist with the written documents. Google Drive was used to give staff members who were unable to attend the WASC or professional development meetings the opportunity to review, engage, and contribute their thoughts. These meetings resulted in substantive, student-centered conversations that addressed Century's strengths and identified areas for improvement. In this way, we were able to ensure the consistent and expansive input regarding student needs and recommendations for continued student success.

The WASC meetings identified and measured what students should know, understand, and be able to do. There was a shift from Expected School-wide Learning Results (ESLRs) to Student Learning Outcomes (SLOs), in accordance with the nomenclature changed at the national level.

These SLO objectives and agendas are promoted in all classrooms on a consistent basis such as with the new posters, Students Agenda, Inside Scoop, and a campaign to inform students school-wide. In addition, Century places an emphasis on the University of California A-G requirements. Guidance workshops are held throughout the school year at each grade level to communicate the nuances of the A-G requirements and help student prepare themselves for their post-secondary goals. Scaffolding of skills to meet these requirements begins in the ninth-grade cohort, and continues throughout the 10th-12th grade.

By analyzing data in department meetings, leadership meetings (ILT), faculty meetings, and parent workshops, Century examined several areas where students have made progress and or stagnated.

The English Learner reclassification rate has increased year to year. The cohort graduation rate has slightly declined, and the dropout rate has decreased since the last accreditation. Our suspension rate has dropped significantly, which we attribute to our Restorative Justice program that began in 2015 as well as a school-wide adoption of PBIS.

We have also expanded our CTE Pathway programs to strengthen and expand our students' career skills and future opportunities. The strong collaborative nature of teachers on campus has engendered an environment of sharing best practices for continued success in these areas. Consistent data analysis allowed Century to identify areas where additional support might be needed.

One of our core beliefs is that all students can succeed, and this is evident in our efforts and our striving to achieve a 100% graduation rate.

Century HS offers support for students who have difficulty meeting graduation requirements such as: tutoring before and after school, in-class tutoring, WIN ("What I Need") Saturday school, in-class credit

recovery through APEX online learning classes, SAUSD independent credit recovery, CORE, and SAUSD adult education.

Since the last full WASC visit, Century has been focusing on the following five areas:
1. Increase student achievement in the area of Math by 5% on an annual basis, as measured by test scores and class passage rates, which will help contribute to the district and Century's 100% graduation rate goal for all students;
2. Close the achievement gap for English Language Learners, with a special focus on critical thinking and oral/written communication;
3. Focus on teachers' professional development in order to enhance delivery of instruction through technological means, PBL (Project Based Learning), and differentiation. Consequently we hope to improve our students' overall performance;
4. Supplement education around bullying and provide additional emotional support for high at-risk students through PBIS, Project Kinship, and MTSS; and
5. Bolster parent involvement and engagement with students' education, with a focus on computer skills, literacy, and reading and writing comprehension.

The WASC process has allowed the school community to create, review, refine, and implement Century's School-wide Action Plan. We have focused on social emotional learning, CCSS-based instruction, incorporation of technology, ELD standards, alignment of curriculum and assessments, college and career readiness, and in 2017, we re-introduced the writing projects from DBQ series, which began with our school-wide academic vocabulary campaign.

Since we became a one-to-one technology school in 2017, we have offered multiple teacher-led, professional development sessions to address the technology needs of our teachers, with sessions on tools for implementing technology for instructional purposes. In 2018, we increased our EL team to include the TOSA coach in order to provide instructional support in and out of the classroom to address the needs of low-income students, English learners, RFEP, and foster youth students.

Over the past six years, our strategy has focused on targeting the successful adoption of Common Core practices in ELA and math classrooms, and more recently, the adoption of Next Generation Science Standards in science classrooms, with an emphasis on reasoning through writing. Century also provides myriad avenues for students to make up failing classes, including daily tutoring opportunities from teachers, through our partnership with the NAC, the Centurion Club, and the 30 hour intervention provided by every teacher.

The WASC self-study has allowed Century to continue an analytical, nuanced approach to data and has sparked fruitful conversations among all stakeholders. There have been many positive results of the process, including increased collaboration among staff, parents, and students. This has allowed all parties involved to realize the many strengths of Century High School and to identify areas of opportunity and growth that will be addressed through the School-wide Action Plan.

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WASC FOCUS ON LEARNING SELF-STUDY REPORT
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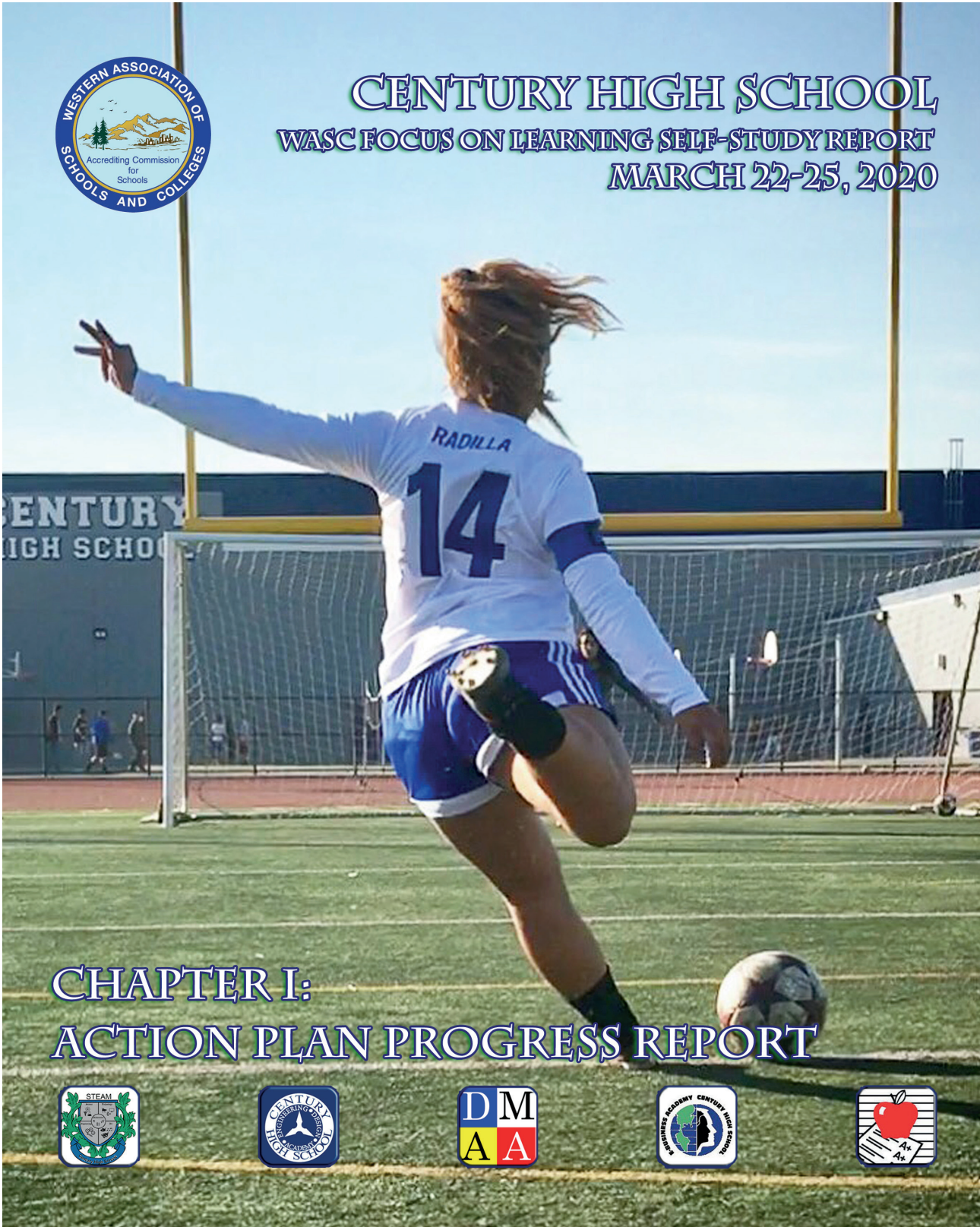
CHAPTER I:
ACTION PLAN PROGRESS REPORT

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER I: PROGRESS REPORT

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

- *The involvement and collaboration of all staff and other stakeholders to support student achievement.*
- *The SLOs and the clarification and measurement of what all students should know, understand, and be able to do through school-wide learner outcomes and academic standards.*
- *The analysis of data about students and student achievement.*
- *The assessment of the entire school program and its impact on student learning in relation to the school-wide learner outcomes, academic standards, and ACS WASC/CDE criteria.*
- *The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.*

Description of the Self-Study Process:
The Century High School Self-Study process was focused on collaboration and collective responsibility as all stakeholders reflected on our school's current status and helped develop our school's future through the Action Plan.

The Century High School WASC Self Study process began officially in August of 2018 with our principal Dr. Swanson presenting the SBAC data on 5X5 and the new Dashboard on the first Staff Development Day of the school year. However, throughout the past year, Century High School Administration and the staff examined summative student performance data to align with CHS SPSA goals and SAUSD LCAP goals for the new academic school year. The majority of our data review occurred in various settings: during Staff meetings; among department chairs; during PLC time within departments; during ILT meetings; and during site specific Professional Development Days.

Since the last full self-study in 2014 and the Mid-Cycle in 2017, Century High staff pushed the idea of finding more time to meet and collaborate in order to analyze data to inform instruction and to increase interdepartmental collaboration. Professional learning days were designated and have since been implemented in order to enrich and to support Student Learning Outcomes (SLOs).

During the Fall of the 2018-2019 school year, Century High School scheduled staff meetings and professional development days to allow staff and stakeholder collaboration in order to complete our WASC self-study. Our principal, Dr. Swanson, worked with the WASC coordinators and orchestrated the entire process by organizing staff meetings, creating focus groups, gathering and providing data to evaluate, developing timelines for the self-study process, and communicating with all involved stakeholders. The heads of each department were assigned to serve as Home

Group Leads. Students, classified staff members, parents, administrators, and all certificated staff members comprised the focus groups. Our self-study coordinators, with support from our Leadership Team, facilitated the focus groups' meetings and workshops and provided worksheets, research, documentation, discussion, evaluation of findings needed to synthesize the preliminary self-study draft.

Throughout the school year, faculty, staff, students and community members met in groups on designated minimum days to analyze and implement the specific directives outlined by the various WASC indicators. These groups were divided into focus areas and given tasks to complete at each meeting in order to gather evidence, disseminate all data, evaluate their findings and identify areas of strengths and weakness, and correlate findings with the WASC indicators.

Finally, the strengths and weaknesses in each focus area were analyzed to identify common areas of strength and need. Critical areas of need were identified, goals were written and the 2019-20 SPSA action plan was created. The WASC action plan aligns with the district LCAP goals and the Single Plan for Student Achievement.

CENTURY HIGHSCHOOL
OVERVIEW OF TASKS AND TIMELINE

Task	Participants	Product
August - November 2018		
The Leadership Team began to lay the groundwork for our Self-Study Process as a school. Task 1: Reviewed the WASC process and planned timeline. Proceeded to brainstorm Critical Student Learner Needs through a given worksheets based on stakeholder opinion and reflection on our prior Action Plan. During that meeting we focused as a staff on our growth from our prior WASC Self-Study through analyzing and discussing our progress on our Action Plan.	WASC Coordinators Principal Profile Committee	Chapter 2: Student/ Community Profile
Task 2: Refine the student/community profile The first Focus Group meeting. Focus Groups, including staff, faculty, and parents, were formed and began to read their prompts for their respective sections from previous WASC document and synthesized initial responses. SLOs Revisit and development Organize self-study structure	WASC Coordinators Principal Focus and Home Groups	Shared worksheets and developed WASC calendar
December 2018 - February 2019		
Orient all teams and stakeholder groups	Coordinators	
Task 1: Analyze and reflect upon school-wide progress and the impact of student learning since the previous self-study. Professional Development Day: Spent time reviewing our prior Student/Community Profile as a staff to ensure all changes and adjustments were included in Chapter 2 of the Self-Study.	Leadership Team All Stakeholders WASC Coordinators	Material for Chapter 1: Progress Report on school-wide action plan, including integrated critical areas for follow-up
Task 2: Refine the student/community profile based on the analyzed and disaggregated data; clarify the school-wide learner outcomes and critical student learning needs	Leadership Team All Stakeholders WASC Coordinators	Material and data for Chapter 2: Student/Comm unity Profile

Task	Participants	Product
February - May 2019		
Task 3: • Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs and related school-wide learner outcomes • Synthesize the information, determine strengths and growth needs, and identify potential action steps • Professional Development Day. Staff developed the SLOs in small groups through discussion of our prior ESLRs, then shared out with the entire staff. We proceeded to note all overlap between multiple groups and from that list developed our first draft of our SLOs. Few staff members suggested that we should use our Centurion PRIDE acronym as a backbone for our SLOs as all of the proposed ideas fit into one of the five areas of Prepared, Respectful, Integrity, Determined, and Engaged.	Focus Groups Home Groups WASC Coordinators	Preliminary Materials for Chapter 3: Self-Study Findings
Task 4: Summarize identified critical student learning needs based on profile and group analysis and findings	WASC coordinators Leadership Team All Stakeholders	Preliminary materials and data for Chapter 4: Summary of Identified Critical Student Learning Needs
August- November 2019		
Task 5: • Revise the comprehensive school-wide action plan. • Define school-wide and subgroup growth targets. • Establish an ongoing follow-up process to monitor implementation and accomplishment of the school-wide action plan.	WASC Coordinators Leadership Team Home Groups Focus Groups All Stakeholders	Review of school-wide Action Plan

Task	Participants	Product
December 2019- February 2020		
Complete the draft of the Self-Study Report	Coordinators Leadership Team	Complete draft of Self-Study
Send completed report to Visiting Committee members and ACS WASC	Coordinators	Receipt of report
March 2020		
Prepare for the visit	Coordinators Leadership Team Home Groups Focus Groups	
March 2020		
WASC visit	School / Visiting Committee	Visiting Committee Report
Submit updated Action Plan to ACS WASC incorporating critical areas for follow-up left by the Visiting Committee	Coordinators Principal	Updated Action Plan
April 2020- Ongoing		
Implement and monitor the school-wide action plan and its impact on student learning	School Admin/Faculty	Ongoing profile and progress reports

FOCUS ON LEARNING SELF-STUDY TIMELINE

Timeline	Self-Study Coordinator Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
August 2018	Select Focus/Home Groups Leads and Co-Leads				
August 2018	Gather data Review previous WASC reports Begin draft of Chapter 2: Student/Community Profile		Provide data for School Profile and Progress Report		
September 2018	Build leadership team Continue to draft new SLO and Student/Community Profile Begin collecting data for Ch. 1: Progress Report		Provide data for School Profile and Progress Report Self-select to focus groups		
October 2018	Solicit parent and student participation Continue Collecting Feedback on Student/Community Profile Continue Chapter 1: Progress Report	Form Focus Groups	Provide data from previous WASC document/ School Profile and Progress Report	Solicit input on leadership team and focus groups	Solicit parent participation
November 2018	Collected completed worksheets for Student/Community Profile Adjust Focus and Home Group teams				Adjust participation in focus groups
December 2018	Undergo orientation Analyze School Profile Complete SLOs	Undergo orientation	Undergo orientation	Undergo orientation	Undergo orientation

Timeline	Self-Study Coordinator Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
January 2019	Begin focus group meetings Revise SLO indicators	Meet as scheduled Analyze Chapter 2: Student/ Community Profile Determine critical areas of need Begin analysis of criteria questions	Meet as scheduled Provide departmental data, as needed	Meet as scheduled Analyze Profile data Identify strengths and areas for growth	Meet as scheduled Analyze Profile data Identify strengths and areas for growth
February 2019	Draft profile analysis Determine critical needs	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Provide data as needed	Meet as scheduled Analyze Profile data Identify strengths and areas for growth	Meet as scheduled
March 2019	Begin work on Chapter 4: Self-Study Findings	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Begin to gather and analyze student work	Participate in focus group meetings	Meet as scheduled
April 2019	Continue work on Chapter 4: Self-Study Findings Hold Parent, Student, and Classified Home Group meetings	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Collect and examine student work Conduct interviews regarding analysis of student work Finalize evidence binders	Student home group meeting Participate in focus group meetings	

Timeline	Self-Study Coordinator Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
May 2019	Draft Chapter 4: Self-Study Findings Review tasks and timeline	Meet as scheduled Review and refine analysis of criteria questions	Meet as scheduled Provide additional data, as needed	Student home groups meeting Participate in focus group meetings	Complete School Satisfaction Survey Conduct parent home group Meetings
August 2019	Continue draft of Chapter 4: Self-Study Findings			First Day of School Adjust participation in focus groups, as needed	Adjust participation in focus groups, as needed
September 2019	Revise Chapter 4: Self-Study Findings Update and revise Ch. 2: Student/Community Profile Update and revise Ch. 1: Progress Report Begin Action Planning	Update on progress and visitation Revise and finalize Chapter 4: Self-Study Findings Contribute to action plan	Meet as scheduled Provide additional data, as needed		
October 2019	Begin action planning Draft Ch. 5: Action Plan	Revise and finalize Chapter 4: Self-Study Findings Contribute to action plan	Meet as scheduled Provide additional data, as needed Provide input into Action Plan	RSVP Program Participate in focus group meetings	

Timeline	Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
November 2019	Preliminary work on Ch. 5: Action Plan Write Preface and Appendix Preliminary visit	Provide input into Action Plan	Meet as scheduled Provide additional data, as needed Provide input into Action Plan	Students Participate in focus group meetings Attend pre-visit meetings	Attend pre-visit Meetings
December 2019	Revise and adopt Action Plan Finalize the report Create visitation schedule		Meet as scheduled	Create cover and dividers for WASC report	
January 2020	Publish and distribute report to VC Publish finished report to websites Prepare evidence for inspection		Prepare for WASC visitation Make evidence binders and online folders available for inspection		
February 2020	Present report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Prepare classrooms for visitation with evidence of student work	Participate in report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Plan reception and parent meeting for visit
March 2020	Pre Visitation/ Mock Visitation	Visitation prep	Visitation prep	Visitation prep	Visitation prep
March 2020	Visitation	Visitation	Visitation	Visitation	
May 2020	Continue action plan implementation				

Significant Developments

Since the 2014 WASC self-study full visit, several major changes have taken hold at the national, state, and district level that have led to shifts within the school-wide action plan. The Common Core State Standards have caused district-wide and site-based focus on student learning and preparation for college and career. These new educational standards describe what students should know and be able to do in each subject and grade. The growing awareness this major undertaking posed was an opportunity to expand student learning and include all students in the CHS school goals.

This revelation caused Century High School's leadership team to explore how the school goals could better reflect the changing educational standards. California's new school funding law, Local Control Funding Formula (LCFF), and its complementary Local Control and Accountability Plan (LCAP) were additional reasons for the revision of school goals to conform to WASC action Plan as well. With LCAP's focus on student success, the site staff at Century High School considered the implications of the eight key areas (basic services, implementation of state standards, course access, student achievement, other student outcomes, student engagement, parent involvement, and school climate) in various settings, such as staff meetings, ASB, Parents' Group, and School Site Council. At the same time, there was renewed mindfulness about the school mission that emerged in a variety of ways (e.g., professional development request form, funding request forms, parent communiqués, and PLC goals tied to school mission and goals).

Summary of Significant Developments:

- Implementation of Common Core State Standards - 2013-2014
- Race to the Top (District) Grant - 2013 awarded; implementation began 2013-2014
- Development of Getting to the Core Materials- 2015-2016
- Transition to Local Control and Accountability Plan (LCAP) structure - 2016-2017
- Changes to administrative staff - two new principals since the last WASC, various new APs
- QEIA class size reduction funding was removed 2016-2017
- Adoption of Next Generation Science Standards – 2017
- Project Kinship 2017
- Certificated staff changes - 46 new certificated staff (teachers and counselors) since 2014
- Staff reduction due to low enrollment -multiple years
- Addition of mental health services - School Social Workers, Coordination of Services, integration with Wellness Center 2017-18
- Peer Court Return to Century 2019
- Introduction of MTSS for Academic and Behavior/Emotional intervention- 2019-2020
- MTSS Intervention adoption 2019-2020

School-wide Critical Areas for Follow Up

At the conclusion of Century's last full WASC visit in 2014 and the Mid-Cycle in 2017, the visiting teams left the following recommendations:

#1: Increase the percent of students who are ready for post-secondary education and careers.

#2: Improve academic achievement in the core content areas, particularly Mathematics and English, for all students as measured by test scores, CAHSEE initial passing rates, the accumulation of credits toward graduation and a-g eligibility.
#3: Increase and maintain parent and community involvement to ensure academic success for all students.
#4: The WASC Visiting Team recommendation for strengthening was as follows: Continue to increase AP participation and pass rate.

Taken in their entirety, the four recommendations from the last two visiting teams fall into the following three categories:

1. College and Career Readiness and increase in AP participation and pass rate
2. Improving Academic achievement for all students
3. Increasing and maintaining parents involvement

Century High School has addressed these recommendations at a variety of levels and through different venues over the last six years:

Item #1 and #4: College and Career Readiness
Rooted in the SAUSD vision of preparing students for success in college, career, and the community, we have focused our attention and resources on availability and accessibility for all students to complete a variety of courses including dual enrollment, AVID, AP classes, development of APEX Summer School, and the development of 5 complete CTE pathways which allow students to develop career readiness skills and satisfy A-G requirements.

Furthermore, CHS has Maintained and expanded an Early College High School program with the support of our Community college partner SAC (Santa Ana Community College), "College Now", and CAPP (Career Advancement Placement Program) where students have the opportunity to take a variety of dual enrollment classes at Century during and outside the school day. In addition, a small number of students go to SAC campus to attend classes.

The Higher Education coordinator and academic counselors and community outreach coordinator work with students and families to provide college workshops such as Family University, College and Career Wednesdays, and Cash for College. Late nights are set to accommodate parents' work schedules. In addition, the e-Business Academy offers articulated credit for sophomores-seniors and dual enrollment during the summer and during the school year.

Over the last four years, the percent of seniors meeting A-G competitive status (meet A-G requirements and have a 3.0 GPA) has increased by 5%. In 2018-2019 we have created a tier two intervention to support 15% of our students who were A-G eligible (but were below a 3.0 grade point average) in order to support their future college and career plans. This indicates that CHS has processes in place that provide students a path to college and our students are challenging themselves with their course schedule.

For the 2019-2020 school year, we expect to increase our A-G competitive pool through a concerted effort by each department.

Higher Education Coordinator/College and Career Counselor:

The HEC coordinator / College and Career Counselor at CHS plan events to expose students to a variety of college and career options. In addition, she works with senior counselors to support all seniors as they make plans for life after graduation. She arranges college campus visitations as well as hosting workshops to support students through the financial aid, college application, and scholarship processes.

Dual Enrollment:

Since the 2014 WASC review, SAUSD and Century High School embedded Santa Ana College classes during and after the day. We started with a 9th grade cohort (Class of 2020). The master schedule for the 2019-20 school year has many sections of dual enrolled courses for students at CHS. Students in these courses are afforded CHS graduation credit as well as college credit which is transferable to four-year universities or community colleges to best prepare our students for success in college. Given that some of our dual enrolled courses are also part of a CTE pathway, students are, ultimately, accumulating skills in areas which prepare them for career readiness while also earning college credit.

Seal of Biliteracy:

At SAUSD and CHS, we offer Seal of Biliteracy which culminates in students earning a California Department of Education Seal of Biliteracy when graduating from Century High School. CHS has increased the number of recipients by 9 from 2018 to 74 students in 2018-19.

AVID:

CHS continues to grow the AVID program in hopes of achieving school-wide status and ultimately, being designated as a National Demonstration School. Teachers are trained and site plans are developed at the annual summer institutes. The AVID program now includes a total of nine AVID sections (two per grade level including three at 9th grade level). The support from AVID teachers and peers has resulted in increased college attendance rates for AVID, EL, and other targeted sub-groups. AVID also provides SAT Prep Sessions through College Spring for 11th graders to assist them in acquiring higher score in SAT. Moreover, AVID provides tutorial sessions twice a week through college tutors on the CHS campus. Participants complete Tutorial Request Form (TRF) in order to receive assistance in the needed subject area.

Special Education:

In alignment with our WASC Action Plan and focus on particular subgroups, including our students with disabilities, CHS now offers a continuum of special education services geared toward full-inclusion in general education classes. We believe this model to be the best quality education for our students with disabilities to have instruction delivered by a content expert and classroom supports provided by trained classified and certificated staff members.

CTE Pathways:

We are proud to offer dual enrollment courses of at Century. Articulated CTE classes can give students college credit. In alignment with our belief that all students will have success and our district vision that every student will be prepared for success in college, career, and community, we have revamped our Career Technical Education (CTE) pathways. The adjustments ensure a

complete, three-course progression to include an introductory, concentration, and capstone course, which aligns with the California CTE Framework. The industry demands in the Orange County areas and opportunities for students to leave high school with the expertise and knowledge to be successful in a career and in college coursework drives our pursuit of these pathways.

The Construction Trades Readiness Program:
- This program has started its second year at Century High School.
- Currently, the two classes offered during the school day are at an enrollment of 40 and 38 students, respectively. This is an increase of approximately 35% for the 2019/2020 school year.
- The after-school class currently serves a total of 24 students (10 Century students and 14 additional SAUSD students)
- This year the Construction Trades Pathway has broken the gender barrier and six female students are currently enrolled among the classes. Students are training to earn the OSHA 10 safety requirement and certificate.
- For the 2019/2020 school year, extra emphasis will be placed on community outreach to better understand the building trades and the building trade unions that offer apprenticeships.

Outreach includes:
- Building Trades workshop is to be held at the FACE conference, for parents to learn more about the Building Trades Pathway and about the Trade unions that are in our local area.
- The Building Trades Pathway workshop will be presented at high schools, intermediate schools, and Wellness Centers between October and December to create additional interest in the program for the 2019/2020 school year.
- A presentation will be made at the School Choice Fair at the Main Place Mall in Spring 2020.
- Sierra woodshop students will participate in a field trip to the Carpenters Union and Century High School.

In addition, a four year plan is in place that emphasizes the attainment of a-g requirements, career development, college readiness and the closing of the achievement for low-income students. The plan includes CCGI for freshmen, 10th grade counseling, Junior and Senior Conference, conferences during the school day -- where students get information on a-g, college and career planning, financial aid, interest inventory, CTE and much more. College representatives give presentations on entrance requirements. Seniors begin the college application process and learn about financial aid. Freshmen are introduced to College and Career planning; sophomores and juniors are given the PSAT and results are shared with students and parents. Fee waivers for SAT/ACT/AP and PSAT are available for all low socio-economic students.

Item#2: Improve academic achievement in the core content areas, particularly Mathematics and English, for all students as measured by test scores, CAHSEE initial passing rates, the accumulation of credits toward graduation and a-g eligibility.

Century High School is committed to maintaining rigorous and engaging instruction in alignment with the Common Core State Standards in ELA and Math as well as Next Generation Science Standards for California for all students. We support the implementation of our specialized programs such The Academies, AVID, Advanced Placement, Early College, CTE and FLEX Programs. All stakeholders will work together to provide increased access to these programs and to Science, Technology, Engineering, Arts, Mathematics, career investigation and preparation.

In addition, CHS staff has received initial training on MTSS, a SAUSD adopted new framework for Intervention, to assist struggling students, both academically and social emotionally. The ultimate goal is to have every struggling student link to a support.

Academies

CHS maintains a number of small learning communities that have both social emotional goals that involve team building and belongingness for students but that help students explore specific career oriented subject materials. These academies include: E-business, TEACH, Engineering, Digital Media and Building Trades. Academies also maintain ties to the business, academic and local cultural world that may extend to students the advantage of building relationships with individuals and organizations that may lead to personal and professional development.

Tutorial Support

CHS offers tutorial through the NAC Institute on campus. Students usually have tutorial four days per week. Students can also take advantage of tutoring services through the Centurion Club. Most tutorial students are also able to go to other classrooms to seek support from teachers or to make up assignments.

The district also has provided funds for 30 hours of intervention provided by SAUSD teachers to assist their students.

Some students complete a Tutorial Check In (see CHS Tutorial Reflection Form in appendix) to give teachers insight into students' perceptions of their current academic, behavioral, and social/emotional status.

Teachers also use their formative test data as a tool to measure struggling students' efforts and therefore intervene to support those students. This time spent in Tutorial is meant to support all students and prepare them for success at and after CHS.

Chromebooks and Google Apps for Education

In Fall 2017, CHS achieved a one-to-one Chromebook ratio for every student, which has improved instruction, engaged students, and brought new learning activities. APEX Credit Recovery Program relies heavily on the Chromebook for accessibility of the online courses at all times. English courses such as StudySync, for example, utilize online, device-driven activities

for improved writing, reading, and vocabulary skills, using Google Apps and College Board's Springboard curriculum. With devices in every student's hands, teachers now rely on powerful online tools that include Quizlet, Edpuzzle, Kahoot, Khan Academy, Google Classroom, Google Forms, and Illuminate assessments for quick data collection and efficient feedback loops. Our librarian, Mrs. Wright, is fully committed in providing help and teaching students Bibliography and Research Methodology, guiding their progress in compiling their SENIOR EXIT PORTFOLIO, and other academic and technical assistance. She uses different academic data bases, provided by the district, and other academic data bases to teach students the concept of research, primary and secondary sources, MLA and APA style sheets, resume writing, and other writing techniques which are required for any college going student.

Positive Behavior Intervention and Support (PBIS)

CHS is completing year a three implementation of PBIS as a school-wide system to model, reinforce, and celebrate positive behavior in addition to providing intervention support. CHS earned high status for our PBIS program during the 2017-18 school year. Large Centurion banners (Commitment, Honor, Success), classroom posters, Centurion Cards, and numerous other intervention strategies are used to clarify and raise expectations for conduct and improve campus climate and culture.

Speech Therapist

CHS received a fulltime and a part time Speech Therapist (1.5) and a Speech Pathologist. They diagnose /identify/evaluate/assess/screen/monitor in the areas of articulation. They collaborate with teachers, staff, and the IEP team to review reports of findings of testing, and develop IEP goals. They also provide therapy and implement IEP goals.

School-wide Attendance Incentive Programs

SAUSD and CHS have implemented Attendance Incentive Campaigns to improve attendance beginning in the 2017-18 school year. These campaigns include tracking attendance by students, class, and school-wide efforts to promote positive attendance. Students with perfect attendance enter an SAUSD drawing to win a car.

Student Recognition Campaign

In 2018-2019, students with (2.5 GPA)were recognized by Administrators, counselors, and teachers on Red Carpet and were invited to an extended lunch period celebrating great achievements. Students were given a treat and congratulated for their efforts.

Inside Scoop (Video Bulletin)

CHS, through the Audio/Video Production Class, has daily video announcements made entirely by students under the direction of a teacher, Mr. Mark Bush. These announcements serve as a major form of communication with the entire student body as ASB, athletics, clubs, and administration use the video bulletin as a platform for announcements to the entire school. College representatives also take part in live interviews to introduce the requirements for prospective students. All students and their parents can learn about campus options and can review the interviews through daily archived sessions. College representatives are also recorded or interviewed live so all students can learn about college campus options.

Student Outcome and Performance Measurements

CHS uses data to inform instruction. SBAC, both for Math and ELA, MAP, and ELPAC data have been reviewed both as a whole faculty and within departments in order to define student needs and attend to them through instruction. Although much of the testing and accountability regime has changed over the past 6 years, CHS continues to use department time and PD to address student performance. CHS recognizes that the data is not always positive but is committed to understanding and promoting a better teaching and learning environment through data.

Starting this year, the English department administers the Smarter Balanced Assessment Consortium's interim assessment (IA) three times a year. The math department has also participated in this initiative. This IA allows teachers to check student progress throughout the year, giving them information that they can use to improve their instruction and help students meet the challenge of college and career ready standards. These tools are used by the ELA and math departments to check students' progress at mastering specific concepts at strategic points during the school year. In the 2019-2020 school year, the English teachers will now be implementing the IAs in the fall and in the spring to better prepare our students for the SBAC assessments in the 11th grade. Students who are new to the United States are placed in an English Language Development (ELD) program based solely on their initial ELPAC scores (formerly the CELDT score). Our ELD Coordinator regularly attends district meetings to discuss changes in instruction, assessment, and reclassification as the district rolls out the ELD State Standards and English Language Proficiency Assessments for California (ELPAC) implementation. The ELD Coordinator has led professional development on the Standards English Learners (SEL) and English Language Learners (ELL) and strategies to prepare the students for the SBAC and college and career readiness. In an effort to differentiate instruction to allow all students to access the curriculum, CHS has started to utilize NewsELA in ELA and other subject areas. NewsELA is a database of current events tailor-made for classroom use. Indexed by broad topics (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats according to each student's Lexile level. A professional development session in Fall 2019 featured how English teachers can use NewsELA to differentiate nonfiction reading for both English Learners (EL) and English Only Learners (EOL). English tutoring is available on a volunteer basis during lunch by English teachers and after school tutoring is offered to all students who would like to attend.

Since the 2019 fall semester, the math department also administers the Smarter Balanced Assessment Consortium's interim assessment (IA) to all 9th through 11th grade students. This IA allows the math department and individual teachers the ability to check student progress throughout the year, giving them information that they can use to improve their instruction and help students meet the challenge of college and career ready standards. These tools are used by the department to develop and adjust pacing plans to check students' progress at mastering specific concepts at strategic points during the school year.

In the 2019-2020 school year, the math teachers will now be implementing the IA's in the fall and in the spring to better prepare our students for the SBAC assessments in the 11th grade. Professional development sessions have focused on the utilization benefits of the free online program, Khan Academy, to align math skills using technology. This is similar to how the

students' math skills are assessed on the SBAC assessment in the 11th grade. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom.

Overall Goal for 2019-2020

(These goals support efforts WASC recommendations, LCAP initiatives, and Critical Areas of Need generated from our latest Self Study. All the goals are included in SPSA.)

- 95% English Learners (ELs) will advance at least one ELPAC level per year. ELs scoring Early Advanced or better will maintain this performance level.
- Increase the number of students who successfully complete a CTE course by 5%.
- Increase the average of 27.5% of CHS graduates who meet the University of California a-g requirements and are admitted into four-year institutions.
- 75% of students in a support class will earn a grade of C or better in the content courses connected with the support class.
- Student achievement scores, as measured by the Smarter Balanced Assessment of the Common Core Standards, will keep SAUSD schools in the decile in the state and among comparable schools.
- All teachers will be versed in the Common Core standards and will implement CCSS reading and writing strategies, lessons, and assessments in their classes.
- Additionally, SAUSD has developed Key Performance Indicator (KPI) to help schools move forward.

Item #3: Increase and maintain parent and community involvement to ensure academic success for all students.

Overview

Opportunities for Parent Involvement at Century High School
- Wellness Center with a full-time Liaison- Provide College information, college scholarship information, financial aid information, parental support, drug and alcohol counseling (Referral), and job searches
- Parent Nights per grade level regarding academic and college preparation
- Intervention meetings and counseling
- Awards Ceremonies
- FAFSA Parent Workshop College Presentation for Parents
- Weekly Parent Communication via progress reports, emails, attendance sheets, phone contacts
- Parent Volunteers -- A wide range of volunteer opportunities exist at Century HS
- PTSA/School Site Council (SSC) /English Learners Advisory Committee (ELAC)
- Athletic Boosters-Parents participation group to support athletics
- Parents participation group to support the arts
- Student Study Team Meeting (SST) - Parents, students and staff meet to discuss individual student needs

- IEP/504 Meetings for Special Education Students
- One-On-One Counseling Sessions
- Senior Exit Portfolio Presentation - Parent Panel Members
- Parent participation in Focus Groups
- Century Parent University–Wellness Center
- Parent Literacy Classes
- Parents Media and Technology Literacy Classes
- Parents training in Wellness Center for accessing their students' progress, grade, attendance, and other academic information, through SAUSD Parent Portal. (300 parents participated and completed the training during the first semester of 2019-2020)
- Coffee with the Principal (approximately one Wednesday per month, 9AM and 6PM)
- ROSES Ceremony
- Parent Leadership Team
- Parent Leader Appreciation Breakfast
- Parent portal through Aeries to grades, attendance, and other student data

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

The school has systems for communicating with parents and community members and support a partnership among staff, parents, and the community. Parents are invited to attend a variety of meetings, workshops, and classes focused on graduation, college/career, financial aid and parent education. Regular updates are shared with parents about individual student achievement by parent-teacher, parent-counselor, parent-support staff, parent-mentor conferences to support student access to improved learning by parental or staff request and other home/school contact. Communication in the form of flyers, our automated phone system and school marquee, to support monthly meetings, Parent Workshops, and Parent Leadership groups in order to increase engagement, support, and communication. The Wellness Center is utilized to inform parents about classroom performance and campus events in English and the preferred home language which is generally Spanish. The school provides written and oral school to home communication in the form of presentations, information pamphlets, flyers, in English and the home preferred language, which is Spanish. For the month of September of 2019-2020 school year over 300 parents have visited the Wellness Center and have received the necessary information and training.
- Regular Parent meetings in "Coffee with the Principal" setting are held to ensure that all parents have an opportunity to provide input and learn about school initiatives. A scheduled informative/educational guest speaker based on relevant school topics and current need will be included. Meetings are held mornings and evenings to accommodate working parents.
- The Higher Education Coordinator and the academic counselors work with students and families to provide college workshops and plan meetings (Century Family University, College and Career events, Cash for College) on days and hours accessible to all families.
- A Wellness Center is maintained by the Family and Community Outreach Liaison to ensure that parents have a place where they have access to technology, education courses

and host meetings. CHS implements a comprehensive parent and community Wellness center that will provide access and training for parents and community members to receive information and support focused on meeting identified student needs. Computers and software will be provided for parent use in the Wellness Center.

- A full time Outreach Consultant (Ms. Conde) functions as a parent and student advocate, builds relationships/partnerships with community organizations, conducts home visits, presents staff development and parent/student educational classes, and provides resources to parents and students.
- There are various organizations on campus and in the district that are established to provide opportunities for parents and community members to help solve, advise and make decisions about the school. These include but are not limited to SSC, ELAC, Century Parent Leadership Team, Booster clubs, LCAP input sessions, and DELAC.
- Starting in the 2017-2018 school year, Century Parent University delivered monthly lessons, to assist parents in navigating the complexities of high school. Some of the topics include graduation requirements, high school transition, technology, and college. Childcare, translation, and refreshments are provided for parent convenience.
- We offered the PIQE (Parent Institute for Quality Education) program several times over the last five years. Typically, approximately 50 Century parents would complete the program. This is a 9-week class series for parents of high school students which teaches the essential pieces of a high school student's education and guides parents to be involved and proactive in their child's education.

Safety Committee

All staff have received training in active shooter scenarios through the SAUSD School Police department. Campus lock down and lock out, and Great Shake Out have been practiced yearly to ensure how staff must respond to the special siren which will be heard in real emergency situations. Safety digital entry locks have been installed on some of the access gates to the campus. Classroom doors are now equipped with special devices for a quick reaction to emergencies and locking the door. Also, the campus has been updated to have a single entry during school hours.

Furthermore, CHS Safety Committee is focusing on creating procedures for the following emergencies:
1. Evacuation during lunch or between periods
2. Procedure for the WIN ("What I Need" Saturday School) program
3. Procedures for after school and teams

Inside Scoop (Video Bulletin)

CHS, through the Audio/Video Production Class, has daily video announcements made entirely by students under the direction of teacher Mr. Mark Bush. These announcements serve as a major form of communication with the entire student body as ASB, athletics, clubs, and parents (Archived Sessions). Administration uses the video bulletin as a platform for announcements to the entire school.

Parent Engagement

Finally, CHS and SAUSD are committed to engaging parents and other stakeholders and incorporating their feedback in the decision-making process. That is, parent representatives are actively involved in Parent Leaders Team, SSC, ELAC and Booster programs. Parent leadership programs provide opportunities for parents to attend district and local county conferences, Annual District Parent events, and field trips to local colleges for different presentations. Parents will be invited and provided transportation and childcare as needed.

Century Parents receive support/courses in order to increase engagement with the school staff, improve participation, and increase student success in school programs such leadership training throughout the year to assist parents in becoming more involved. Century's WASC 2019-2020 Survey revealed that 91% of parents agree or strongly agree that their child's school encourages parental participation in parent group and in organized events. Of the parents completing the survey, 87% agree or strongly agree that CHS seeks their input regarding their student's educational experience. The survey has been a valuable tool for seeking input from parents and promoting parent participation. SAUSD, and CHS as a subset, is committed to gathering information on the quantity and quality of parent participation in events and programs as well as establish opportunities for parents to participate in the school decision making process.

CHS and the district office has also pursued improvement of educating its stakeholders on the functions of the school and how to better support their child through parent education sessions with PIQE and Century Parent University, among others.

CENTURY HIGH SCHOOL
WASC FOCUS ON LEARNING SELF-STUDY REPORT
MARCH 22-25, 2020

CHAPTER II:
STUDENT/COMMUNITY PROFILE

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- *The history and background of the school*
- *A description of the school programs*
- *School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures*
- *Examination of perceptual data, such as surveys*
- *Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)*
- *Provide a brief summary that includes:*
  - *Implications of the data*
  - *Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)*
  - *Important questions to be discussed in the Focus Groups*

General Background and History

Santa Ana Unified School District – Orange County, California

SAUSD is the second largest district in Orange County, currently servicing over 48,000 students in grades K-12 within a 24 square mile boundary. Almost all students reside in the city of Santa Ana The district currently operates 36 elementary schools, 9 intermediate schools, 6 comprehensive high schools, 2 early college high schools, 3 educational options secondary schools (alternative) and 1 early learner childhood education special needs development center, and 6 charter schools. The student population is comprised of 96% Hispanic and less than 1% each of the following categories: Asian, White, Pacific Islander, Filipino, African American, American Indian, and Two or more races (Data from SAUSD website, 2017-2018). Approximately 45% of SAUSD students are English learners with Spanish, Vietnamese and Khmer (Cambodian) being the most prevalent non-English languages spoken at home. Approximately 87% of the SAUSD student population is designated as coming from low-income families.

Century High School

Century High School opened in 1989 as a state of the art technology high school for approximately 1500 students. The campus is small, 25 acres, in comparison to other comprehensive high schools.   Business and industry surround the school. Century's student population grew quickly, going as high as 2600 students by 2005, requiring 40 portable classrooms. Subsequently, district bond measures enabled the building of 2 additional high schools, which were designated as "fundamental." Many students left to attend these schools. Long term demographic changes in the birth rate and immigration have also lead to serious

declining enrollment. CHS was the beneficiary of some bond and grant monies and the school received a large additional building (5000s) and significant beautification. Currently, 1516 students attend CHS and the site hosts both an adult special education transition program and an outside support provider, the Nicolas Academic Center (NAC).

Since 2004, the District itself has undergone significant declining enrollment and Century has reflected that by losing students and staff on a more or less continuous basis for the last 15 years. All staff losses, however, have been achieved through attrition (retirement) and intra-District transfer. The staff remains highly able technically, experienced, and remarkably positive. The school has adapted with new, meaningful programs that serve student needs on an almost yearly basis. A focus on STEAM, Science Technology Engineering Arts Math, is apparent in CHS academies and technology use in the classroom is clear. Every student has a personal computer (Chromebook) and every classroom is equipped with Smartboards and/or overhead video equipment. There are also laptop carts available to all teachers and a dedicated computer lab. The facilities, in general, are in excellent overall repair.

Century site leadership is collaborative. Decisions about student issues, curriculum, instructional practices and budget expenditures are guided by a combination of the following groups: Administration, the Instructional Leadership Team (ILT), School Site Council, the WASC Leadership Team, parents, and students (such as in ASB). Any shareholder is welcomed and may participate in some way. The Principal, Dr. Jonathan Swanson, has been on site for three years. His door is open for any staff or community member to seek help or challenge resolution.

Each year, Century's principal has spent time establishing areas of instructional focus with the staff. The areas have remained relatively consistent over the last few years. Currently, the areas of focus include developing literacy through reading, developing literacy through speaking, and increasing the knowledge and implementation of project-based learning on campus.

The student body is overwhelmingly Latino and socioeconomically disadvantaged. CHS has been a Title I school since 2004. Spanish is the most common language spoken at home and a significant percentage of students are classified as limited English proficient (LEP). Street gangs have a strong presence in the community. Families have roots in Mexico and Central America, although there are a very few students whose parents were refugees from Cambodia from the Pol Pot era. Parents often do not have much formal education. Lack of financial resources and the difficulties of immigration often make survival a priority. Students typically walk from nearby residential communities. CHS students come to us primarily from Villa, Sierra and Lathrop Intermediate Schools from within SAUSD.

WASC Accreditation History
Century was awarded a six-year term of accreditation with a one day review at its last WASC accreditation in 2013-2014. CHS received no recommendations at the end of the three year review.

School Vision
Century High School provides a learning environment, emphasizing both college and career readiness and student achievement through a rigorous Common Core standards-based curriculum, along with the support necessary for success in the 21st century.

School Mission

The mission of Century High School is to provide for all students a safe, supportive and rigorous learning environment with high expectations and high academic standards.

School-wide Learning Outcomes (SLOs)

Students at Century High School are evaluated on the basis of their mastery of the course content and standards, as well as four learning outcomes. The learning outcomes measure success in traditional content areas as well as 21st century skills. The learning outcomes and their definitions are listed below.

WE ARE CRITICAL AND CREATIVE THINKERS WHO:
>   Identify, analyze, integrate, and apply information for creative problem-solving
>   Use multiple research skills and various resources
>   Become self-directed learners

WE ARE LIFELONG LEARNERS WHO:
>   Take a proactive and responsible approach to learning
>   Set goals and work to achieve them
>   Graduate on time and become college and career ready
>   Maintain good mental, emotional, and physical health

WE ARE EFFECTIVE COMMUNICATORS WHO:
>   Demonstrate literacy in reading, writing, speaking, and listening
>   Demonstrate creative and artistic competencies
>   Use contemporary technology for collaboration and communication

WE ARE RESPONSIBLE MEMBERS OF SOCIETY WHO:
>   Act ethically and take responsibility for personal decisions
>   Demonstrate respect and empathy for diversity, both of people and ideas
>   Engage in service education
>   Participate in the democratic process, and become active and culturally aware citizens

Parents, Partners and Community

Wellness Center, Family and Community Engagement

Staffed by a full-time community and outreach liaison, the Wellness Center, formally known as the Parent Center, was opened in 2011. Recently remodeled, the Wellness Center had a grand re-opening on September 19, 2019. This facility provides for parents, students, families, staff, and community to have a safe place to visit the school campus and seek out resources. They may visit to ask questions they may otherwise be reticent to ask. The community and family outreach liaison, also known as the Family and Community Engagement (FACE) Liaison welcomes each visitor, gives them a sense of belonging, and reassures them that their ideas, concerns and opinions are valued and heard. Throughout the year the Wellness Center offers a variety of workshops, trainings, and programs to help all individuals build capacity to help meet the overall wellness of our students - social emotional, career, and academic success.

Our Family and Community Engagement Liaison at Century goal is to assist families and better understand adolescent development and provide conditions that support our children as scholars with the ability to learn and succeed. The liaison communicates with students and parents about

school programs, community resources, volunteer opportunities, activities, parenting classes and more. The FACE liaison also assists in coordination of community resources and services for students, families, and school. Available at the center are resources to support our students', families', and community's health, social emotional/mental health, early child academic development, academic expectation, engagement and personal development.

The Wellness Center has offered the following classes to students, caregivers, families, and community members in the 2018-2019 school year: Strengthening Families Parenting Class, Active Parent Class, Drug/Alcohol Presentations, Century Family University Program, NAMI Mental health -- Breaking the Cycle Presentation, Padres Promotores -- High School requirements, A-G, College Promise Workshop, and Aeries Parent Portal Support Workshop.

Century Parents have many opportunities to participate in school events such as Parent Leadership Team (PLT), volunteer opportunities, Back to School Night, Open House, student performances, fundraisers, Youth Motivation Task Force, sports events, promotion activities, student recognition assemblies, monthly parent meetings, Coffee with the Principal Information Meetings and various booster clubs that also help support student activities, academics, and athletics. Parents are also involved and a part of Staff Appreciation Day, Century School Site Council that meets monthly and English Learner Advisory Committee (ELAC) that meets bi-monthly to disseminate, discuss, and obtain input as it pertains to instructional programs being offered and the spending of categorical funds. The School Site Council, comprised of the principal, teachers, parents and students (according to Ed. Code), works together to provide input and approval of site categorical budget expenditures, and school site plans such as the Safety Plan and the Single Plan for Student Achievement. The principal has an open-door policy and works to engage all members of our school community for school improvement ideas and recommendations.

School to home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats: District/school web site, public Service Channel 31 or 51, school and/or class newsletters, flyers letters, school marquee/banners, new student orientations, automated phone calls, and text messages.

Century High School has a large number of community contacts and makes them available to students and parents. Further, with some community partners, CHS has built a closer relationship so that these partners provide program and services on campus. The Wellness Center partners with 32 community organizations. The full list can be found in the Appendices.

Over the past few years the Wellness Center has been undergoing a kind of renaissance. After falling off in usage, the Center has undergone a name change and a change in staff, resulting in a significant uptick in usage. The District has recently mandated the inclusion of Wellness Centers across the district.

Other Community Partners

The Counseling Department, STEAM, and eBusiness also maintain relationships with business and community partners. The Counseling Department has 41 partners; STEAM, 3; and eBusiness, 11. The full list of partners can be found in the Appendices.

Century has a social media presence to share the good things that are happening. Beyond the individual pages and accounts maintained by programs and sports, the principal maintains a Facebook and Instagram Century page with almost 1000 followers as of late January, 2020. This is one of the ways the schools communicate with the community and students.

Demographic Data

Enrollment

2019-2020 Enrollment by Subgroup

Subgroup	Enrollment
English Learners	449
Foster Youth	11
Homeless Youth	240
Migrant Education (MSIN)	8
Students with Disabilities	250
Socioeconomically Disadvantaged	1423
All Students	1516

2018-2019 Enrollment by Subgroup

Subgroup	Enrollment
English Learners	472
Foster Youth	5
Homeless Youth	265
Migrant Education	8
Students with Disabilities	263
Socioeconomically Disadvantaged	1567
All Students	1660

The above chart taken from the California Department of Education's website suggests that the Century High School community has a number of challenges. It has been the case for decades that CHS serves a predominantly Spanish speaking student body. EL and RFEP students present challenges to the staff that the staff has embraced. All staff have CLAD certification. Poverty is a reality in the CHS community and CHS staff embrace the needs of our community, academically and socially through a variety of programs. Disturbingly, there has been a sharp increase in the number of homeless students. While staff are unable to alleviate this problem directly, there is a strong sense in the teacher corps that timelines need to be flexible to accommodate the occasional precariousness of students in difficult straits. Lastly, the number of special education students is proportionately high. All students are included and integrated into the activities of the school as thoroughly as possible. Teachers and other staff are sympathetic and welcoming.

Enrollment, Grade Level

Academic Year	Total	Grade 9	Grade 10	Grade 11	Grade 12
2019-2020	1516	441	445	353	277
2018-2019	1660	433/26.1%	452/27.2	359/21.6	417/25.1
2017-2018	1782	463/26.0	431/24.2	479/26.9	408/22.9
2016-2017	1838	450/24.5	529/28.8	463/25.2	395/21.5
2015-2016	1883	540/28.7	518/27.5	442/23.5	382/20.3
2014-2015	1864	512/27.5	481/25.8	440/23.6	431/23.1

Based on the data above there has been a long term decline in enrollment. This mirrors the overall trends in the Santa Ana Unified School District and, indeed, California.

Enrollment, Multi-Year Summary by Ethnicity

Academic Year	Total	African American	American Indian or Alaska Naïve	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	2 or more Races	Not Reported
2019-2020	1516	4 students	3	23		1470		12	2	
2018-2019	1660	.1%	.1%	2.1%	.1%	97.2%	.1%	.2%	.1%	0
2017-2018	1782	.1%	.1%	1.5%	.1%	97.8%	.1%	.3%	.1%	0
2016-2017	1838	.1%	.2%	1.6%	.1%	97.1%	.1%	.7%	.1%	0
2015-2016	1883	.1%	.1%	1.9%	.1%	97.2%	.2%	.4%	.1%	0
2014-2015	1864	.1%	0%	1.8%	.2%	97.6%	0%	.3%	.1%	0

Note: 2019-2020 student numbers, not percentages.

The ethnic makeup of CHS is not particularly diverse. The student body is overwhelmingly Latino. The types of Latinos has, however, been diversifying. A greater number of Central and South Americans are attending as new comers, joining the predominately Mexican-American community. There are a small number of Asians, primarily Cambodians, although not enough to represent a statically relevant cohort for the purposes of some testing and accountability metrics.

Predominate Primary Languages other than English

Century High School
Language Group Data to Determine 15% and Above Translation Needs for 2018-2019
(Home Language Survey)

	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL/FEP
Spanish	465	1066	1531	92.23%
Khmer (Cambodian)	2	15	17	1.02%
Vietnamese	1	3	4	.24%
Other non-English languages	1	1	2	.12%
Filipino (Pilipino or Tagalog)	1	1	2	.12%
Hindi		1	1	.06%
Arabic	1		1	.06%
Farsi (Persian)		1	1	.06%
Korean		1	1	.06%
Mixteco	1		1	.06%

Note: Please see the Appendices for previous years. There are no major changes.

English Learners, FEP, RFEP

	Enrollment	English Learners	Fluent-English-Proficient Students	Students Re-designated FEP
2019-2020				
2018-2019	1660	472 (28.4%)	1089 (65.6%)	41 (7.7%)
2017-2018	1782	532 (29.9%)	1149 (64.5%)	72 (13.1%)
2016-2017	1838	550 (29.9)	1180 (64.2%)	75 (13.2%)
2015-2016	1883	567 (30.1%)	1214 (64.5%)	224 (31.3%)

There is a small steady decrease in EL students and increase in FEP students. For specialize information of trends over the last several years, see the Appendices.

Special Education at CHS, 2019-2020

CHS has a relatively high percentage of Special Education students and comes equipped with special facilities in 5000s building.

Non-Special Education Students: 1,273
Special Education Students: 250

Primary Special Education Disabilities					
	Grade 9	Grade 10	Grade 11	Grade 12	Total
Autism	10	6	15	8	39
Hard of Hearing	1				1
Intellectual Disability	4	5	3	3	15
Orthopedic Impairment	2	1		1	4
Other Health Impairment	12	14	4	4	34
Specific Learning Disability	45	42	41	22	150
Speech or Lg. Impairment	2				2
Traumatic Brain Injury	1		1		2
Visual Impairment			1		1

Foster Students
Count of Matched Foster Students by School of Enrollment and Grade for 2017-2018

Grade	9	10	11	12	Total
	3	2	5	4	14

Count of Matched Foster Students by School of Enrollment and Grade for 2016-2017

Grade	9	10	11	12	Total
	4	5	7	1	17

Count of Matched Foster Students by School of Enrollment and Grade for 2015-2016

Grade	9	10	11	12	Total
	4	4	2	3	13

The number of foster students has been steadily growing in recent years probably due to the many political difficulties of recent immigration at the nation's southern border.

Parent Education Level 2019-2020		
Highest Level of Education	Number of Households	Percentage of Households
Not a High School Graduate	918	62%
High School Graduate	350	24
Declined to State/Unknown	45	3
Some College	120	8
College Graduate/Post Graduate Work	49	3

The educational attainment level of CHS parents is low. Some past studies have suggested that CHS students typically have an upper elementary school education in their home countries. This and the general existential issues of living in Santa Ana, often mean that parents are very dependent on the school for the educational upbringing of their children.

Free and Reduced Lunch, 2019-2020
100% of students at Century High School qualify for free and reduced lunch under changes in recent California law.

Class Size

Although class size varies enormously from class to class, CHS has an average class size of about 24 students. This number has been relatively stable for the last couple of years since CHS lost extra QEIA and other funding that had been used to reduce class size.

Staff

Pupil Service Staff by Type, 2018-2019

School	Counselor	Psychologist	Librarian/Library Media Teacher	Social Worker	Nurse	Speech/Language/Hearing Specialist	Other
Century	4	0	0	1	0	0	0

All teachers are highly qualified with no teacher teaching without appropriate credential. There are no interns or short term staff.

Certificated Staff Educational Attainment Level

	Doctorate	Special Degree (Juris Doctor)	Master's Deg. +30	Master's Degree	5th Yr. within BA	Fifth Year Induction	Fifth Year	Baccalaureate +30	Baccalaureate Deg.	Associate Degree	Not Reported
CHS	2	0	0	63	0	0	0	0	8	19	0
SAUSD	57	0	29	1770	0	0	1	237	566	1	3

Staff, Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes

Certificated Staff Experience Report 2018-2019

	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
CHS	17	15	1	0
SAUSD	16	14	112	41

Certificated Staff by Ethnicity, 2018-2019

	Total	Hispanic	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	2 or More Races	No Response
All Certificated Staff	92	15	0	7	0	0	3	66	0	1
Teachers	86	14	0	7	0	0	3	61	0	1
Administrators	3							3	0	0
Pupil Services	5	2	0	0	0	0	0	3	0	0

CHS staff is highly experienced and educated. Although the ethnic demographic skews White, SAUSD has made significant progress in hiring and maintaining an ethnically diverse staff. The compensation package for district employees is one of the most generous in Orange County and the State of California. A significant number of CHS certificated staff speak Spanish at various levels from conversational to native speaker.

School Program Data

Specialized Programs

APEX Digital Learner, Online Courses (Credit Recovery)

This program offers credit recovery in core academic courses and electives in a blended learning model with a highly qualified instructor with National Leading Edge Online and Blended Certification, and California Mathematics and English Credentials. Students may take electives and other high-level courses, such as Pre-Calculus, in the APEX program for credit recovery. The online curriculum aligns with the Common Core and a-g University of California requirements.

Students are also required to create projects and hold oral language meetings throughout the course. Although students primarily work on campus, some off-campus work is allowed in a setting conducive to student learning. Families have access to student work and progress through the APEX system using their student login credentials. In APEX classes, students work on their daily assignments and benchmarks to guide and pace them towards success.

Selected student enrollment begins with the counseling office and the school APEX coordinator. APEX has assisted more than five hundred students to recover their credit deficiencies for graduation or augment their GPA to meet another graduation requirement.

All-in-all, Apex has directly impacted the graduation rate positively by 31% annually since 2015. Currently, 122 students are enrolled in different courses during the day schedule (Periods "0" through "4"). APEX classes are also offered after school during the last three weeks before the end of each semester in order to provide extra time for students to complete their courses.

APEX addresses all CHS's Mission statement in general, but SLO #1 and SLO #2 in particular. Furthermore, APEX assists students to become college ready through providing them with the experience of blended, hybrid, and on-line education, an integral part of the higher education in the twenty-first Century educational system.

APEX Highlights:
- Increased course completion and credit recovery rates by 30% (88% Course Completion Rate)
- Blended instruction/use of on-line curricula/technology/one-on-one teaching/learning
- Parent involvement (on line messaging and weekly access to progress reports)
- Self pacing learning and completing classroom projects

- Increased student technical and computer skills
- Presently, there are 122 students enrolled in the APEX credit recovery program.
- Period seven will be created to provide an extra opportunity for students who cannot be in zero period because of a schedule conflict but need an extra hour to catch up with their APEX program.

Inside Scoop

The Inside Scoop is a daily, live student-produced news program. Daily programming began in 2004 and has since produced over 2300 live broadcasts. It is a highly cherished Century High School institution. The broadcasts aired for many years via the school's closed circuit television system. About six years ago, the District invested in the program to transfer the broadcasts to a web streaming platform.

Teachers, administrators, club advisors, club presidents, coaches and others send announcements to the Inside Scoop via email. The news anchors are then tasked with sifting through the mail in order to determine which stories and other material will be included in their scripts and the show's calendar. The student news anchors ultimately re-write the stories and announcements in their own words to build their final script.

The TV Broadcast class generally consists of roughly 20 students per year. It meets during 1st period in order to ready the script and the TV studio equipment for the broadcast which takes place at the beginning of 2nd period. All teachers and students are expected to view the broadcast via the teachers' computers and projectors. The broadcast includes the daily Pledge of Allegiance.

Seal of Biliteracy

The State of California Seal of Biliteracy is an award, a statement of accomplishment, given to students who have studied and attained proficiency in two or more languages by high school graduation. By awarding graduating seniors this award, Century High School recognizes the student's abilities to read, write and speak in more than one language. This award helps encourage, recognize, value and honor the contributions of the multiple cultures and languages of our community and prepare our students to meet the personal, intellectual and professional challenges of the 21st century.

The State of California Seal of Biliteracy was awarded to 109 Century High School students in 2017, 65 students in 2018, and 73 students in 2019.

State of California Requirements
Candidate must:
1. Complete all high school graduation requirements
2. Score proficient or advanced on the English Language Arts (ELA)-SBAC-Smarter Balanced Assessments of California
3. Maintain an overall GPA of 2.0 or higher in the ELA by first semester of a student's senior year
4. Demonstrate proficiency in one or more languages, other than English (including American Sign Language), through one of the language proficiency options: AP exam,

SAT II foreign language subject test, completion of a four year high school course of study in a foreign language with a GPA of 3.0, district approved language examination in a foreign language, provide official transcripts from a foreign school with a B or better.

In 2017-18, the State of California changed the requirements for showing English proficiency for Seal of Bi-literacy. The State no longer accepted a writing assessment, as a form of showing proficiency for the English language, the only form of acceptable proficiency was the SBAC, and therefore there was a large decline in the number of awards granted to students, 109 in 2017 to 65 in 2018. The District writing assessment is no longer an accepted form of showing English Language proficiency for Reclassification or State Seal of Bi-literacy.

CORE

During the 2018-19 school year, Century applied to be a part of the Breakthrough Success Community (BTSC) through CORE. As the only high school participating in Santa Ana, Century has begun developing a plan to support ninth grade students, which is a focus of this program. Initially, Century started a "Summer Summit" for approximately 100 randomly selected incoming 9th grade students. The Summer Summit was a weeklong bridge program to help students engage with the school, staff, and each other, providing a base for a successful freshman year. The teachers involved in the Summer Summit continue to meet with students throughout the 2019-20 school year and data has shown that these students are finding more success that their peers who did not participate in the program. The goal is to expand the program to additional students for the coming summer and year.

Strategic Freshman Support Plan

Century recently started another 9th grade intervention in January of 2020 titled "Strategic Freshman Support Plan." This intervention, put together by the administrator and counseling teams, places approximately 30 freshmen students into an after school Study Skills class for the Spring of 2020. Students in the class received 3-4 F's in the Fall semester and will receive elective credit and support for their other classes while learning valuable tools for future success. While the class has only just started, initial anecdotal comments from the teacher seem promising. If the program is found to be successful, additional classes will happen in future semesters.

The 9th grade FLEX team completed a student project in the Fall of 2019 related to project based learning. Students selected a topic from the UN Global Sustainability Projects and researched the topic and presented to their peers and some staff. Students were required to answer questions from others and speak to their topic with expertise.

Century Mentors

One of the newer initiatives at Century is the support of EL students through the tutor/mentor program, now called the "Century Mentors". Started in the Fall of 2018 and later refined in Fall of 2019, English Learner students in grades 9 and 10 receive support from the mentors on an ongoing basis. Mentors provide support through in-class tutoring, pull-out tutoring, and regular mentoring conversations. The mentoring conversations include goal setting, reflection, data chats, and study skills support. The mentors, many times, are Century graduates who currently attend college and can serve as role models to the students.

Early College

The Early College program at Century has been a highlight for the district. Of the comprehensive high schools in Santa Ana, Century has taken the lead as it relates to Dual Enrollment classes. In the Fall of 2019, Century had 286 student enrollments in Early College classes. This is more than half of the student enrollments of the six comprehensive high schools in Santa Ana. In addition, students are largely successful in the classes. Therefore, the grand majority of these students are earning college credits at an early age. The program started in 2016-17 with two classes and has steadily grown since that time. As a result of the success of the Early College program, AP class offerings and enrollment has declined.

The CHS Early College Program began four years ago with the intent of having a fully implemented program that would allow a cohort of capable and motivated Century students the opportunity to earn an Associate's of Arts degree from Santa Ana College while earning their high school diploma. The Century team was excited about being able to offer college courses to students that would allow them to save time and money in their pursuit of higher education. Through the partnership between Santa Ana Unified and Santa Ana College, along with the in-house guidance of academic counselors, students in the Early College Program can expect a demanding schedule that is paired with rigorous academic college course work. These courses also fulfill the Intersegmental General Education Transfer Curriculum (IGETC) for UC and CSU's. Many private/independent and out-of-state colleges and universities will also accept the IGETC. All of the college courses offered are weighted and free to our students. The program grew from that early vision to not only allow the opportunity to take a college course at Century to a small cohort but to all students that met the criteria that were set forth by our team to ensure that students were ready for the rigor and work of a college course. Currently, we have over 250 students enrolled in college courses here on our campus (the largest offering in the District). These students have been vetted to ensure that the course is the right fit for them and that they can handle the college course workload. We have also assigned counselor advisors to each of the college courses to monitor and support the students and instructors in each of the classes. Protocols and procedures were established to allow a smooth process for enrollments, record keeping, and success for all Century College students.

The team has gone through expected growing pains, but at each step, we have worked to address each of those issues. We have been more stringent in vetting students and adding systems of support so that struggling students are flagged immediately and given assistance. We have been flexible when courses have been denied from Santa Ana College and worked with our SAC coordinator, Basti Lopez, to offer alternate courses that were not necessarily part of our original plan. Basti has been a great ally and supporter of the program, but she also faces the limitations presented. Our SAC college classes have been continuously improving and the results in terms of grades are truly impressive. Our classes have a 95% pass rate or better trend and they are more successful than the same courses offered at the college itself probably due to the vetting and support system.

There are several challenges where we feel support is needed. One of the current issues we have is the inability to offer all of the courses that are needed to meet the Early College Program goal. It is usually at the discretion of Santa Ana College program chairs/deans whether CHS can offer

courses or not. There also seems to be a constant change of SAC personnel. The last challenge that would of utmost importance is allowing the program to continue even if the enrollment numbers are somewhat unpredictable (Math 219 during zero period this year with 18 students, where 25 students is a minimum). Flexibility is important as we grow the program.

EC Plan with High School Courses			
9th	Summer 19	Fall 19	Spring 20
	Study Skills 109: College Learning Skills (3)	English 9 H	English 9 H
		Math H	Math H
		Biology H	Biology H
		AP Human Geography	AP Human Geography
		PE	PE
		BUS 179: Introduction to Microsoft (3)*	CNSL 116: Career/Life Planning and Personal Exploration (3)*
			KNAC 123: Personal Fitness Training (1)
10th	Summer 20	Fall 20	Spring 21
	Art 100: Introduction to Art Concepts (3)	English 10H	English 10H
		AP World History	AP World History
		Algebra II H	Algebra II H
		Chemistry H	Chemistry H
		PE	PE
		SPAN 101: Elementary Spanish I (5)	SPAN 102: Elementary Spanish II (5)
11th	Summer 21	Fall 21	Spring 22
	Theatre Arts 100 (3)	AP English Language	AP English Language
		Algebra II H or Math Analysis H	Algebra II H or Math Analysis H
		Physics H for BSTEM students	Physics H for BSTEM Students
		Astronomy 110: Introduction to Stars and Galaxies (3)	Bio 109: Fundamentals of Biology (3)
		Psychology 100: Introduction to Psychology (3)	Communication Studies 102: Public Speaking (3)
12th		Fall 21	Spring 22
	Bio 109 L: Fundamentals of Biology Laboratory (1)	AP Calculus for BSTEM students	AP Calculus for BSTEM for BSTEM students
	Political Science 101: Introduction to American Governments (3)- CAPP	Math 219: Statistics and Probability (4)	Math 105: Math for Liberal Arts Students (3)
		English 101: Freshman Composition (4)-2 Sections	English 103: Critical Thinking and Writing (4)-CAPP
			Ethnic Studies 101: Introduction to Ethnic Studies (3)
			Economics

The EC course offerings have increased over the last four years. The growth of the program is chronicled in the Appendices.

Dual Enrollment

Since the 2014 WASC review, SAUSD and Century High School embedded Santa Ana College classes during and after the day. We started with a 9th grade cohort (Class of 2020). The master schedule for the 2019-20 school year has many sections of dual enrolled courses for students at CHS. Students in these courses are afforded CHS graduation credit as well as college credit which is transferable to four-year universities or community colleges to best prepare our students for success in college. Given that some of our dual enrolled courses are also part of a CTE pathway, students are, ultimately, accumulating skills in areas which prepare them for career readiness while also earning college credit.

Term	Fall # of Enrolled Students	Fall # of Sections	Section Name
Fall 2015	20	1	Psychology 100
Fall 2016	92	4	Child Development 120A Psychology 100 Study Skills 091 Counseling 100
Fall 2017	68	3	Business Applications 179 Counseling 116 Spanish 102
Fall 2018	183	7	English 101 Spanish 101 Counseling 1116 Business Applications 179 Psychology 100 Biology 109 English 101
Fall 2019	286	11	Business Applications 179 Counseling 116 Child Development 120A English 101 English 1010-70799 Spanish 101 Math 219 KNAC 123 Astronomy 100 Theatre Arts 100 Psychology 100

Notice that there has been a very steep increase in the overall student participation numbers for CHS. This has been a source of school pride and achievement. The number of the type of courses has been steadily increasing over the past 4 years.

Advanced Placement Courses

Course	Number of Sections	Number of Students
AP Art	1	1
AP Calculus AB	1	15
AP English Language	2	51
AP Environmental Science	1	16
AP Government	2	36
AP Human Geography	2	68
AP Physics 1	1	8
AP Spanish Language	3	109
AP Spanish Literature	1	28
AP US History	2	64
AP World History	2	41

The number of AP course offerings has been heading downward. Students have been preferring early college and dual enrollment classes as these do not have a single high stakes test at the end of the course. For AP course results are listed further down with the various other test data.

Honors

CHS offers the following classes:
Advanced Drama: 1 section, 10 students
Algebra I H: 3 sections, 87 students
Algebra II H: 3 sections, 81 students
Biology H: 4 sections, 128 students
Chemistry H: 4 sections, 133 students
Economics H: 2 sections, 35 students
English 10 H: 4 sections, 101 students
English 9 H: 4 sections, 127 students
Geometry H: 3 sections, 103 students
Math Analysis: 2 sections, 62 students
Physics H: 1 section, 24 students
World History H: 2 sections, 57 students

AVID

	Students in AVID	Total Students at Site	Percent	Total Sections
2018-2019	227	1,632	14%	9
2017-2018	266	1,732	15%	10
2016-2017	244	1,810	13%	9

The mission of the AVID program is to prepare students for a global society. The goal of the program is to help students gain admission to a four year college directly after high school. The program gives students access to college information and academically prepares them through WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) and study skills.

Expansion of AVID

The most notable change in the program has been the inclusion of more teachers. In the past, AVID was instructed by two teachers. These teachers had a full schedule of AVID classes and none in other content areas. Now, there are six different teachers teaching the AVID elective class across multiple subject areas. This has positively impacted our campus by exposing the AVID curriculum and strategies to more teachers. Instead of being isolated, AVID philosophies and strategies are spread throughout campus. The AVID teachers use AVID strategies in their content areas as well.

Recruitment

Another significant change has been AVID's recruitment process. In the past, students could self-select into the program and there were not specific requirements for staying in the program. Currently, all students need to complete an application or participate in an interview to join AVID.

Returning Century students complete the applications electronically through Google forms. The AVID team reviews the application and sends an "accepted," "conditionally accepted," or rejection letter back to the students. The purpose of this process is to mirror the college application process. The AVID coordinator and tutors also visit Century's feeder schools to share the program with incoming 8th graders. The AVID team conducts a presentation about the program and if students are interested, they participate in an interview to join AVID.

Maintaining AVID Enrollment

Over the past three years AVID has maintained its enrollment relative to the Century's overall enrollment.

A-G Approved

AVID is A-G approved and satisfies the "E" category.

Independent Study

CHS refers between 15 and 20 students per year to the Independent Study Program, ISP. Most of the students concurrently attend ISP at Saddleback High School or CHS. 2 or 3 students per year attend only ISP and that is usually for medical reasons or the student is a fifth year senior. Independent Study is a program, not a school. Eligibility is determined through the home school and its counselors, and the parents (if the student is a minor).

The ISP student is required to:
- Meet with the instructor 2 times per week for at least an hour.
- Finish 20 hours of curriculum (2 assignments) per week.
- Make adequate progress towards graduation (1 class completed every 3 weeks, 6 classes per semester).
- Maintain regular communication with the instructor at all times.
- Fulfill all other school obligations (testing, evaluations, workshops, etc.) as scheduled.

Special Education:

Overall participation in SE by year.

    2019 - 266
    2018 - 250
    2017 - 242
    2016 - 240

Although school enrollment has been in decline for quite a few years, the special education department has seen a significant increase in numbers and percentage of the school population.

Special Education services are provided to students based on the need of students as determined by each individual Education Plan (IEP).

Century High school provides a wide range of services to students with IEPs. Century Specialized Academic Instruction services include, but are not limited to, the following:

- General Education classes with Special Education Case Carrier consultation
- General Education with support of a Special Education Instructional Assistant
- Co-Teaching of General Education Teacher and Special Education Teacher
- Special Education Class leading towards a high school diploma

Century employs ten and a half Mild/Moderate Special Education Teachers. One teacher works part time at Century High School and part time at another school in the district. Each of these teachers receives one prep period and one testing period to accomplish items necessary for teaching and taking care of the students on their caseload. Each full time Mild/Moderate teacher currently averages 23 students on their Special Education Caseload. Century has eleven 5.75 hour Special Education Mild/Moderate Instructional Assistants. These instructional assistants support students who have IEPs in General Education classes. Instructional Assistant schedules are designed based on the following focuses:

- Support is outlined on the student's IEP
- General Education Math or Language Arts classes that have high numbers of students with IEPs receiving grades of Ds and/or Fs.
- A-G General Education Graduation Requirement Classes that have high numbers of students with IEPs receiving grades of Ds and/or Fs.
- Classes that have high numbers of students with IEPs receiving grades of Ds and/or Fs.

Century has four Mod/Severe Special Education teachers. These teachers provide services to students whose disabilities make a greater impact on their education and life. These classes provide instruction to students who are working towards a Certificate of Completion through the education of functional skills, daily living skills, social skills, and community based instruction. Each of the Mod/Severe teachers provides supports to a different population of student. The classes include the following:

- Moderate Language Acquisition and Social Skills Program
- Mod/Severe Non-Categorical
- Moderate Autism Specific
- Mod/Severe Autism Specific

Century has six 6-hour Mod/Severe Special Education Instructional Assistants, and five 6-hour Autism Specific Instructional Assistants. These Instructional Assistants support the students with IEPs in the Special Education classroom, in the general education classroom, during lunch on the school campus, and in the community.

In addition to Specialized Academic Instruction, Century High School students are provided support and services from multiple special services providers. These providers include, but are not limited to the following:
- Speech and Language (individual or group)
- Counseling (individual or group)
- Visual Impairment Services
- Nursing Services
- Occupational Therapy
- Physical Therapy
- Transition Services (including Work Ability)
- Transportation

Each service provided to each individual student is determined by the student's IEP team. Century's Special Education programs change as the student's needs and IEP change. Century provides supports and services to each student in their least restrictive environment as determined and agreed upon by the IEP team.

Workability
Through Workability, CHS juniors and seniors are provided with a state funded program in order to provide students with work experience. The SAUSD employed job developer convinces employers to hire students, paid for by the District, for 40 total hours of work experience. This service is available to all students with IEPs and about 30 students actual participate. Students must have the legal right to work; undocumented students are excluded as Social Security cards are mandatory. Certain students have a transitional W2 program that continues on through Santa Ana College.

Transition Partnership Program (TPP)
TPP is available to seniors (in addition to W2). This is provided through a partnership between the school district and the Department of Rehabilitation for the State of California. TPP is provided daily for one period by one very experienced teacher. This program has acquired a superb reputation and is frequently noted as a model. Although the program cannot take all of the eligible students due to funding restraints, 30 students per year may receive 100 hours of additional work experience. Plus there is special instruction in how to complete a job application, how to interview, how to dress for work, what to expect normatively in the workplace environment, how to pay taxes, how to live independently, how to write checks and pay bills, and how to put together a job and career plan. This is paid for work experience, where the Department of Rehabilitation pays student and teacher salaries and the District provides the classroom and materials.

College/Career Readiness

College and career readiness is a school wide effort. The counseling team and partners (Counselors, higher education coordinators, community partners (CBO), college partners, EL Coordinator, FACE coordinator and interns) collaborate to ensure students receive the information by planning a senior and junior conferences. College, career and social emotional learning is embedded in the day though an event held at the beginning of the school year for juniors and seniors. The first conference is held early in September to ensure all students are given information. Students are broken into small group rotations to ensure there is more connection and engagement. The workshops consist of the Senior Exit Portfolio, Care Presentation (SEL), UC application and personal insight questions, Super Strong (career inventory) and private school information. All students complete the Super Strong survey to ensure they understand their personality traits and what career would benefit them. They also review senior exit expectations. The WE CARE campaign is a district wide initiative that addresses mental health and resources that school has in order to help students. The last two workshops are based more on college options after high school

Below is a chart of the -Class of 2020 plans. Students, who were absent, were called out individually to discuss the information. In addition to the senior conference, mentorship partners and college partners support with other events to ensure students applying to college learn about options after high school and review Super Strong results. The events are held at night to ensure parents are aware of the next steps for seniors.

Select any additional resources you need to be successful after high school? (Check all that apply)
170 responses

Resource	Count
Career Presentations	56 (32.9%)
UC Personal Insight Questions	48 (28.2%)
CSU application	51 (30%)
Resume Writing	74 (43.5%)
Finding a job	100 (58.8%)
Certificate Program information	45 (26.5%)
Tutoring Support (Academic Support)	29 (17.1%)
	36 (21.2%)
	67 (39.4%)
Self Care (Stress management, proper nu…	78 (45.9%)
	98 (57.6%)
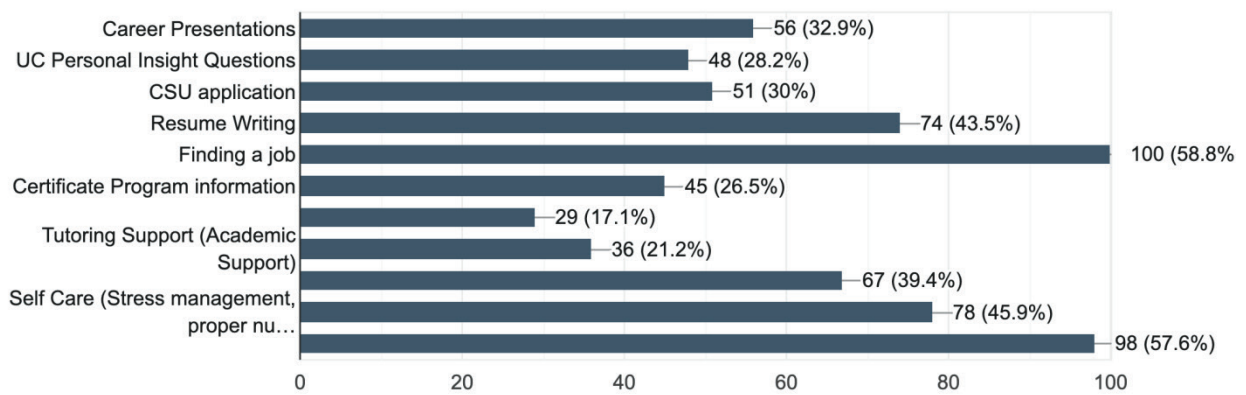
Other plans after high school
170 responses

Plan	Count
Plan to join the Armed Forces (army, ma…)	12 (7.1%)
Take a year off and work full time (not…)	26 (15.3%)
Work full time go to school part time (…)	39 (22.9%)
None apply: Plans are to attend college…	125 (73.5%)
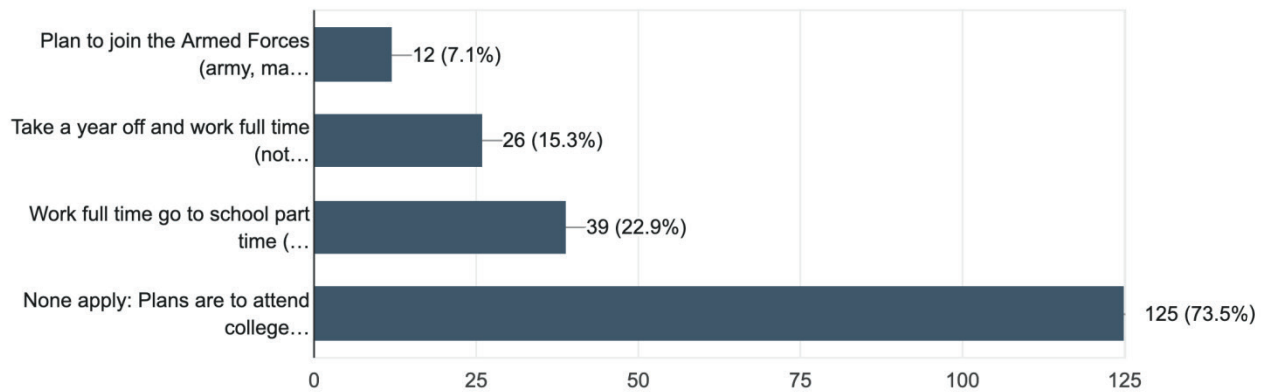
Support for juniors is also embedded in the day through Junior Conference. Students were divided into small groups based on their pathway at school. Juniors follow the same format of a mini conference. This year, we had the conference early in November to ensure they are aware of A-G eligibility and make up opportunities. Social emotional learning is a priority. Therefore social workers and community partners were able to conduct a presentation on coping with stress and how to develop a safety plan. Students were very receptive to workshops and rated all workshops very highly.

After gathering information about student career interests we will use this information to guide career presenters and other workshops needed to better support our juniors. Below are some charts representing junior plans.

Let us know your plans after high school - You can select up to 4 options:
262 responses
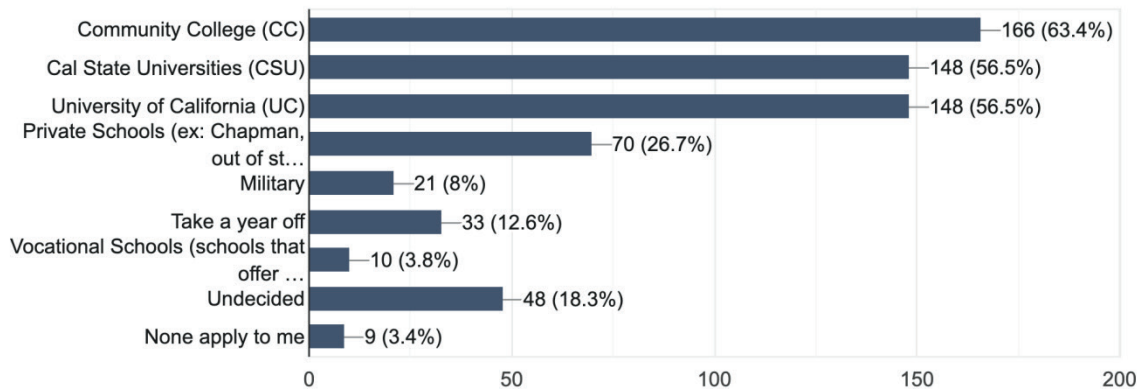
Plan	Count
Community College (CC)	166 (63.4%)
Cal State Universities (CSU)	148 (56.5%)
University of California (UC)	148 (56.5%)
Private Schools (ex: Chapman, out of st…)	70 (26.7%)
Military	21 (8%)
Take a year off	33 (12.6%)
Vocational Schools (schools that offer …)	10 (3.8%)
Undecided	48 (18.3%)
None apply to me	9 (3.4%)

Select any additional resources you need to be successful after high school. (Check all that apply)
262 responses

Resource	Count
Career Presentations	71 (27.1%)
UC Personal Insight Questions	59 (22.5%)
CSU application	87 (33.2%)
Resume Writing	74 (28.2%)
Finding a job	161 (61.5%)
Self Advocacy (learn how to impress emp…)	44 (16.8%)
	53 (20.2%)
Study Skills (How to prepare for test)	63 (24%)
	87 (33.2%)
Time Management Skills (make time to do…)	87 (33.2%)
	88 (33.6%)
	19 (7.3%)
None	14 (5.3%)
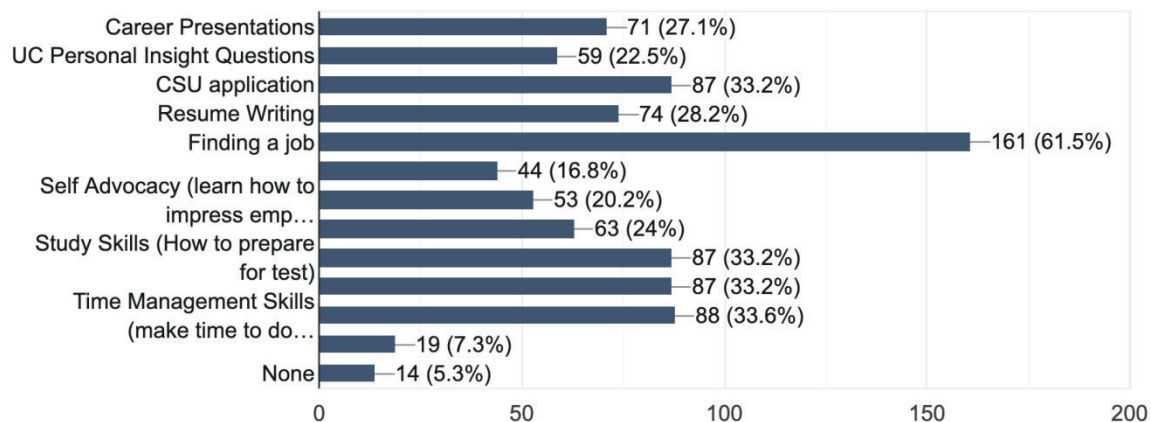
Lastly, sophomores and freshmen receive college and career readiness presentations in their English classes. In addition, the counseling team has used their intervention hours to plan Century Family University along with our FACE Coordinator. The purpose of this meeting is to get students connected to resources. The efforts of college and career readiness start in 9th grade. Students are being prepared to be connected and use resources to ensure they are not at a major disadvantage. The majority of our students are first generation college students and we are here to support their growth.

Additional events that are held in order to support college and career readiness are district funded overnight trips to campuses up north, an intent to register lunch celebration, recognition of students maintaining strong grades in the classroom, boys and girls who have been state funded by the Brown Rudnick Foundation. Support for our Early College program is also part of our effort to improve college and career readiness. We are currently at a 33% on A-G eligibility. There is some work to do but students are well aware of the A-G requirements.

Project SELF (Summer Employment in Law Firms) Internships

Since 1995, Project SELF (Summer Employment in Law Firms) has offered summer internships at local law firms, and other related businesses, to qualifying high school seniors from Santa Ana. Each internship lasts for eight weeks, during which interns are paid for their work. Participating law firms and businesses pay the interns' wages.

Internships are made possible through our longstanding collaboration with Project SELF which is a program of Project Youth OCBF (Orange County Bar Foundation). Through Project SELF, the legal community is making a significant impact on the lives of Santa Ana youth. Interns are introduced to professional working experiences while enhancing their knowledge, skills, and self-esteem. This year, Project SELF will be celebrating 25 year with over 1,000 Santa Ana students placed in paid summer internships.

Century Class of 2020 had seven students interview and six were placed at a law firm. The number of students doubled from 2019.

The following chart lists the latest participants in the project. Firms have come and gone through the years but the project size remains similar.

2019 SELF Participants with CENTURY HS				
Firm	Address	Contact	City, State Zip-Code	Email Address
Umberg Zipser LLP	1920 Main Street, Suite 750	Patricia M. Grenner & Dean Zipser	Irvine, CA 92614	pgrenner@umbergzipser.com dzipser@umbergzipser.com
Irell & Manella LLP	840 Newport Center Drive, Suite 400	Newport Beach, CA 92660	Shannon M. Avery	savery@irell.com
Community Legal Aid	2101 N. Tustin	Santa Ana, CA 92705	Mary Lou Czerner	mczerner@clsocal.org

SoCal	Avenue			
Advanced Depositions	17752 Sky Park Circle, Suite 100	Irvine, CA 92614	Jeff Eastin & Jon Olsen	jeastin@advanceddepositions.com jon@advanceddepositions.com
Hall Griffin	1851 E. First Street, 10th Floor	Santa Ana, CA 92705	Stacey E. Morrison	smorrison@hallgriffin.com

Academies

STEAM (Science*Technology*Engineering*Arts*Mathematics)
The focus on science, technology, engineering, arts and math at Century is driven by demand for creative, innovative people with technical skills who can apply these skills to real life problems. The STEAM focus at Century helps students be prepared for careers and jobs in the future. To help prepare Century High School's students for college and careers of the future, we have developed five career pathway academies to support students in preparation for their future. They are: e-Business Academy, TEACH Academy, Engineering Design Academy, Digital Media Arts Academy and, our newest, the Building Trades Academy, which prepares students for jobs in one of the many construction trades.

Our five academies fall under the umbrella of STEAM and have science, technology, engineering, art and math interwoven into them in different ways. Our e-Business Academy integrates technology and innovation through their work on developing virtual businesses. Students in the TEACH Academy are involved in an internship program that will bring more science to elementary students, as Century students develop their teaching skills as student mentors. Our Digital Media Arts and Engineering Design Academies provide students with even more opportunity to develop their creativity and technological skills with real-world arts experience. The Building Trades Academy integrates all of the construction trades through hands-on training that involves lots of mathematics and an element of engineering.

e-Business Academy

The e-Business Academy, a recognized California Partnership Academy, is an integrated curriculum involving a number of blocked classes. The academy maintain cohorts for grades 10-12 and the goal is to have all students in the same core classes together. The classes consist of college prep English, social science (World History, US History and Government & Economics), math (Geometry and Algebra II) and business courses at each grade level. The classes change every year to conform to the normal acquisition of the a-g curriculum and graduation requirements. The academy has articulation and dual enrollment agreements with Santa Ana College, where students can earn up to 12 units and attain a Survey of International Business Certification.

The focus of the sophomore year is to introduce business and e-business concepts with an emphasis on entrepreneurship, business documents, spreadsheets, internet technologies, web page design, multimedia presentations, digital media, video and desktop publishing. Students are introduced to Microsoft Excel, InDesign and web publishing software. They ultimately develop concepts leading to a virtual business. The career technical class is called "Applications for Business." The program is currently partners with Youth Entrepreneurs and supplements the

curriculum with many of the Youth Entrepreneur foundational values, activities and entrepreneurial activities.

In the junior year, the program is based around the Virtual Enterprises International curriculum model, where students develop a new virtual business as entrepreneurs developing a virtual product in an extensively modeled e-commerce network. The focus of the year is ground-up development of business and the corporate structure, interpersonal development, oral communication, team building, and project based learning. All students work on formal interviews and are "hired" into one of a number of small business positions/departments. In addition, students receive Business 100 - Fundamentals of Business credit from Santa Ana College, while in the high school class. The VE network allows students to travel and compete in five competitive events each year, both locally and nationally, and several online national competitions. Students attend competitions around the state (San Diego, Los Angeles and San Francisco) and nation (New York). The career technical class is called "Entrepreneur." Personal finance also plays a large role in the monthly activities that students do in the program.

In the summer between the junior and senior year, students have the opportunity to apply for and work in paid or unpaid internships and have the opportunity to take a free online course from Santa Ana College, Business 106; Culture and International Business: Kiss, Bow, and Shake Hands.

In the senior year, the program continues with the Virtual Enterprises International experience. However, students are placed in different positions from the previous year so that they have a new learning experience. The focus of the senior year is running an established business, interpersonal development, oral communication, leadership, personal finance and team building and project based learning. In addition, students receive Business 125 - Introduction to International Business credit from Santa Ana College if they earn a "B" or better in the course both semesters for their senior year. Just like the junior year, the VE network allows students to travel and compete in five competitive events each year, both locally and nationally, and several online national competitions. Students attend competitions around the state (San Diego, Los Angeles and San Francisco) and nation (New York). The career technical class is called "Virtual Enterprise."

The following represent student participation in the eBusiness Academy:
    2019-2020: 144 students
    2018-2019: 185 students
    2017-2018: 162 students

TEACH Academy

The Teacher Education Academy at Century High (T.E.A.C.H.) is a fully funded California Partnership Academy which began in 2000 and has continued to provide a college and career readiness educational pathway through the present academic year. The mission of the TEACH Academy is to develop a strong foundation for college bound students who are interested in becoming teachers and role models within their community. TEACH Academy students progress as a cohort through an integrated curriculum in grades 10-12. Upon successful completion of their academy experience in 12th grade, students will have acquired 12 units of articulated credit

through Santa Ana College. Students also are encouraged to take dual enrollment courses (Child Development) taught by college faculty here at Century High School where they can earn an additional 6 units of college credit. The design of this educational pathway allows students to earn an "After School Assistant" certificate through the California Department of Education. This certificate qualifies them for immediate hiring in after school programs upon graduation. TEACH students also earn over 150 hours of community service, are able to work in paid internships, and apply for scholarships available specifically to TEACH Academy students. The last five years have seen the creation and implementation of the articulated curriculum mentioned above as well as the dual enrollment courses now offered here at Century. Partnerships have been secured with industry organizations to provide paid internships for our TEACH students. For 2019-2020, there are 93 students in the program and the TEACH Academy averages 90 students program wide each year. Over the past three years, 100% of our graduates have applied to college with an annual average of 65% of each graduating class pursuing a major related to a career in education. TEACH Academy graduates are currently making their presence felt in various school districts as teachers and counselors at the elementary and secondary levels.

Digital Media Arts Academy

Initiated in 2012-2013 school year, the Academy of Digital and Media Arts is designed for students who have an interest in art, digital design and computers. All of the academy electives are UC approved and include computer and software skills in addition to the elective course. Classes include computer animation and graphic design. 21st Century job skills are an important part of the learning process as students learn to create a broad range of projects for both print and digital media.

In the academy, students have the opportunity to visit professional studios, art galleries, conventions and colleges. Students work in teams to develop interpersonal skills and learn what the expectations are in the college and business environments. Students also have the opportunity to display work in art shows and digital competitions and be mentored by college and industry professionals. Students also volunteer during art exhibits and conventions to give back to the community and work with professional working artist. Several of the academy courses offer the opportunity for college credit and/or CTE certification.

Engineering Design Academy

Initiated in 2012-2013, the Engineering and Design Academy (EDA) is a certified National Academy Foundation program. Three courses and one club constitutes the engineering and Design Curriculum.

First year, Students take the Introduction to Engineering and Design course, based on Project Lead the Way Curriculum. This first year explores the methods, tools and scope of the Engineering Professions and gets students familiar to team work and schedules through project based learning exercises. Due to the course also covering the Principals of Design and the Elements of Art, the class also qualifies as an art class, which meets the SAUSD graduation requirements (VAPA) for High Schools.

Second year students typically take the Principals of Engineering class, also based on Project

Lead the Way, where the students learn more of the means and methods of developing designs and calculating there expected behavior. Simple machines, complex machines, Hydraulics, Electrical Power, Structures, and Robotics are covered as well as further developing the skills of using the Engineering Design Process first introduced in the Introduction class.

The third class offered is the Computer aided Design I class (CAD) which gets into the use of one of the industry standard software programs, Solidworks. The class is done as an online tutorial plus teacher augmented assignments that will develop the skills necessary to receive Associate Certification though Solidworks at the end of the class.

The classroom has been upgraded with the equipment necessary to provide the students with a professional environment including new computers, printers, plotter, 2 3D printers, and a build shop.

Also included are Vex Robotic Kits for projects and Robotics builds and shop tools capable of producing most prototypes designed by the students using steel, aluminum, plastics and composites.

The academy also supports one of Century's most distinguished clubs, Century Race Team. First established in the 2013-2014 school year, it was to look into the engineering design process through a full scale vehicle, designed, built, tested, and entered into competitions against other High Schools and Universities. It also serves as the school's ambassador at public events like the California State Fair, LA Auto Show, parades, street fairs, and the SAUSD School Choice Fair. We have collected more awards over these first few years than expected including the Golden Bear, best in show at the California State Fair, four-time winner of the UCI Energy Invitational Design Review, two-time winner of the UCI Energy Invitational race, and numerous awards from the AQMD, and the Cities of Tustin and Newport Beach.

Building Trades Academy
The Building Trades Academy began in the Fall of 2018. Students participate in a work-based learning assignment and meet with industry professionals, and visit the training facilities at both the Labor Union training school in Azusa and the Heat and Frost Insulators training facility Local 5 in Ontario. Students in the Building Trades program at Century have the opportunity to learn about the multitude of high-paying and rewarding careers available through the building trades. One of the unique elements of the program is that Industry professionals from the trade unions regularly visit the classroom to assist in training students and preparing them for applying for apprenticeship programs across Southern California. High school students interested in enrolling can do so at the SAUSD CTE website www.sausd.us/cte.

There are currently 101 students enrolled in three sections of classes in Building Trades.

Career and Technical Education (CTE)
Career and Technical Education (CTE) classes are career/technical courses offered during and after school, on/off-site that provide entry-level, hands-on training in fields like medical assisting, animation / computer graphics, computer gaming, automotive, dental assisting, merchandising, hospital occupations and digital photography. Students may earn 5 credits for

each class per semester. Some classes offer internships where students are placed in a work situation without pay in a dental office, medical clinic, hospital, or retail store.

Career Technical Education (CTE) equips students with the knowledge, skills, and abilities necessary to move on to whatever career path they choose. CHS and SAUSD offer credit-bearing college courses in all pathways, workplace training internship programs, industry certification opportunities, and updated CTE course outlines that meet the University of California A-G eligibility requirements. The CTE Department partners with all community stakeholders including businesses, parents, students, higher education institutions and other agencies to create a maximum impact in every student's education.

CTE includes district sponsored CTE courses that are aligned to state-adopted academic standards. The goals of the program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career technical education programs, the integration and sequencing of courses, and most importantly serving special populations. CTE programs of study combine academic rigor and real-world relevance. Some courses satisfy the A-G entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend highs school courses and receiving college credit at articulated schools. Furthermore, work-based learning opportunities are available for student to apply theories and skills learned in the classroom to an actual job situation further enhancing a real-world experience.

CTE at CHS includes the following pathways: e-Business, TEACH Academy, Digital Media Arts Academy, Engineering Design Academy and the Building Trades Academy.

The Career Technical Educational Program at Century High School offers a valuable and engaging avenue to engage both special and regular student populations in exciting, career-oriented electives on the Century campus.

The CTE advisory committee meets semi-annually and is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

CTE courses offered at Century High School
Application of Business Technology, 2 sections, 40 students
Art/Animation I, 1 section, 14 students
Art/Animation II, 1 section, 1 student
Art/Graphics I, 4 sections, 120 students
Auto MLR I, 1 section, 2 students
BA-179, 1 section, 33 students
Building Trades, 5 sections, 101 students
CAD I, 1 section, 7 students
Careers in Education, 1 section, 37 students
CDEV-120B, 1 section, 18 students
Child Development, 1 section, 22 students

Counseling 116, 1 section, 33 students
Culinary Arts I, 1 section, 1 student
Dental Assistant, 1 section, 4 students
Entrepreneur, 4 sections, 100 students
E-Sports 1, 3 sections, 88 students
IntroEngrDePLTW, 4 sections, 100 students
Medical Assistant I, 1 section, 5 students
Medical Core, 1 section, 12 students
Multicraft Building, 1 section, 8 students
PrintEngr PLTW, 1 section, 7 students
Professional, 2 sections, 30 students
Sociology, 1 section, 15 students
TV & Video Adv, 1 section, 10 students
VideoPro/Multi, 1 section, 21 students

Work-based Learning Opportunities

An internship program is a vital component of work-based learning that gives student the opportunity to learn a variety of skills by expanding the walls of classroom learning to include the community. By narrowing the gap between theory and practice, an internship experience can create meaning for students. Century students participate in the CTE after school program which offers community classroom internships at various businesses through the community.

Co-curricular Activities and Extracurricular Activities

Athletics

CHS is a comprehensive high school and as such offers a full range of athletic programs. Boys and girls both have high rates of participation, as evidenced below. The school was built on limited acreage and does not have any water sports facilities; however, the grounds are well maintained and include a fine football/soccer field and relatively recently installed spectator stands. These programs have remained relatively constant in type and number for the past three years. For more past years data on athletic participation, see the Appendices.

2018-2019 Athletic Participation Report

	Total	Males	Females
Total School Enrollment	1623	764	859
Total # of students who participated in competitive athletics	708	381	327

	Male Teams		Female Teams	
Team Membership	# of Teams	Total # of players on team roster on official first day of competition	# of Teams	Total # of players on team roster on official first day of competition

Baseball, Varsity	1	18	n/a	n/a
Baseball, Junior Varsity	1	14	n/a	n/a
Baseball, Frosh	1	14	n/a	n/a
Basketball, Varsity	1	12	1	13
Basketball, Junior Varsity	1	12	1	11
Basketball, Frosh/Soph	1	14	1	14
Cross Country, Varsity	1	7	1	7
Cross Country, Junior Varsity	1	15	1	10
Cross Country, Novice	1	14	1	8
Football, Varsity Coed	1	46	1	2
Football, Junior Varsity	dnf	dnf	dnf	dnf
Football, Frosh. Coed	1	42	1	1
Soccer, Varsity	1	22	1	22
Soccer, Junior Varsity	1	22	1	22
Soccer, Frosh	1	22	dnf	dnf
Softball, Varsity	n/a	n/a	1	17
Softball, Junior Varsity	n/a	n/a	1	16
Tennis, Varsity	1	12	1	14
Tennis, Novice	1	8	1	44
Track and Field, Varsity	1	28	1	31
Track and Field, Novice	1	31	1	22
Volleyball, Varsity	1	12	1	13
Volleyball, Junior varsity	1	12	1	14
Volleyball, Frosh/Soph	n/a	n/a	1	14
Comp Cheer	1	4	1	30
Total	21	381	20	327

There were 12 non-varsity male and 11 female teams; there were 9 varsity male teams and 9 female teams. (Note: dnf = did not field.)

Clubs and Co-Curricular Activities

CHS offers a large number of clubs that engage students in areas of academic reinforcement, service and general interest.

List of CHS Clubs	List of CHS Co-Curricular Activities
Amnesty International	AVID (outside of class)
Anime Club	Band
Badminton	Choir
Book Club	Dance
Builder's Club	Future Business Leaders of America
Brain Feeders	(Academy)
Centurion Buds	Future Teachers of America (Academy)
Cinema of the Century	PAL
Ecology Club	Peer Court
French Club	Safe School Ambassadors
Gay Straight Alliance	Stage Crew
Key Club	Student Body
National Honor Society	Yearbook
Polynesian Club	
Race Car Club	
Rotary Interact	
Table Tennis	

Speech and Debate Program

The Speech and Debate program was independently created by teachers and administrators for the 2015-2016 instructional year. During that initial year, competitors were taught and practiced foundational public speaking skills to prepare for competition. The team's second year consisted of attending more tournaments and developing further public speaking skills. It was during the team's third year (2017-2018) that a district-wide speech program started at the middle school level by SAUSD Communications Specialist, Salvador Tinajero, began to gain momentum and the quality of competitors on Century's team greatly increased. It was during this same year that competitors began to travel as part of a district-wide high school team. Travels included Bradley University in Peoria, Illinois and Harvard in Cambridge, Massachusetts. Also during the third year, students began to have success at both local and travel tournaments, earning trophies in their designated events. Now in its fifth year, Century's Speech and Debate program has continued success at local tournaments and has a travel squad which has traveled to additional locations such as Chicago, Minneapolis, and Dallas. Century's team is a member of the Orange County Speech League (OCSL), the National Speech and Debate Association (NSDA), and is now a nationally ranked school after having one competitor qualify and compete in the 2019 National Speech and Debate Tournament in Dallas.

All Student Body

The Associated Student Body (ASB) is a motivated collection of students from Century High School that are tasked with developing as leaders, promoting school spirit, organizing school events, and supporting the community. There have been some changes to the ASB since the last WASC visit. There has been deliberate effort to increase the size of the classes as well as the

responsibilities of the group. At the beginning of the 2017-2018 school year, there were only 35 members of ASB, the following year there were approximately 55 members, and there are currently approximately 70 members. In order to help this expansion, a second period of ASB has been created in 4th period. Additionally, new committees have been added to the program. Most notably the Wellness Committee has been created to address mental health issues and improve ties with the community. In addition to other responsibilities, ASB members in this committee meet with the Parent Leadership Team (PLT) to communicate and collaborate.

Nicholas Academic Center
This is an outside support provider which provides after-school tutoring and mentoring. NAC occupies a suite of rooms in the 300s building of CHS. It is one of three facilities in Santa Ana (Valley HS and downtown Santa Ana). It is funded by the Henry T. Nicholas, III Foundation. In addition to academic tutoring, NAC offers SAT prep courses, hosts college reps, takes students to cultural events and explores extracurricular interests. NAC also does outreach to parents.

Attendance, Absenteeism, Suspension, Expulsion

Attendance
CHS has had much success with the attendance rate. It has consistently been quite high. This has been helped by the welcoming environment of the school as a whole, but also the diligence of our Outreach Consultant and Attendance Technician.

Annual Percentage of Attendance

Year	Century	SAUSD
2015-2016	96.81	96.29
2016-2017	96.71	96.53
2017-2018	96.50	96.31
2018-2019	96.73	96.56

Chronic Absenteeism
Chronic absenteeism has been edging upward. Although CHS has many interventions and makes great effort at insuring maximum student attendance, it seems that there are some socio-political difficulties that CHS cannot overcome.

All Students	2015-16	2016-17	2017-18	2018-19	2019-20
Chronic Absence	6.49%	7.95	10.18	8.65	10.22
High Absence	11.46	12.29	11.97	12.3	11.86
Moderate Absence	58.42	63.86	57.77	27.4	36.72
No Absence	23.63	15.9	20.09	51.7	41.2

Grade Levels, 2019-2020	9	10	11	12
Chronic Absence	7.1%	8.3	7.8	19.5
High Absence	11.7	10.7	14.1	10.9
Moderate Absence	37.4	36.4	35.0	38.2
No Absence	43.8	44.5	43.1	31.3

2019-2020, Sub-Groups	ELL	Foster	Homeless	Special Ed.
Chronic Absence	73 Students	1	35	57
High Absence	56	2	42	36
Moderate Absence	187	5	97	126
No Absence	190	5	98	78

Further data regarding chronic absenteeism is located in the Appendices.

Suspension Rate

The suspension rate at CHS is quite low. A cultural change throughout California has also touched CHS. The use of PBIS and Project Kinship, plus changes in District and State guidelines for suspension have made suspension rare. CHS has the full time support of Project Kinship and a proactive outreach consultant and dedicated counselors, who continuously follow up with student attendance and socio-emotional needs. See the Appendices for several years of further data.

2017-2018

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
Hispanic or Latino (97.6%)	1843	67	52	2.8%	80.8%	19.2%
Asian (1.5%)	28	0	0	0	0	0
Century High	1888	67	52	2.8%	80.8	19.2
SAUSD	54907	2851	1700	3.1%	70.8%	29.2%
Statewide	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

Suspension Count by Most Serious Offense Category

(Some data may be suppressed to protect student privacy)

2018-2019	Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	37	0	0	0	0	0	0	0
	Hispanic or Latino	1731	139	5	27	2	98	3	4
	Century Total	1780	139	5	27	2	98	3	4
	SAUSD Total	53235	2913	338	1107	175	716	373	144

Expulsion Rate
2017-2018

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Hispanic or Latino	1843	3	3	.16%
Asian	28	0	0	0

Note: CDE does not post total enrollment figures. Other ethnic groups were subject to data suppression.

There appears to have been a small uptick in the expulsion rate over the past few years. However, the rate is so low that CHS maintains that it is not problematic. For further information on the expulsion rate in past years, see the Appendices.

Expulsion Count by Most Serious Offense Category

2018 - 2019	Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Century Total	1780	0	0	0	0	0	0	0
	SAUSD Total	53235	22	3	2	4	13	0	0

Student Achievement Data

College & Scholarship Report, Class of 2019
Although CHS has no way of ascertaining the actual results of student intentions, student reports for their academic futures are favorable. Century is duly proud.

Out of 391 seniors, 354 (90.54 %) have stated they will be pursuing a two-or four-year degree:

23 University of California bound
       3 to UC Davis
       11 to UC Irvine
       2 to UC Los Angeles
       3 to UC Merced
       6 to UC Riverside
       2 to UC San Diego
       1 to UC Santa Cruz
41 Cal State University bound
       1 to CSU Chico

4 to CSU Dominguez Hills
2 to CSU East Bay
28 to CSU Fullerton
1 to Humboldt State University
2 to CSU Long Beach
2 to CSU San Bernardino
1 to San Jose State University
307 Community College Bound
1 to Cypress College
5 to Golden West College
15 to Irvine Valley College
55 to Orange Coast Community College
2 to Riverside Community College
1 to Saddleback Community College
179 to Santa Ana College
5 to Santiago Community College
7 Private or out of State bound
1 to Alleghany
2 to Chapman University
1 to De Paul University
3 to Morningside
1 to Northwest University
1 to University of Redlands
1 to Stanford
1 to University of Chicago
3 will enlist in the Military
19 will go straight to work

Scholarship Report 2019

This report does not include State/Federal aid or university scholarships offered to students as part of their financial aid award letter. This is a summary of private scholarships only.

Assistance League of Santa Ana: $2,000
    Garcia, Victor ($1,000) Gonzalez, Laura ($1,000)
Boys and Girls Club: $1,000
California Student Aid Commission: $500
    Oropeza, Kevin ($250), Juarez, Mayra ($250)
CHS Friends: $1,500
    Lopez, Lbier ($250), Carranza, Melanie ($250), Garcia-Garcia, Elias ($250), Magallon, Justin ($250), Romo, Michelle ($250), Portillo, Cristabel ($250)
CTE: $1,000
E-Business and TEACH Academy: $5,750
H.E.E.F.
The Legacy – Sara and Miguel Romero Scholarship: $1,000
    Fermin, Melody ($1,000)
Marco Antonio and Socorro Madrigal (MA$) Scholarship: $1,275

Esquivel, Dulce ($1,275)
Sun Scholarship
Santa Ana Educators Foundation: $1,000
       Tavassoli, Monica ($1,000)
Santa Ana Police Officers Association: $1,000
       Ramirez, Stephanie ($1,000)
Sun Scholarship Renewable (AVID Recipients): $6,500
Dulce Esquvel, Laisha Tavares, Wendy
AVID Dollars for Scholars: $1,000
       Cristabel Portillo
Santa Ana Public School's Foundation
Segerstrom and Sons: $2,000
       Chouk, Amanda ($1,000), Lay, Michael ($1,000)
School's First Credit Union: $500
       Arena, Wendy ($250), Flores, Jessica ($250)
Student Success in the Classroom – AVID: $500
       Garcia, Emeralda ($500)
Student Success in the Classroom – ATHLETICS: $3,000
       Flores, Hugo ($500), Antunez-Espiritu, Lesley ($500), Lay, Michael ($500), Chouk, Amanda ($500), Garca-Garay, Jose ($500), Rojano, Valeria ($500)
Tustin/Santa Ana Soroptimist Internatonal Club: $1,000
       Tavassoli, Monica ($1,000)
Private Scholarships Reported Total $ 30,275
Total Grant & Scholarship Reported $1,777,100 (Seniors)

Data from previous years can be found in the Appendices.

Smarter Balanced Assessment Test Results

SBAC ELA data reveal that 35.5% overall met or exceeded the state standards. However, SBAC Math data show that only -12% overall met or exceeded the state standards. This indicates a need to focus on math instruction and a rigorous plan for preparation of students for SBAC test-taking. In respect to ELA, our focus should be on reading and writing across the curriculum for all students. Century will continue to support high quality instruction and ongoing professional development to address these needs.

Smarter Balanced Performance Summary
Multi-Year Comparison (All Students Tested)

All Math Tests (Summative), 2018-2019 and 2017-2018

Year	Total Tested	Meeting Standard	Not Meeting Standard	4 Standard Exceeded	3 Standard Met	2 Standard Nearly Met	1 Standard Not Met
2018-2019	307	12	88	2	10	21	67
		Average Distance					

		from Level 3: 130				
2017-2018	404	14	86	2	12	24	63
		Average Distance from Level 3: 117				

Year	Claim	3 Above Standard	2 Near Standard	1 Below Standard	No Score/ Not Tested
2018-2019	Concepts & Procedures	6	19	76	0
2017-2018	Concepts & Procedures	7	21	72	0
2018-2019	Problem Solving & Modeling/Data	3	36	62	0
2017-2018	Problem Solving & Modeling/Data	4	38	58	0
2018-2019	Communicating Reasoning	4	48	49	0
2017-2018	Communicating Reasoning	5	50	44	0

Mathematics

Overall Achievement

	2015	2016	2017	2018
# of Students Enrolled	380	394	417	422
# of Students Tested	372	383	408	411
# of Students with Scores	372	383	408	411
Mean Scale Score	2506.0	2512.1	2501.4	2508.5
Standard Exceeded: Level 4	2%	2	.98	1.95
Standard Met: Level 3	10	10	8.09	11.44
Standard Nearly Met: Level 2	22	27	23.53	23.36
Standard Not Met: Level 1	66	62	67.40	63.26

Concepts and Procedures

	2015	2016	2017	2018
Above Standard	6	6	4.17	7.30
Near Standard	28	27	22.06	20.44
Below Standard	65	67	73.77	72.26

Problem Solving and Modeling & Data Analysis

	2015	2016	2017	2018
Above Standard	4	2	2.45	3.89

	43	51	34.31	37.47
Near Standard	43	51	34.31	37.47
Below Standard	53	46	63.24	58.64

Communicating Reasoning

	2015	2016	2017	2018
Above Standard	3	3	3.19	5.35
Near Standard	57	59	53.19	49.88
Below Standard	40	38	43.63	44.77

All ELA Tests (Summative), 2018-2019 and 2017-2018

Year	Total Tested	Meeting Standard	Not Meeting Standard	4 Standard Exceeded	3 Standard Met	2 Standard Nearly Met	1 Standard Not Met
2018-2019	308	35	65	8	28	31	33
		Average Distance from Level 3: 45					
2017-2018	404	32	68	8	24	33	34
		Average Distance from Level 3: 49					

Year	Claim	3 Above Standard	2 Near Standard	1 Below Standard	No Score/ Not Tested
2018-2019	Reading	8	48	43	0
2017-2018	Reading	12	52	36	0
2018-2019	Writing	17	52	32	0
2017-2018	Writing	12	45	43	0
2018-2019	Listening	8	67	25	0
2017-2018	Listening	9	64	27	0
2017-2018	Research/Inquiry	17	52	31	0
2017-2018	Research/Inquiry	16	54	29	0

Language Arts
All students are in the 11th grade.

Overall Achievement

	2015	2016	2017	2018
# of Students Enrolled	380	395	417	422
# of Students Tested	372	383	407	411
# of Students with Scores	372	383	407	411
Mean Scale Score	2534.0	2540.5	2514.9	2532.0
Standard Exceeded: Level 4	7%	5	4.42	8.03
Standard Met: Level 3	23	30	21.13	23.84

Standard Nearly Met: Level 2	36	34	30.71	33.09
Standard Not Met: Level 1	34	31	43.73	35.04

Overall compliance with the SBAC has been increasing so that the number of students tested has increased. However, despite staff efforts, overall achievement levels have been stagnant.

Reading

	2015	2016	2017	2018
Above Standard	11	11	10.07	11.44
Near Standard	47	52	43.98	51.58
Below Standard	41	37	45.95	36.98

Writing

	2015	2016	2017	2018
Above Standard	12	8	6.63	12.17
Near Standard	50	57	45.45	44.04
Below Standard	38	35	47.97	43.80

Listening

	2015	2016	2017	2018
Above Standard	6	4	7.13	9.25
Near Standard	58	68	62.90	63.02
Below Standard	37	27	29.98	27.74

Research/Inquiry

	2015	2016	2017	2018
Above Standard	19	19	11.30	16.06
Near Standard	57	59	48.16	54.01
Below Standard	24	22	40.54	29.93

Since 20118-2019 CHS administration has sought to refocus the attention on the heart of the academic mission of the school placing a special emphasis on Reading, Writing, Speaking and Critical Thinking in order to address the student achievement as evidence through state measurements i.e. SBAC.

Reading, Grade 10, Spring 2018-2019

Summary	
Total Students with Valid Growth Test Scores	429
Mean RIT	213.7
Standard Deviation	17.6
District Grade Level Mean RIT	217.5
Students At or Above District Grade Level Mean RIT	200
Norm Grade Level Mean RIT	221.2
Students At or Above Norm Grade Level Mean RIT	1059

Overall Performance	Lo %ile<21		LoAvg5 %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile>80		Mean RIT (+/- Smp Err)	Std Dev
Mathematics	Count	%	Count	%	Count	%	Count	%	Count	%		
	130	30	99	23	81	19	84	20	35	8	213-214-215	17.6

Reading, Grade 9, Spring 2018-2019

Summary	
Total Students with Valid Growth Test Scores	436
Mean RIT	212.7
Standard Deviation	15.1
District Grade Level Mean RIT	214.4
Students At or Above District Grade Level Mean RIT	213
Norm Grade Level Mean RIT	221.7
Students At or Above Norm Grade Level Mean RIT	123

Overall Performance	Lo %ile<21		LoAvg5 %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile>80		Mean RIT (+/- Smp Err)	Std Dev
Reading	Count	%	Count	%	Count	%	Count	%	Count	%		
	149	34	115	26	95	22	61	14	16	4	212-213-213	15.1

ELPAC

The CA Dashboard data shows that Century is in the red performance level about 67% in the area of English Learner progress. English Learner progress uses ELPAC and reclassification rate as its measuring tools. The overall data for 2018-2019 ELPAC show that of 1660 students, 448 are English Learners. Century's strength is oral language" with 323 out of 448 students (72%) scoring at level 2 to 4. In the area of listening, 274 students (61%) and in the area of speaking 335 (75%) of the students scored somewhat/moderately and well developed. Century's weakness is in written language with 271 out of 448 (60%) of students scoring at a level of 2 to 4. In the area of reading 228 (51%) and in the area of writing 344 (77%) of students scored somewhat/moderately and well developed. Although overall written language is still an area of weakness for Century student, students did improve from last year, 54% to 60%. In addition, we improved in the reading domain from 38% of students to 51% of students receiving a score at a level of 2 to 4. For further details on ELPAC data, please see the Appendices.

MAP

The MAP assessments are one of Century's more valuable schoolwide formative assessments. The MAP is given to ninth and tenth grade students three times per year (beginning, middle, and end) and serves as a growth measure for English and math teachers. The test enables teachers to measure student growth throughout the year and is a valuable tool to inform instruction. After the mid-year assessment, Century administrators meet with all English and math teachers to hold one on one data chats. The data chats support the teachers in understanding the MAP terminology, discussing strengths and areas of growth, and looking forward to next steps. Century students have historically scored higher than projected based on the initial Fall test. In addition, Century students grow at faster rates than the national norm.

The data reveal that Century's performance on the 2018-2019 MAP administration, the 9th grade students showed moderate growth on Reading MAP test with 53% of students meeting their projected growth, which is slightly over the district average. The 10th graders also showed growth in Reading, with 56% of these students met their projected growth over the district average of 53%. Further analysis revealed that our MAP and Reading and Math scores are trending upward.

Mathematics, Grade 10, Spring 2018-2019

Summary	
Total Students with Valid Growth Test Scores	430
Mean RIT	219.7
Standard Deviation	20
District Grade Level Mean RIT	229.6
Students At or Above District Grade Level Mean RIT	124
Norm Grade Level Mean RIT	232.1
Students At or Above Norm Grade Level Mean RIT	106

Overall Performance	Lo %ile<21		LoAvg5 %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile>80		Mean RIT (+/- Smp Err)	Std Dev
Mathematics	Count	%	Count	%	Count	%	Count	%	Count	%		
	170	40	121	28	65	15	42	10	32	7	219-220-221	20

Mathematics, Grade 9, Spring 2018-2019

Summary	
Total Students with Valid Growth Test Scores	435
Mean RIT	217.3
Standard Deviation	17.2
District Grade Level Mean RIT	225.4
Students At or Above District Grade Level Mean RIT	130
Norm Grade Level Mean RIT	233
Students At or Above Norm Grade Level Mean RIT	68

Overall Performance	Lo %ile<21		LoAvg5 %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile>80		Mean RIT (+/- Smp Err)	Std Dev
Mathematics	Count	%	Count	%	Count	%	Count	%	Count	%		
	217	50	117	27	57	13	29	7	15	3	216-217-218	17.2

Advanced Placement

School Summary

	2015	2016	2017	2018	2019
Total AP Students	323	357	308	464	412
Number of Exams	485	516	403	620	493
AP Students with Scores 3+	140	134	134	155	116
% of Total AP Students with Scores 3+	43.3	37.5	43.5	33.4	28.2

Class Summary of AP Test Participation over 5 Years

Class		2015	2016	2017	2018	2019
Biology	Total Exams	9	19	11	13	
	Mean Score	1.67	1.74	1.91	1.54	
Calculus AB	Total Exams	26	27	30	21	20
	Mean Score	1.81	1.89	1.83	1.90	1.60
Calculus BC	Total Exams	3	7	5	3	2
	Mean Score	2.00	2.29	2.60	3.00	1.50
Calculus BC:AB Subscore	Total Exams	2	7	5	3	2
	Mean Score	3.00	2.71	3.80	3.67	1.50
Chemistry	Total Exams	12				
		1.42				
Computer Science	Total Exams	14				
	Mean Score	1.07				
Computer Science Principles	Total Exams			6		
	Mean Score			2.17		

English Language and Composition	Total Exams	52	81	55	107	46
	Mean Score	1.54	1.53	1.31	1.56	1.37
English Literature and Composition	Total Exams	36	32	24	44	
	Mean Score	1.89	1.78	1.75	1.48	
Environmental Science	Total Exams	14	29	9	19	10
	Mean Score	1.29	1.55	1.78	1.58	1.30
French Language and Culture	Total Exams		4	5	4	6
	Mean Score		1.25	1.20	1.75	1.00
Human Geography	Total Exams	32	21	29	127	114
	Mean Score	1.19	1.57	1.52	1.27	1.15
Physics 1	Total Exams		7	5	7	5
	Mean Score		1.29	1.60	1.00	1.00
Spanish Language and Culture	Total Exams	113	99	118	127	102
	Mean Score	3.71	3.70	3.43	3.62	3.66
Spanish Literature and Culture	Total Exams	28	30	22	31	21
	Mean Score	2.36	2.63	2.36	2.65	2.76
Statistics	Total Exams	28	22	15	8	11
	Mean Score	1.07	1.09	1.07	1.38	1.09
Studio Art: Drawing Portfolio	Total Exams		2		2	
	Mean Score		3.00		3.50	
United States Government and Politics	Total Exams	48	36	19	20	35
	Mean Score	1.35	1.28	1.68	1.65	1.49
United States History	Total Exams	47	28	8	49	60

SAT Report

2017-2018

	Gr. 12 Enroll-ment	# Tested	No. Mtg. Current ELA B.mark	No. Mtg. Previous ELA B.mark	Total # Mtg. ELA B.marks	% Mtg. ELA B.marks	# Mtg. Current Math B.mark	No Mtg. Previous Math B.mark	Total # Mtg. Math B.marks	% Mtg. math B.marks
CHS	408	352	90	0	90	25.57%	36	0	36	10.23%
SAUSD	4070	3384	1381	4	1385	40.93%	862	4	866	25.59%

2016-2017

	Gr. 12 Enroll-ment	# Tested	No. Mtg. Current ELA B.mark	No. Mtg. Previous ELA B.mark	Total # Mtg. ELA B.marks	% Mtg. ELA B.marks	# Mtg. Current Math B.mark	No Mtg. Previous Math B.mark	Total # Mtg. Math B.marks	% Mtg. math B.marks
CHS	395	155	71	0	71	45.81%	35	0	35	22.58%
SAUSD	3950	1913	1154	45	1199	62.68%	707	44	751	39.26%

ACT Report

	Year	Grade 12 Enrollment	# Tested	Avg. Score: Reading	Avg. Score: English	Avg. Score: Math	Avg. Score: Science	# of Scores >=21	% of Scores >=21
CHS	2017-2018	408	21	19	18	19	19	7	33.33%

SAUSD	2017-2018	4070	1389	20	19	20	19	495	35.64%
CHS	2016-2017	395	49	18	17	19	18	13	26.53%
SAUSD	2016-2017	3950	1370	20	19	20	19	502	36.64%
CHS	2015-2016	383	87	16	16	18	17	12	13.79%
SAUSD	2015-2016	4047	1490	20	19	20	19	539	36.17%

Departmental Benchmarks

Previous to 2016, all departments were subject to departmental benchmarks which were created at the District level. However, the District has abandoned this approach as the testing regime at the state level has changed. There is currently some talk at the District level at recreating benchmarks, however nothing is assured for the near future. Individual teachers working in course-alikes have occasionally instituted standardized testing. This is not mandated. English and Math teachers do use SBAC Interim Assessments (AI) in order to inform their instruction through the use of student test data. In addition, the English department gives a yearly district writing assessment to analyze student writing ability.

Graduation Rates

The graduation rate at CHS has risen over the last 10 years on the whole. Unfortunately, it has been falling in the last 3 years. The number and type of interventions have increased. We feel that this is due to the more recent socio-political-economic instability in our immigrant community.

"A combination of teachers, counselors, and parents collaborate to ensure that any academic problems a student may have are quickly identified and addressed," said Principal Jonathan Swanson. "All stakeholders work together to warn and advise students as well as to encourage students to maintain their successful academic progress. This is a winning combination that has led to increasing and maintaining Century High School's high graduation rates."

2019 Fall Dashboard Graduation Rate for All Students

Century's graduation rate for 2018 was 88%, for 2019 it was 85.4%

All Students	85.4 %,	-2.6% decline
English Learners	71.4%,	-9.1% decline
Homeless	76.9%,	maintained
Socioeconomically Disadvantaged	85.3%, -	2.9% decline
Students with Disabilities	66.7%	maintained
Asian	64.3%	
Hispanic	86.1%,	-2.2% decline

Note: Other categories had insufficient numbers to publish.

Cohort Outcome Multi-Year Summary

Class of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
2015-16	388	364	93.8	14	3.6	8	2.1	2	.5	0	0
2014-15	417	384	92.1	14	3.4	6	1.4	13	3.1	0	0
2013-14	430	375	87.2	41	9.5	6	1.4	8	1.9	0	0
2012-13	441	385	87.3	47	10.7	2	.5	7	1.6	0	0
2011-12	489	411	84.1	65	13.3	2	.4	11	2.2	0	0
2010-11	490	422	86.1	63	12.9	0	0	5	1.0	0	0
2009-10	552	453	82.1	66	12.0	7	1.3	26	4.7	0	0

Cohort Outcome Data for the Class of 2015-2016

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Female Latino	203	194	95.6	*	3.0	*	1.0	*	.5	*	0
Male Latino	174	160	92.0	*	4.0	*	3.4	*	.6	*	0
English Learners	230	212	92.2	*	3.5	*	3.5	*	.9	*	0
Foster Youth	*	*	75.0	*	25.0	*	0	*	0	*	0
Migrant Education	14	12	85.7	*	0	*	14.3	*	0	*	0
Special Education	52	37	71.2	*	13.5	*	15.4	*	0	*	0
Socioeconomically Disadvantaged	383	360	94.0	13	3.4	*	2.1	*	.5	*	0
Female	208	199	95.7	*	2.9	*	1.0	*	.5	*	0
Male	180	165	91.7	*	4.4	*	3.3	*	.6	*	0
All Students	388	364	93.8	14	3.6	*	2.1	*	.5	*	0

2017-2018 Four-Year Adjusted Cohort Graduation Rate (A)

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Bi-literacy	Graduates Earning a Golden State Seal Merit Diploma
Latino	405	357	88.1	119	63	88
Century High	414	364	87.9	124	63	93
SAUSD	4,091	3,641	89.0	1,920	880	1,307

2017-2018 Four Year Adjusted Cohort Graduation Rate (B)

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Latino	405	357	0	0	12	0	6	9	21

Century High	414	364	0	0	13	0	6	9	22
SAUSD	4,091	3,641	3	0	62	0	23	135	227

2016-2017 Four-Year Adjusted Cohort Graduation Rate (A)

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Latino	373	347	93.0	127	108	117
Century High	384	357	93.0	130	108	121
SAUSD	3,908	3,577	91.5	1,797	1,066	1,265

2016-2017 Four-Year Adjusted Cohort Graduation Rate (B)

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Latino	373	347	0	0	7	0	2	8	9
Century High	384	357	0	0	7	0	3	8	9
SAUSD	3,908	3,577	5	0	38	0	16	104	168

		Hispanic or Latino of Any Race	American Indian or Alaska Naïve, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, Not Hispanic	2 or More Races, Not Hispanic	Not Reported	Total
2016-17	Century	350	0	6	0	0	0	4	0	0	360
2015-16	Century	363	0	9	0	1	0	0	0	0	373
2014-15	Century	376	0	11	0	1	0	0	0	0	388
2016-17	SAUSD	3247	0	149	5	20	9	198	33	2	3663
2015-16	SAUSD	3373	1	118	2	12	17	215	37	2	3777
2014-15	SAUSD	3307	4	142	4	20	17	214	42	0	3750

Perception Data: Parents 2019 Survey

Parental responses according to the latest survey indicate that parents have high levels of trust in CHS in all measureable qualities, such as: Safety, hospitality, student academic opportunity student engagement, communication, staff competence, secondary and post-secondary academic and career opportunities. The specific questions and answers are available in the Appendices.

CENTURY HIGH SCHOOL
WASC FOCUS ON LEARNING SELF-STUDY REPORT
MARCH 22-25, 2020

CHAPTER III

CHAPTER III:
SELF-STUDY FINDINGS

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER III: SELF-STUDY FINDINGS
Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Rosalina Espinoza-Lopez, TOSA (Lead)
Marta Sanchez, HEC (Co-lead)
Ali Ashkiani, CTE
Jim Caetta, SE
Judith Conde, Outreach
Teddy Cortes, SS
Greg Craycraft, SCI
Jason Dallas, PE
Ernesto Figueroa, FL
Andrew Lapic, MA
Chris Lee, CTE
Kristin Medrano, SE
Guy Montgomery, SE
Amber Nong, MA
Tom Nusbickel, CTE
Tom Smith, ELA
Angelita Wright, LIB

A1. Vision and Purpose Criterion:
The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

Vision – Mission – School-wide Learner Outcomes – Profile
*A1.1. Indicator: **The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.***

Criteria Findings	*Evidence*
The CHS Mission reads, "The mission of Century High School is to provide for all students, a safe, supportive and rigorous learning environment with high expectations and high academic standards." The mission statement resonates from our Student Learning Outcomes (SLOs), that our students at CHS are: Critical and Creative Thinkers, Lifelong Learners, Effective Communicators, and Responsible Members of Society. This Century High School mission statement	CHS Mission Statement CHS SLOs

has remained relatively constant since its creation in 1989. It was reviewed in 2012 and again during this 2014-2020 WASC cycle.	
The Profile data was used to refine the mission and Student Learning Outcomes focused on the college-going culture of CHS, including students graduating with UC/CSU eligibility; AP course enrollment and test results; Early College/Dual Enrollment; CTE/Academy participation, CAASPP data; SAT/ACT results; Challenge Success Survey results; Healthy Kids Survey results; and Parent Satisfaction Survey results.	
The CHS mission statement is closely aligned to the Santa Ana Unified School District mission, which reads, "The SAUSD community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community." The relationship between the two missions combined with the anchoring of the SLOs is a demonstration of the focused intention to deliver a clear, cohesive experience for every CHS student to reach their full potential.	SAUSD Mission Statement

Development/Refinement of Vision, Mission, School-wide Learner Outcomes
A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.

Criteria Findings	*Evidence*
The mission statement was reviewed from the strategic planning process back in 2006-2007, which included input from all stakeholder groups. The Site's mission statements have been reviewed several times since then, including during this self-study cycle. After much consideration the statement was deemed applicable today. While it was determined to keep the mission statement and overarching Student Learner Outcomes intact, the SLO indicators were updated and adopted as part of the WASC Self-Study in 2018-19, also with input from all stakeholder groups. During this process, input regarding changes to the SLO indicators was solicited from the focus groups and then debated, refined, and adopted by the leadership team. Aligning the student learning outcomes with the school and District mission statements was a key consideration when determining and refining the student learning outcomes.	*CHS Mission Statement* *Agendas Sign in sheets.* *SLOs*

Understanding of Vision, Mission, and School-wide Learner Outcomes, District LCAP
A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school-wide learner outcomes, and the district LCAP.

Criteria Findings	*Evidence*
By using CHS's (Commitment, Honor, and Success) as the foundation for our SLOs, Century High promotes awareness and increased recognition, for all school stakeholders. Though, at times, it is challenging to gather significant participation and contribution from a large number of stakeholders when we ask for formal contribution through groups such as the School Site Council or a	*CHS SLOs*

WASC Committee or FACE (Family and Community Engagement or the Wellness Center, all Century staff contributed to the development of the SLOs in several sessions. To overcome the challenges with gathering authentic information, CHS uses multiple portals to garner feedback. We gathered and used the data from students through the WASC 2020 survey, Healthy Kids Survey, Challenge Success Survey, parent survey, and senior surveys to synthesize our SLOs. We met with our parent group, Parent Leadership Team, to reinforce their understanding of our vision/mission and review current data that shows progress made (CA Dashboard, CAASPP data, AP data, etc.) We have a close and positive relationship as well as open access to administration through established open-door policy, counselors, and faculty.	*WASC Leadership Team*
Leadership (ASB) students provide feedback on progress toward our site goals as well as ideas for implementation. Our staff meetings provide opportunities to review school-wide learner outcomes based on CHS's mission/vision.	
Faculty and staff are surveyed through the School Climate Staff Survey, WASC 2020 Staff Survey, and participate in WASC focus groups and on the leadership team.	*Agendas and Minutes*
Ongoing decision-making around student learning is the primary conversation in regular PLC collaborative meetings held monthly throughout the school year.	
On a monthly basis the Instructional Leadership Team meets and is representative of teachers, administrators, classified, and counseling staff. This team consistently discusses items and issues that are inherently connected to our SLOs. The principal meets with parents and other stakeholders through "**Coffee with the Principal**" at 9 AM and 6 PM in the library seven times a year. The meeting is bi-lingual, Spanish and English.	
We meet with the school site council parent group once per month to review data from student, parent, and staff surveys to inform the building of both Safety and Site Plans. We have focus groups of parents, students, and community members who provide input to build the LCAP. This group is connected directly to district mission/vision which feeds the site mission/vision. Our District superintendent has a community advisory group that meets regularly encouraging parents and community members to share feedback on district goals and progress toward them. The superintendent has also recently started a Teacher Advisory Council, consisting of many teachers, Pre-K through high school. Our District goals drive school site goals.	

A2. Governance Criterion
The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the school-wide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c)

monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: **The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.**

Criteria Findings	Evidence
The Board of Trustees is governed by a set of board policies which are posted on the district website. Last fall, a comprehensive process was undertaken to review all processes in light of changes recommended by the State. In many cases, these changes have occurred because of new laws coming out of Sacramento. Our Board has a Policy Subcommittee that worked with administrators (site and district) to review proposed changes. These changes were brought before the full board for approval. The policies on our SAUSD website provide the updated policies, which the District is uploading into the system for us. In addition to a review of policies to ensure that we are up to date, the Board is creating documents reflecting all SAUSD policies.	*District Board Policies*
	SAUSD website
The Wellness Center also offers classes, such as Computer Basics, to ensure access and participation for parents who do not know how to navigate the internet.	
The document has been reviewed and discussed by administrators across the District, individually and in groups. Added to the document were the comments that administrators made as well. Our Board Governance Document is available on our District website and was approved at the April 18, 2018 board meeting.	*Board Governance*
Santa Ana Unified has experienced major shifts in district leadership since the fall of 2015, with four different superintendents since the retirement of Dr. Stephanie Philips. Our new superintendent, Jerry Almendarez, and team are working hard to establish consistent lines of communication with all stakeholders. This includes weekly collaborative meetings with the Santa Ana Educator Association and the formation of both a new Community Advisory Council that consists of parents and community stakeholders, and a Teacher Advisory Council, consisting of teachers, Pre-K through high school.	*Board of Governance Document*
Our superintendent team has put in place a vision for our district in identifying who we are as a district and how we meet the needs of the students who come from diverse backgrounds from our district boundaries.	

A2.1. Additional Online Instruction Prompt:

Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Criteria Findings	Evidence
District policies are in place that ensure that school site technologies are continually being considered, evaluated, and updated. Technology and the varied applications in our school are regularly in flux. In order to "plug-in" new systems-- hardware or software--the District has established multiple plans to ensure clear strategies and protocols for all users of tech in the school. Our district Tech Plan, Network Infrastructure Plan, Acceptable Use Policy for Employees and Students, and Regulations-Student Use of Technology help ensure that all engagement of tech use is above board and explicitly understood by everyone in the district. Currently, CHS uses APEX as a credit recovery system for our students. APEX is offered before school and during regular school classes. For several summers CHS has used APEX for credit recovery for approximately 150-160 students. Teacher training using this software has been mandated, so that only properly qualified teacher with 'Leading Edge Online and Blended' certificates or similar training may supervise classes. As of this year, the FLEX Academy is no longer using APEX as part of its blended instruction. We are using programs like CK12 in science, CPM in math, and MyAP (College Board) for AP human geography. Under extraordinary circumstances APEX has been used as a venue for a very few first time course takers in instances where transfer students will have great difficulties in graduating on time due to holes in their transcript (in relation to California or SAUSD graduation requirements). These must all be approved by the District office and amount to perhaps 6 courses per year.	*Tech Plan* *Network Infrastructure Plan* *Acceptable Use Policy* *Employee Acceptable Use Policy* *Student (internet safety) Regulations* *Student Use of Technology*

Governing Board and Stakeholder Involvement
*A2.2. Indicator: **Parents, community members, staff and students are engaged in the governance of the school.***

Criteria Findings	Evidence
Century High School has in place systems to engage the voices of our school community and parents. Board by-laws clearly outline the role of the board and how parents can participate. By-laws are available online and in printed form in the administrative office at the school and District office. Board meeting schedules and agendas are also available online, at the school site and in the District office. All Board policies and procedures are clearly stated and made available to the public at all times via the District website and at the District office. The Board typically meets two times per month, during which they receive regular reports regarding the progress of the District with respect to its objectives. Meeting schedules and agendas are also available in a timely manner on the District website and are posted in the administrative building at the high school. Meeting times and places are also emailed out to faculty and parents a week prior to each meeting. Board minutes are available on the District website and available upon request at the	*Board by-Laws*

school office. Each of the five School Board members attended a formal training upon their election. This program provides intensive training in the behaviors of effective governance teams. The training emphasizes the importance on keeping the District focused on learning and achievement for all students, communicating a common vision, operating openly and with integrity, and treating everyone with civility and respect. The Board further understands that it is their role to set policy for the district.	*Board Policy*
The CAC, or Special Education parents' group, meets every third Thursday of every month at the District Office.	
CHS also has a number of athletic booster clubs which disseminate information and act as a portal for information input.	
At the school level, the School Site Council planning committee is comprised of three student representatives; three parents; four teachers; one other staff (such as classified staff); and the principal. Students are voted in by their peers. Up to four planning meetings are scheduled throughout each year to study data and set or revise goals. SSC meets on a monthly basis.	
In 2018-2019 a copy of the Single Plan was introduced at a faculty meeting and distributed to staff. In past years the plan has been reviewed with faculty at a faculty meeting. The SPSA is shared with ILT, SSC, and ELAC.	*SAUSD Website*
CHS participates in numerous surveys to assess, evaluate, and include student and parent opinion in decision making.	*School Site Council*
CHS faculty access the student and parent voice through conversations at meetings, in department meetings, and through access to results posted online or that are provided in hard copy.	
The site ILT team, comprised of faculty (both certificated and classified), a counselor, and the administrators, meets monthly to plan and make school-wide decisions. The principal has always maintained an open door policy with staff so that they will feel comfortable imparting criticism or suggestions.	
Student leadership students meet with the Activities Director, Assistant Principal, and Principal to discuss issues and concerns as well as to provide important student perspectives to school-wide decision making. ASB also has a monthly district meeting with all SAUSD HS ASB presidents and advisors.	

School Site Council Uniform Complaint Procedures
A2.3. Indicator: **The school leadership understands and utilizes the Uniform Complaint Procedures from the district.**

Criteria Findings	*Evidence*

Informational access to the Uniform Complaint Procedures is located at the school site office posted in the staff lounge and in each of our administrators' offices. It is also included in the Faculty Handbook. This information is also accessible through our school site website and the District website. Parents have access to this information, and it is also available in the Parents Handbook.	*Faculty Handbook*
When a student is discriminated against (i.e. gender, race), we offer the uniform complaint procedure to both the parent and student. UCP is one method by which the District scrutinizes difficult school situations and any complaints from parents and/or students. Complaints and concerns in general are usually handled at the lowest level possible.	*School and District websites* *Parents Handbook Board*
If the parent and/or student feel the complaint is discrimination based, and the high school administration has not fully resolved the situation informally, we offer the parent and/or student the UCP.	*CBA*
Staff grievances are typically handled through the procedures described in the various bargaining unit contracts.	
In addition, Board members frequently attend various school functions involving staff and parents. They welcome feedback and formally solicit it on the SAUSD site as well as a biannual basis. The Board also strives to keep the community informed about their work through periodic newsletters and summaries of regular Board meetings.	

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes (SLOs), academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single school-wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Criteria Findings	Evidence
The CHS Site Instructional Leadership Team (ILT) and a sub-group of teachers including Mrs. Wright, our librarian teacher, collaborate to identify professional learning needs and subsequent plans for teacher learning. The ILT meets monthly. The team has frequently reviewed staff feedback from our professional learning and used it to inform our future site Professional Learning goals. The Certificated Staff Survey shows 81.8% and 87.7% positive feedback regarding the common vision and communication at CHS among the staff, students and parents.	*Self-Study Findings* *SPSA District Goals*
This year CHS staff has worked closely with the WASC coordinators and	*LCAP*

instructional coaches to determine how our staff will use professional learning time for teacher learning.	*SLOs*
The School Site Council has been briefed on the analysis of the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program and site learning growth targets. As a result, it has adopted new school goals found in the CHS SPSA for 2019-2020, which are aligned to District Goals / LCAP.	*ILT* *School Site Council CHS* *SPSA 2018-2019*

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: *The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.*

Criteria Findings	Evidence
The Single Plan has three goals: all students shall engage in challenging, innovative, and relevant curriculum that prepares them for college and career and global citizenship; all students will achieve personal wellness through an environment that fosters health and happiness; and all staff will engage in high quality professional learning to meet our district's academic and social-emotional goals. These goals are directly aligned to our SLOs and are also intentionally designed to align with District goals, LCAP, and the WASC recommendations. Goal number four of LCAP directly addresses the adoption and implementation of MTSS.	*SPSA* *District Goals LCAP* *SLOs*

Staff Actions/Accountability to Support Learning

A3.3. Indicator: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning*

Criteria Findings	Evidence
Century High School promotes shared leadership through several means, including Instructional Leadership Team (ILT), Professional Learning Communities, and School Site Council.	*Site Leadership Agendas*
Our Instructional Leadership Team is comprised of administrators, counselors, department chairs, and other teacher leaders. This committee guides the decision-making processes related to school wide programs, curriculum development, and student support programs at our school. Additionally, this committee is responsible for developing and sustaining actions that will drive student learning and success.	*Department Goals and Reflections* *Department meeting minutes*
Site leaders in turn meet with their departments or PLCs regularly to implement department, site, and District initiatives.	*ILT Agendas and*

	Minutes
At the beginning of each year, each department submits to administration a collaboration plan for the year. This plan includes departmental goals, aligned with the site and SAUSD, WASC, and SPSA goals and objectives, as well as a plan for how departments will use their PLC collaboration time to achieve them. At the end of the year, the departments are to meet to reflect on their progress. Our ILT oversees the professional learning opportunities for our faculty for professional development release time. This committee is comprised of instructional coaches, volunteer teachers, administrative leaders, a counselor, department chairs, and our librarian teacher. Teachers also serve on the School Site Council, which works with the principal to develop, review, and evaluate site goals and improvement programs. The meetings take place on a regular monthly basis.	*School Site Council Agendas and Minutes*

Internal Communication and Planning
A3.4. Indicator: ***The school has effective existing structures for internal communication, planning, and resolving differences.***

Criteria Findings	Evidence
Communication between faculty and Administration is very open and accessible. Communication guidelines are Board Policy and are available on the district and CHS websites. Dr. Swanson, our principal, has an open-door policy for students, parents, faculty, and staff. In addition, the principal and APs are frequently out on campus before school and during breaks, and they visit classrooms on a regular basis. Teachers communicate in person with students on their prep periods, before and after school, about any issues of concern. Many teachers also use Google Classroom or Canvas. Aeries may also serve as a venue for communication of grades. The school website and social media platforms are used to communicate the FACE monthly calendar to parents as well as the schedule of upcoming events and volunteer opportunities. Teachers and staff can also communicate with administration via email, phone call, or in person. Formal communication flows to teachers either directly via a monthly faculty meeting, indirectly from department chairs as a result of the site leadership meetings, or via a group email. Site Leadership (ILT) meets monthly with the principal to discuss items of importance. The information discussed at these meetings is then disseminated to	*Communication guidelines for parents* *Aeries* *FACE sign-in sheets* *Meeting Agendas*

teachers by department chairs via department meetings.	
Prior to the start of school each year, the principal sends out a schedule of all calendared meetings for the year, including full faculty meetings, Instructional Leadership Team meetings, department meetings, and weekly collaboration. This schedule is also pushed out to the staff's shared Google calendar.	*Weekly calendar* *ILT agenda*
A FACE monthly calendar is also available to schedule up-coming events and volunteer opportunities. The PLT meets every second Tuesday of the month.	
Collaboration is generally scheduled once a month as the dedicated time for departments to work on data disaggregation and predetermined goals as Professional Learning Communities.	*Dept. Meeting Agenda and Sign-in.*

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

***A4.1. Indicator**: **The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning**.*

Criteria Findings	Evidence
All Century High teachers hold the appropriate single-subject credential and teach within their designated credential areas. All teachers assigned to teach AP courses attend AP training workshops prior to teaching the course and attend follow-up workshops as needed.	*District Data*
The SAUSD process ensures that all candidates go through a screening process on Edjoin. All job qualifications are clearly stated in job postings. Employment policies and procedures are clearly stated in board policy available on the District website and in the Human Resources office.	
All applications are initially vetted for credential and educational background by the principal. Interviews further clarify teaching experience in subject areas. Selected candidates are interviewed by a committee that includes an administrator, department member(s), a counselor, and other staff, as SAUSD Human Resources.	*SAUSD Human Resources*
New teachers participate in an orientation program and each new teacher is provided a copy of the teacher handbook.	*Orientation*

	agendas
New teachers are also supported by the department chairs and instructional coaches. New teachers participate in TIPS, Teacher Induction and Professional Support (formerly BTSA) Induction Program in order to clear their preliminary credentials. Implemented in 1999, this formal training supports teachers during their first two years, pairing each new teacher with a mentor teacher for support, reflection, and assessment.	*Teacher handbook*
This program, led by the Orange County Office of Education, has been met with mixed reactions by teachers. Teachers enrolled in TIPS/BTSA believe that not only does it impose a considerable time constraint on new teachers, who are often struggling just to keep up with their teaching duties, but there are mixed feelings about the quality and organization of the program activities. Each year, improvements are made to create a meaningful and engaging teacher induction program.	*TIPS/BTSA*
Staff across the campus regularly attend professional development. Teachers can to request to attend professional development at the expense of the school as well as to meet a few mandated workshops receive credit toward it. SAUSD GO PD is on the district website for teachers to sign up online for PD offered through SAUSD.	
Each year funds are budgeted for professional development. Staff are encouraged to participate in a variety of staff development activities, from academic conferences to school visitations.	

Defining and Understanding Practices/Relationships
A4.2. Indicator: **The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.**

Criteria Findings	**Evidence**
CHS has a clear system of communication from administration and faculty. Both the District and site websites post policies, e-mail, guides, handbooks, calendars, and forms to be accessed by staff, students, and parents.	*e-mail*
The faculty handbook, which was generated as a result of our 2006 WASC action plan, contains all pertinent information for teachers, including policies, an evacuation plan, schedules, a list of responsibilities, and other operational practices. An online version of the faculty handbook is currently in progress.	*Inside Scoop*
Important content from the handbook and district office is reviewed at our first faculty meeting.	*Printed Hand-outs SAUSD website*
The student AGENDA/handbook, a hard copy, is also used by students to learn about CHS Student Conduct and Behavior policies, Cornell Note taking, dress code requirements, and other pertinent student oriented information.	*CHS website*

Faculty and administration use email to communicate with one another. This tool is used regularly for email, calendar sharing, and document sharing. The Instructional Leadership Team (ILT) convenes monthly to discuss site initiatives and to receive information from administration. The leadership team (ILT) functions as a consultative body as well as the steering committee for decisions that will affect the school community. Department chairs share information from the Instructional Leadership (ILT) meetings the week following their department meetings, ensuring that every faculty member has access to all relevant information.	*Faculty handbook Student Agenda Google Suite Site* *ILT agendas ILT sign-in Dept. Meeting Agendas*

Support of Professional Development/Learning and Measurable Effect on Student Learning
A4.3. Indicator: **The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school-wide learner outcomes.**

Criteria Findings	Evidence
Professional learning is a top priority in Santa Ana Unified School District. Two full days are designated for professional development each year, and a plan for how to utilize these days is developed by the site Admin and the Instructional Learning Team, which includes the administrators, instructional coaches, CHS librarian, Counselors, TOSAs, and other teacher representatives.	*PD agendas*
Teachers provide feedback on all professional development days, and that input is used to drive future decisions about the content, structure, and delivery of PD.	*PD feedback forms*
Since 2016, the administration, with input from the SAUSD Common Core Instructional Coaches, establishes a professional learning goal for each year, and all professional development days center around that goal.	*PD goals*
During the implementation of the Common Core standards, these goals included the development of critical reading in the content area, vocabulary development, as well as writing in the content areas. CHS has also focused on student interaction during this time frame.	*Topic Team records*
In 2016-2017, however, the Instructional Learning Team, in conjunction with the district-wide PL team, shifted toward a more teacher-directed professional learning model. Rather than one-size-fits-all, sit-and-get type of PD, teachers were able to determine their own instructional professional development goal and then form an interdisciplinary team (with the help of Mrs. Wright and TOSAs) with whom they explored their topic(s). In addition to the half-days, twelve of our weekly collaboration sessions were also devoted to this professional learning, while one full PD day was reserved for District	*PLC facilitator* *Training agendas*

initiatives, such as technology, safety, etc.	
In year one, the facilitators, as well as course-alike PLC facilitators, were given training on PLC facilitation in order to more effectively lead a cycle of inquiry around their chosen topic. Among the topics in the first year were social-emotional learning, project-based learning, makerspace, Senior Exit Portfolio Project, and PBIS.	
This teacher-driven professional learning model continued into a second year, with an expectation that the learning occurs in the classroom, and teams shared out their learning in a showcase / gallery walk during the last PD half-day.	
Though most of our PD time has been utilized for the WASC self-study over the past year, other PD will resume in May 2020 after the WASC Team visit.	*WASC agenda*
While teachers have the opportunity to change or start new PD, their topics are now expected to align with the WASC goals and areas of critical academic needs identified in our self-study.	
In addition, teachers attend conferences and specialized training; counselors have been able to conduct college visits so that they have more authentic knowledge of a variety of schools, and classified staff also has access to professional development.	*List of conferences attended*
The District has also sent large cohorts of teachers, coaches, and administrators to conferences, including Project-Based Learning Conferences.	
The District also offers an annual Summer Institute, which is held at the SAUSD office. Participating teachers are paid to attend. Technology trainings are based on teacher interest and are taught by instructional coaches and other knowledgeable, willing faculty. While the Summer Institute used to be a full week in duration and included work time for curriculum development, it has been scaled back to just two or three days, and participation has become more selective.	*Summer Institute schedules*
Also becoming more restricted due to budget cuts is the opportunity to participate in paid curriculum development over the summer. Teachers wishing to collaborate on the creation or revision of curriculum or assessments may submit a proposal, and, if approved, they are expected to submit evidence of their work upon completion.	*Summer work contracts*

Supervision and Evaluation
A4.4. Indicator: **The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.**

Criteria Findings	Evidence
Currently, tenured teachers are evaluated bi-annually, and probationary teachers	*Teacher*

are evaluated twice annually. The CBA follows the California Standards for the Teaching Profession and is available in paper and on-line to all stakeholders.	*evaluation model*
Designated teachers complete a Fall Planning Form and meet with their administrator to review their goals. Teachers, who are to be evaluated, may usually choose the traditional model of evaluation in which they are then observed (typically two times for probationary 1 and 2; once for tenured teachers every other year) and participate in a post-observation conference. Alternately there is a new self-evaluation growth model where teachers explain their goals to their evaluators and reflect on their progress throughout the year in constructive admin/teacher conversations. Permanent teachers can select whether they would like to participate in the traditional evaluation model or the growth model.	*Agendas* *Evaluation lists*
At the end of the cycle, teachers complete a spring reflection form and meet with their designated administrator once again to review and sign their evaluation documents.	*Evaluators assignment*

A5. Resources Criterion
The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the school-wide learner outcomes, academic standards, and college- and career-readiness standards.

Allocation Decisions and Their Impact
A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the school-wide learner outcomes (SLOs), critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Criteria Findings	Evidence
In addition to the standard District funding of its schools in accordance with State and District (Board) procedures. CHS has a number of other participants through which some budgetary issues are resolved. School Site Council and the Instructional Leadership Team have significant input in respect to funding initiatives related to LCAP, SPSA, student needs and so forth. Any community member or staff member may make proposals which will be given due diligence by either group as per state law.

CHS administration makes some efforts, especially through ILT, to engage the staff in budgetary matters by soliciting ideas and have staff provide input for the ideas. | *Finance Subcommittee reports* |

Practices
A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Criteria Findings	Evidence
The SAUSD Board of Trustees has a Finance Subcommittee to allow it the time to review and analyze issues of financial significance. This subcommittee works in public and brings issues of importance back to the full board at regular board meetings. If there are particular issues that need to be attended to CHS administration may make requests and comments at Board meetings. Of course, staff as well as the public may also comment.	*Annual budget*
Board meetings include agendas that have regular updates on the status of the budget to keep the public informed on revenues versus expenditures. The business office is regularly audited as per regulation and the auditor's report to the Board of Trustees at a regular meeting. The SAUSD maintains a high rating in regard to its accounting practices.	*SAUSD Web Site*

Facilities
A5.3. Indicator: *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well maintained.*

Criteria Findings	Evidence
The facilities of CHS meet the needs of our student body by providing learning space that is safe, modern, and flexible. Our facilities are maintained by on-site custodial staff and district maintenance teams.	*SAUSD Curriculum and Instruction*
Since 2008, CHS has completed a new 5000 building, a two story building with 40 new classrooms, a remodeled library, theater, and sports complex. In addition there has been enough space at the school that an outside provider, NAC, has been housed as has an adult transition program for Special Education. Further modernization monies and projects are anticipated in the near future.	*SARC Report* *Facilities Master Plan*
Our librarian-teacher helps lead renovations to our library and to create a more flexible teaching and learning space. This has resulted in a decrease in the number of volumes in our stacks and increased spaces for students to work collaboratively and to access electronic services. This process is on-going and will be incorporated into the master planning process the district has undertaken.	*Department Purchase orders*
In 2017, the District put together a Facilities Master Plan Committee to begin the process of developing a facilities master plan to guide decisions around maintenance, renovation and replacement or addition to district facilities.	
Since then, multiple meetings with representatives from the architecture firm were held with various stakeholders, including students, faculty, and parents, to determine student needs as they relate to facilities. From these meetings three core foundations and two educational Design Directives were established to guide decision making as we move through the master planning	*CHS Library Databases* *Library inventory*

process: We care about the needs of the Whole Child. We believe in Human and Environmental Stewardship. We believe in enhancing the Health and Wellness of the Century/SAUSD community. We want our students to be lifelong, life-wide, and life-deep learners. We believe their educational experiences should be connected, experiential, and in motion.	*SAUSD website*
Since student safety has become an increasing concern among students, families, community, and staff, in 2018-19 the fencing was repaired and gates were installed around the school perimeter of the campus. There has been the addition of additional security cameras and activity monitors. The rooftop parking lot is now keyed to staff ID bar codes and more secure than at any time in the school's history. All gates are locked during school hours and access is only possible by going through the front office for non staff members.	*SAUSD goals*
CHS has emergency plans for "Lock Down/Active Shooter" scenarios on Campus (RUN HIDE FIGHT training), and for Fires/Earthquakes. Students, with few exceptions, know what to do in the various events. Drills are held each semester to prepare for emergencies. SRO Macias has also been hosting parent meetings with donuts on a regular basis to discuss safety concerns. As a result of safety concerns, CHS has been working with local law enforcement and emergency services to analyze our campus from their perspective. Resulting recommendations will inform decisions around safety procedures by CHS safety committee as well as facility master planning.	*Safety Committee*

Instructional Materials and Equipment
A5.4. Indicator: **The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.**

Criteria Findings	Evidence
At CHS, a new adoption of textbooks/instructional material goes through the SAUSD's Curriculum & Instruction Department. There are typically extensive meetings between department chairs in the various subject areas across the District. Other participants are actively solicited from each school. Ultimately CHS site teachers and administrators have significant input, including the ability to teach from proposed new texts on a trial basis.	*SAUSD Curriculum and Instruction Department*
In terms of maintaining adequate instructional materials, our librarian, in tandem with departments, takes inventory of textbooks and supplemental	*Purchase orders*

materials. Department chairs work the librarian, assistant principal, and/or the Curriculum and Instruction Department of SAUSD to purchase replacement texts as needed.	
The CHS library receives orders of textbooks, and the library staff barcodes and creates records of the new material in the Destiny and OPAC (library catalog), distributing textbooks to departments/teachers as needed, checking out textbooks to students (through the classroom checkout process and pre-registration process) and generating notices and collecting fees for students who have lost or damaged materials.	*CHS Library*
The CHS library media teacher works to create and maintain print and digital collections that are responsive to the needs of staff and students. The print collection underwent a thorough weeding in the 2017-2018 school year to de-select titles, using the SAUSD/CDE's weeding policy and criteria for guidance in this process.	*Library inventory*
After completion of the weeding process, the print collection was evaluated for gaps and/or out of date information in important non-fiction subject areas, as well as for a balance of genres, classics/contemporary literature, and with an eye to interest and reading levels of our students for collection development in fiction. Collection development for 2017-2018 focused on AP Environmental Science supplemental nonfiction, additional Spanish fiction selections for independent reading assignments in advanced Spanish courses, contemporary novels that focused on diversity and minority authors, as well as novels that were award winners from the past three years.	*Librarian Agenda* *Collection development reports* *Destiny*
In addition, CHS library has received a complete set of new furniture coupled with an updated new computer lab, and digital widescreen to meet student needs.	
Furthermore, our library not only has access to six databases provided by CDE, through the district, we have purchased access to Britannica and GALE databases as well.	
Our librarian teacher also is in charge of all the chrome books issued to every student on campus. She maintains the policy that every student must have a textbook and a chrome book in order for CHS to stay in full compliance with the William's Act.	*Destiny* *William's Act Compliance visits annually*

Well-Qualified Staff
*A5.5. Indicator: **Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's***

vision, mission, school-wide learner outcomes, and identified student learning needs.

Criteria Findings	Evidence
All open positions, both certificated and classified, are posted on EdJoin with required documentation and information such as the job description and salary schedule. CHS administration, in coordination with SAUSD Human Resources, assesses the qualifications and experience of the candidates as measured against Site and District goals and the needs and demands of the position to discern candidates for interview. An interview panel is identified that represents a broad cross-section of stakeholders and they conduct interviews. These prospective candidates are sometimes requested to teach a demo lesson based on a standard provided. SAUSD has an extremely competitive salary schedule and benefits package that commonly attracts accomplished professionals to our open positions. Professional learning is a significant priority in SAUSD as evidenced by the SAUSD Goal that states: Continuous Professional Learning - All staff engage in high quality professional learning to meet the district's academic and social-emotional goals. There is some form of ILT at both the district and site level, and all teachers have access to instructional coaches. Santa Ana Unified School has been able to attract top notch teachers and provide compensation (salary and benefits), competitive at levels equal to the top tier of school districts in Orange County.	*School profile* *SAUSD* *District and site professional learning* *ILT agendas* *Coaching logs*

Long-Range Planning

A5.6. Indicator*: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the school-wide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and school-wide learner outcomes.*

Criteria Findings	Evidence
The LCAP 4 Goals plan is reviewed and discussed thoroughly at the SAUSD level, which includes all site and district administrators. The established four goals are reviewed to see which goals have been accomplished and which need continuing work. New data from the current year (including California Dashboard data, assessment data, National Student Clearinghouse data, parent/student survey data) is reviewed, and stakeholder input via a variety of surveys and actual face-to-face meetings is reviewed and analyzed. Changes or adjustments to goals are made, and a draft is presented at a regular board meeting for discussion and further input and adjustments. The LCAP plan is brought to Cabinet for a discussion about needed financial support. This allocation of financial resources to support the LCAP plan is shared at the Board level via discussions about staffing, needed professional development, and other support services. These discussions and decisions also impact the goal setting for the superintendent and administrators for the year to come.	*California Dashboard* *LCAP* *NSCH Data* *5X5 Data*

Summary of Findings

Century High School program and organizational systems are designed and implemented to promote improvement in all aspects of a student's education. The missions for both the schoolsite and the SAUSD are aligned to create a cohesive message to demonstrate focused intention for every CHS student to reach their full potential. The alignment of our LEA, SPSA, LCAP, and WASC action plans to our district and site goals focuses our collective intent to meet the needs of all of our students and engage all students in learning. With our adopted district and school site missions we are working to sustainably increase the number of students in meeting UC/CSU eligibility, Early College Classes, and performance on CAASPP/5 by 5 matrices, ACT and Advanced Placement.

We have clear systems in place that ensure community participation in the governance and ongoing improvement to the school that align to the district goals. The overall vision of the SAUSD and our school site has established goals to address the health and wellness of students. CHS anticipates more than reacts to the needs of our students. Our systems and policies ensure that our faculty are supported and are trained to work to their highest potential. The facilities are supported and maintained to offer a safe and clean environment that promotes student learning. We believe that by continuously evaluating all areas of our programs, we will be able to enhance and modify our school to address our ever-changing student needs.

Areas of Strength

- CHS/SAUSD collaboration meetings at admin level
- Resources
- The Principal open door policy as well as "Coffee with the Principal" events
- Expansion of CTE (Career Technical Education) certification and all class articulation with Santa Ana College and meeting A to G requirements for all Cal State and UC campuses.
- 100% of full time teachers are highly qualified and have a teaching credential.
- All teachers in the Century High School are teaching in their authorized area.
- Mondays are available for both department/staff meetings in which PD is offered but also independent small learning communities where professional learning/planning takes place (PLCs).
- Teachers have the opportunity to attend professional development trainings.
- Governing policies are reviewed and updated in a timely manner.
- Science teachers have embraced and transitioned to the newly adopted California NGSS science standards and have aligned all science classes to meet A-G requirements.
- Century High School has an active school site council that includes classified and certificated staff, administration, parents, students and community members. There is involvement of all stakeholders in major decision making and policy development.
- Century High School started a quality male student leadership program called Century Legion.

- Email communication provides dates and meeting agendas to staff.
- Tutoring is offered 5 days a week after school through NAC for all students. Teachers offer 30 hours of intervention before and after school and on Saturday.
- Custodial staff maintains a clean and safe environment for students.
- Campus Supervisors and School Resource Officers help maintain a safe campus and support staff.

Areas for Growth

- New teacher support and inclusion of TIPS/BTSA in new teacher orientation
- For the past six years since the last WASC review there has been a focus on "rigorous academic" achievement; this has caused some of our EL level students to fall behind.
- Over the past two years, the CAASPP scores have increased then decreased in Math and have modestly increased in English.
- There is a need for expanding Career Technical Education classes available on campus.
- District-wide common benchmark assessments for departments are needed.
- PLC time could be better utilized as it has become less effective for some departments.
- There is still an achievement gap concerning students from low socioeconomic backgrounds to have higher graduation rates and to graduate with skills that will allow them to have success in life.
- Our current website regularly depicting current school programs and offerings needs to be updated.
- There is a need to increase our data for students that have graduated in order to make data driven decisions about our school's effectiveness.

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER III: SELF-STUDY FINDINGS
Category B

Standards-based Student Learning: Curriculum

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B1. Rigorous and Relevant Standards-Based Curriculum Criterion
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the school-wide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Criteria Findings	Evidence
Century High School offers a rigorous, standards-based curriculum that supports students to achieve at all levels. There is a strong focus on a college-attending culture. All students are counseled to participate in the most challenging course load possible and to meet the UC/CSU a-g requirements. Students are also encouraged to take honors, AP, and Early College, Dual Enrollment, and CTE classes.	*Student and Community Profile*
Special Ed students and English Learners are mainstreamed and are provided support through academic study sessions, co-teaching, tutoring/mentors, instructional assistants, and ELD support classes. Those Special Education students not deemed ready for mainstreaming are offered self contained classrooms aligned with state content	*Master schedule* *Course descriptions*

standards. Students in Basic English access the same texts and many of the same assignments that are taught in the regular education program. AVID students benefit from WICOR (writing, inquiry, collaboration, organization, and reading) organizational and note-taking techniques, as well as two tutorial seminars per week that help them succeed within AP and honors courses. AVID students receive curriculum that is focused on teaching them to be proactive students in high school using Cornell Note-taking skills through high school that will carry them through college and career and beyond. Fridays are organizational days when students organize notebooks, use planners, get Cornell Notes checked, etc. Students are taught to rewrite class notes and study strategies that will best serve their specific learning styles. Students go on field trips to expose them to different local universities twice a year. A number of students have one period of before school support sessions in their schedule, and upwards of 50 students per semester who play a sport move from PE to tutorial and back. The Math department offers one EL academic support class for identified students based on a preview assessment in their prior class in order to make them a-g compliant. Students that fail Math their junior year are offered a class in APEX in their senior year that helps make them a-g compliant. The content in the class is the same, but the methods and pacing differ to help students succeed. We also offer one period of Writing Strategies for newcomer students to provide customized support for those struggling in English. The English and Math departments have pathways that align to the California Standards. Science has done the bulk of the work to implement NGSS, although there is still some work currently in progress.	*and scopes and sequences* *AVID curriculum* *Master schedule* *Departmental course descriptions and curriculum maps* *APEX Program*

Current Educational Research and Thinking B1.1.
Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Criteria Findings	Evidence
Century High School faculty and staff make it a priority to stay abreast of current trends and research. Many of our staff choose to create personal learning networks to access approaches and materials to use with students. In the Science department teachers use listservs, university syllabi, and NGSS documents to find new techniques to inform their practices. In Science, a student-centered active learning approach, focusing on	*Annual meeting schedule*

questioning, critical thinking, and problem solving, is a research-based approach that has been implemented.	*NGSS curriculum*
The Newcomer Classes, cross-curricular courses use research-based reading intervention techniques in Math, English, Science and Social Studies courses, breaking down concepts into smaller chunks, re-teaching in smaller groups, providing individual feedback, and using audio-books in co-taught classes to engage all levels of learners. Many teachers, especially in Social Sciences classes, use the California Writing Project model or DBQ for writing instruction. Students in ERWC experience learning modules developed by the California State University to ensure college readiness in English.	*Newcomer Group/Academy* *ERWC modules* *Desmos* *AVID*
The Math department has reached out to CPM to gain insights on using the Desmos calculator, attended Advanced Placement Summer Institutes, used curriculum from the business models to teach financial planning, and conducted research on utilizing "Higher Order Thinking Skills."	*World Languages curriculum*
The AVID program uses research-based organizational techniques and note-taking techniques.	
Within the World Languages department, a "students as practitioners" approach is taken. In Spanish 1 and Spanish 2 classes students create videos of themselves and send it to teachers for critique. They exchange messages via VH Control (VHL) in English as well.	
In French 2 and Spanish for Heritage Speakers level 2 students do a large career unit with researching their career interests, writing a cover letter and résumé, finding out about career paths and readiness and the process of becoming a professional.	*Vertical articulation*
Special thanks to Mr. Figueroa. All levels of French are placed into role playing situations where students are placed into different roles that would transfer over to working in a French speaking country.	*Meeting records*
In the Special Education Department, teachers use Universal Design for Learning, fixed vs. growth mindset, and current best practices with autism.	*Course catalog*

Academic and College- and Career-Readiness Standards for Each Area
B1.2. Indicator: *The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.*

Criteria Findings	Evidence
In the recent past, several departments have adopted new methodology and practice standards. Century High School has actively pursued and developed curricula that align to the Common Core State Standards.	*School board goals*

In the past few years the Math department has transitioned to a new CPM Math Program in which content is spiraled over three years. As part of this transition, the Math department worked on understanding both the content shifts as well as the instructional shifts required to embrace the new standards. This work included professional development on understanding the new standards, an extensive online textbook review and selection process, training on rubric scoring, as well as the implementation of the selected 25 Common Assessment Across the District tasks, administered through the Google Drive on sausdlearns.net. All of this work led to the selection of the CPM curriculum that emphasizes conceptual, collaborative, group work mixed space practice as well as real-world applications.	*School profile /SARC* *Counseling program*
During the time since these materials were adopted, each teacher has adapted the materials to better fit our student demographics--often changing pacing, rearranging content, and supplementing as needed. These modifications have been easy to do due to strong support from the District via optional pullout CPM training dates up to 4 times yearly and 4 days during the summer. Professional development is lead by district personnel.	*Four-year plan*
Within the next two years, the Math department plans on continuing the process of adapting the materials. This will happen alongside the changes the publisher is making in CPM online conforming to California Math Standards.	*Pre-registration timeline*
Work continues on the use of the mathematical practices such as how to best use math tasks in the courses, as well as the use of the District Common Assessments provided on the Google Drive.	
While the English-Language Arts course sequence remained the same, each course was redesigned and updated to align with the Common Core standards. Because the standards are grouped into grades 9-10 and 11-12, the department determined which reading, writing, speaking/listening, language, and college/career readiness standards to introduce and emphasize at each grade level.	*Course selection form*
The ELA department adopted the StudySync curriculum by McGraw-Hill. It is a set of Common Core-aligned reading anthologies, which contain numerous nonfiction selections as well as SBAC-aligned reading assessments. These texts are primarily used in the college prep courses, while the honors and AP courses rely primarily on full texts. The department did conduct an internal audit of its core reading selections and replaced one fiction selection with nonfiction at each grade level.	
The department also redesigned its writing program to emulate the SBAC Writing Performance Task. A single assessment, called the District Writing Assessment, using the My Access writing program, is administered to 9-12	

students once a year in early Spring. However, all Century teachers have access to the My Access program and teachers may use it program throughout the year to focus strategically on different components of student writing. Students will have been exposed to the program once officially and several times additionally through the year.	Initial assessment (SBAC)
Due to abundant shifting of teaching assignments, as well as the addition of two new teachers to the department, the English department is currently in the process of updating and revising the course outlines and curriculum maps once again to ensure Common Core alignment and more universal learning experiences at each grade level.	
In the Science department, a new science program has been developed and implemented to align the department's courses with NGSS standards. A new course has been adopted by the School Board and implemented in the 9th grade.	Master Schedule
Science teachers have come to an agreement about how each newly aligned course will be taught including authentic assessments, anchoring phenomena, and lab activities.	Lesson Plans Student Work
The six science classrooms include wet lab amenities for A-G wet lab courses all meet or exceed basic requirements for wet lab courses.	*New NGSS course sequence*
In the Special Education department, the math classes have adopted the same curriculum as that used in the general education. This maintains high academic standards and rigor for students in a small setting and prepares students with special needs to take and pass CPM Math on the path towards graduation.	
Advanced Placement courses are submitted annually to the College Board for approval. These courses are simultaneously approved as Advanced Placement courses through the University of California's a-g Course Management Portal. In addition to submitting current courses, new courses that are taught by new teachers are provided extra support in the form of time and training. Much of this is provided through required attendance at Advanced Placement Summer Institute courses where professional development, guidance, and time is provided to ensure alignment to the College Board's curricular expectations.	*Elective Fair* *CTE pathway Field trip forms* *Youth Motivation Task Force*
For example, AP Government and Politics is going through a redesign for the 2018-2019 school year, and the AP Government teacher was sent to the College Board summer institute to be trained on the revamped course. They were also given support to review new textbooks and begin the process for textbook adoption in order to align our curriculum with the AP standards.	*College Board workshops*
In the Freshman PE course, the state standards are addressed and met by offering a variety of units and activities from the required units to graduate	

from high school. These include physical fitness and fitness testing, team sports, individual and dual sports, dance, tumbling and gymnastics. Century High School also offers elective PE courses in weight training, and dance.

All teachers have been trained in teaching literacy in the content areas, including critical reading of nonfiction, using image as text, analytical question design, converting close-ended questions to constructed response prompts, academic vocabulary development, designing writing prompts, and assessing student writing using a rubric.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the school-wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Criteria Findings	Evidence
All courses with corresponding state standards are fully aligned, and teachers are strategic in designing standards-based lessons, assignments, and assessments. Departments and courses in the core academic areas follow the state standards and course development defined by the California Department of Education.	*Industry standard* Student work Science club
Century High School is developing new programs for college and career readiness by collaborating with SAC and UCI to assess new career pathways.	*Certification programs*
Furthermore, from Fall 2019, CHS will be inviting different industries involved in the following areas: engineering, arts, medical, business, finance, government, law, and the construction trades to develop a certificate program including a career agreement. This future program is being developed with SAC.	*Art Expo*
Another option for a career pathway happens in the Special Education department where students find jobs through the Department of Rehabilitation and TPP.	
For students in the general education setting, one of the many options to increase career readiness is via an expanded access to industry standard certification, such as the Adobe Certified, CAD, Building Trade Associate	*Team notes*
Students in both Advanced Placement Art and Design: Drawing build portfolios of original artwork and use it to receive feedback from professionals, which helps to connect them to the local art scene.	
The Santa Ana Community Art Expo events create an opportunity for student art to be displayed and reviewed by panels of both peers and arts professionals.	

Students in American Literature get public speaking experience via Talks, where they research real world issues, investigate possible solutions, and create a video presentation of a TED Talk.	*American Lit curriculum map*
	Student samples
To help students who may consider a career upon graduation from high school, Century High School currently offers five Career and Technical Education courses:	*CTE pathways*
Design, Visual, and Media Arts Production and Managerial Arts Engineering Design Building Trades Readiness Medical Assistant Certificate	*CTE*
The Building Trades Readiness program has started its second year at Century High School. Currently, the two classes offered during the school day are at an enrollment of 40 and 38 students, respectively. This is an increase of approximately 35% for the 2019/2020 school year. In addition, there is an after school section that allows students from across the district to participate.	
In the Medical Assistant Certificate program students take courses in which skills are emphasized, and in some cases leads to industry certification. CHS has 10 students participating in this program, who attend relevant classes held on Santa Ana High School campus after school.	
Additionally, students in the Media Arts Video Production class regularly film, edit, write, and produce a daily video bulletin that is broadcast to all students at the beginning of second period via Inside Scoop.	*Inside Scoop, daily broadcasts*
Students who participate in the Race Team club also travel to different locations to showcase that year's competition race car for the students at that site.	
In the Social Studies department, DBQs and Project Based Learning are used to analyze the validity of a multitude of documents to encourage critical reading and thinking skills.	
In many classes, including English classes, teachers also employ philosophical chairs, Socratic seminars on controversial historical topics, regular analysis of current events, expository essay writing, political cartoon analysis, inquiry based primary source analysis, and collaborative conversations.	*ERWC*
We are currently working to ensure that our social studies courses are all aligned to the CA Social Studies Framework which emphasizes "content, literacy, inquiry and citizenship."	*DBQ*

In Special Education, students use the same curriculum as that in regular education classes; internships are developed; articulation with Santa Ana College occurs for some courses within specific pathways; and there is access to finding jobs through the Department of Rehabilitation.	
In VAPA, performances and exhibitions are the basis of all VAPA courses. Instrumental and vocal students perform on campus and in the community multiple times a semester. Drama plays are done multiple times per year. Student artwork is displayed at school, and the District office. Video productions of Inside Scoop are broadcast to the whole school and archived for parent and community access.	*Daily broadcasts*
Two separate celebrations of the Visual and Performing Arts occur in the spring. An Art Show with community judges and a Performing Arts Awards show both serve to showcase VAPA.	
The World Languages department features several projects to increase rigor and relevance: Video pen pals with students in other classrooms; pamphlet translation for tourists in conjunction with local safety agencies; co-writing and reading children's books with a local elementary school; field trips to see live plays in the target language and cultural music and dance performances at Art Centers.	*Field trip schedule*
Language and Culture courses were developed to better serve student needs, since they are literacy based versus focusing on language acquisition.	
CHS has re-adopted the School-wide Learning Objectives (SLOs), and the staff is working to integrate them into the curriculum and school culture. Content in the classrooms is directly aligned with the content standards and lessons are designed toward them implicitly as showcased in the above career-readiness courses and pathways. Individually, college readiness teachers strive to correlate the SLOs with their core curriculum as evidenced below.	*Staff meeting agenda*
English: Critical reading of fiction and nonfiction texts; argumentative essays and speeches; literary analysis; synthesis essays; research papers; career portfolios; Socratic seminars; poetry slam; county poetry contest; five-year post-secondary plans; and yearbook.	*School yearbook*
Math: Collaborative PBLs with rubrics; long-term projects that vary by class; activities that help orchestrate discussion through the use of technology.	*Student work*
PE: Teamwork and collaboration through sports; interpreting rules through game play; set and monitor fitness goals.	
Science: Hands-on, inquiry-based labs, projects, field trips and assignments using qualitative and quantitative scientific principles in order to design, build,	

observe, analyze, redesign/revise and communicate findings of phenomena in the natural world.	

Integration among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Criteria Findings	Evidence
There are multiple places where faculty work together to integrate the curriculum from their respective disciplines. AP Art and Design: Drawing is designated as both a CTE capstone and an Advanced Placement course. As such, it works to bring the academic rigor from Advanced Placement and uses it to inform the work created in the class. In the Introduction to Engineering class, students incorporate Project Lead The Way curriculum to tie industrial arts and computer science. The Building Trades program has partnered with the art program to refresh and update an art display area among other projects	CTE
A wide variety of English, Math, and Social Studies courses, that are a part of our TEACH and e-Business Academies, incorporate CTE standards in their curriculum in an effort to align with the CTE course that is the core course for each respective academy. Still, cross-curricular examples such as these are anecdotal rather than the norm.	TEACH Academy

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Criteria Findings	Evidence
Improving vertical articulation, both within the scope and sequence of each department, and between sites, is a current area of focus K-12. There are many collaboration times throughout the school year that can be used for vertical articulation, but these meetings happen only sporadically at this point. In some cases, such as World Languages, in which high school equivalent courses are taught at the various middle schools, vertical articulation is regular and ongoing. The various departments maintain district wide committees that meet on a regular (monthly) basis. Some of these meetings are devoted to 6-12 articulation. With the implementation of NGSS, there has also been more articulation between the middle and high school science departments.	District meetings

The special education department meets every spring at articulation meetings in order to coordinate assessments and services with SAUSD annually. The math department meets with Curriculum Specialists regularly to discuss curriculum and revisit the need to adopt or modify curriculum. For instance, CHS and SAUSD adopted CPM for Algebra I through Math Analysis. The articulation with our local junior college is critical to our student's positive interaction with future education. The majority of our classes are CSU/UC approved so that our students can seamlessly move into four-year California Universities. SAC representatives are a regular feature at college and career seminars and informational meetings at CHS and have a partnership with SAUSD. With Early College courses, there are also opportunities for collaboration with CHS teachers as they seek to support students in the classroom. The counselors are also heavily involved.	SAC and UC meetings

B2. Access to Curriculum Criterion
All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.
Variety of Programs — Full Range of Choices
B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Criteria Findings	Evidence
CHS strives to offer a full range of courses to meet students' needs for their college and career paths. Not only are there a wide range of college level and pre-technical course, but these classes are open access. By promoting open access, every student may discover the appropriate path for their future. CHS offers thirteen AP courses, in all major subject areas, to prepare students for postsecondary education. There are four CTE pre-technical courses (some of which are offered through SAUSD): graphic design, video production, automotive, and sports medicine. CTE courses offer students many opportunities for pre-technical training. Individual CTE courses include career components such as Medical Assistant where students have the opportunity to work with physical therapists and to assist injured student athletes while students in photography work with professional photographers. Another way students are supported is through multiple exposures to careers through guest speakers and site visits. CHS also offers an ever growing number of Early College and Dual Enrollment courses to prepare students for college; indeed, to provide students with a head	*College Fair* *IEPs*

start in college now. Century strives to reach the goal of 55% of its graduates meeting the entrance requirements for UC/CSU admission. Our data indicates that over 80% of our graduates intend to matriculate to post- secondary schools.	
The Early College program offers English 101 to seniors during the day by teachers who are also SAC professors allow students to take college courses without paying for tuition, before graduating from high school. Numerous other college courses are offered to CHS students both during and after the school day.	Early College Enrollment
Additional CHS offers a number of academies (e-Business, TEACH, and so on) which offer students practical information about future careers.	*Basic English curriculum*
Century High students have opportunities to make appropriate choices and pursue a range of realistic career and educational options. The HEC also introduces and uses the computer program School Strong/Family Connection to help students identify possible careers that match their interests. In ninth grade, students complete a personality profile. In tenth grade, they complete the career interest profile and learning style inventory. Juniors and seniors use the program to search for colleges and prepare for the SAT/ACT exams. Juniors within the AVID program and NAC participants also participate in SAT prep courses. Additionally, students are encouraged to form a four year plan in their student handbook to help them ensure they have CSU/UC eligibility after graduation.	Counselors Agenda
At each grade level, students are also able to explore their interests by signing up for a variety of electives. Every year, students are given a "Course Selection Form" to choose their course for the next year, while at the same time estimating their workload. This allows students to balance their core courses with electives that promote career exploration.	
Electives are offered as well as core subject areas. Many of these offer skill sets and insights into careers (photography, art, etc.) Courses range from photography and engineering, to yearbook and digital media.	Course offerings
The SAUSD and the School Board rearranged the sequence offering chemistry to sophomores, which opened the door for students to take more science electives. There is an annual elective conference with counselors for each student, during which students sign up in advance to hear presentations by teachers of different elective courses, which, in turn, informs their course selection process for the following year. In 2019, an Environmental Science course was offered for the first time starting in the 9th grade year.	
Sophomore e-Business and TEACH academy classes visit the Museum of	

Tolerance, and Peer Court sessions, AP Environmental science courses visit waste management systems and the beaches, while art classes visit local galleries and bring local guests to the school.	*CTE pathways*
Many classes bring in professionals as guest speakers in order to expose their students to different careers. The College and Career Counselor also arranges for motivational speakers to visit senior classes.	
As a school, CHS hosts a Youth Motivation Task Force every two years, in which over a dozen professionals are brought in to talk to students about their careers. Students are given a schedule that exposes them to careers that align with their interests.	
The Higher Ed Center hosts a day of speakers from the community who come to speak about their job/career, what they do, how they got there, how life is, etc.	*NAC sign-in form*
There are also numerous visits from college representatives each fall, and SAUSD hosts an annual College Fair, open to the students throughout the Orange County, which is represented by a plethora of colleges. A site college fair, in partnership with NAC, was held for the first time at Century in the Fall of 2019.	
In the Special Education department, every IEP has goals that include a transition goal and a transition plan documenting the conversations that have occurred to prepare each student for his/her career goals.	

Accessibility of All Students to Curriculum, including Real World Experiences
B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Criteria Findings	Evidence
All students at Century High have access to a rigorous and varied academic program. We have an open access to our AP courses.	*Course catalog*
Making learning relevant to students by engaging them in more real world experiences has been an ongoing focus at CHS over the past six years.	
English: In English, students engage in research at each grade level, including a traditional research paper freshman year, an argumentative research paper and speech on a real-world problem sophomore year; and debates junior year. In this latter activity, students participate in researching an issue they are passionate about, get involved by doing something in the community, and present their findings to their peers. Students also discuss and debate real-world issues. Business letters and résumés are taught and reviewed annually, and sophomores typically engage in college and career research. This is echoed on a deeper level in the senior ERWC and AP English classes.	*Analysis of student work*

AP Language and Composition students analyze persuasive techniques used in commercials and political advertising, analyze the rhetoric of seminal historical documents and landmark political speeches, and take on an action-research project in which they pose a potential solution to a real issue of local, national, or international importance.	
TEACH seniors author children's stories with local elementary school students and engage in debate on such real-world topics in literature as cultural appropriation and the literary canon.	
Math: The Math department adopted the CPM curriculum, which heavily emphasizes applications of math concepts. Real life applications vary by course but occur systematically throughout.	*Departmental evidence binders*
Pre-calculus students use sinusoidal functions to model periodic data. Students use their model to make predictions of the height of an object as time varies.	*Analysis of student work*
PE: In Freshman PE, students take state mandated fitness tests. They are also exposed to physical fitness standards. Students also develop personal fitness goals. Aerobic students are treated to guest speakers from local fitness studios.	
Science: Century High science classes create connections to the community members and local businesses to bring real-world applications into the classroom.	
The Physics classes participated in the UCI open house to explore careers in physics and experience physics in different disciplines.	
AP Environmental Science classes also bring in guest speakers from the community and takes field trips to study local environmental issues affecting the local area such as beaches. AP Environmental Science students are expected to consider and explore real world problems such as global warming and pollution. Students compose questions, engage in individual and group based research projects. Students propose multiple solutions to real world problems using evidence-based research, the experimental method, data collection, statistical analysis, and ongoing revisions throughout the process.	*Field trip sign-ups*
Students gain a deeper understanding of how science works in the real world and acquire a deeper concept of the content and a higher level of critical thinking and analysis.	
Science also uses real world applications by introducing local environmental	

issues in Biology with the study of local geological issues. With the implementation of anchoring phenomena across the science department, students were asked overarching questions to develop answers to based on curriculum presented. Each course framework has agreed upon anchoring phenomena. Social Studies: Students in all social studies classes participate in frequent discussion of current events. In World History CP, students analyze primary and secondary sources, engage in multiple projects, discuss current events in each unit, and regularly analyze why history matters. In AP World History, students discuss current events relating to the region being covered in the chapter. This allows students to find connections between the past and present. AP US History students practice reading informational texts, such as newspaper articles, on a regular basis, which includes practicing recognizing bias in texts. In Government, students participate in seminars on important current issues in government. They also follow elections and learn about voting, and they have the opportunity to register to vote. In Economics, students analyze budgets and investigate completing tax returns, research auto insurance, and learn about savings and retirement. Guest speakers in industry occasionally participate in classroom discussions. Dual enrollment Psychology students study the human mind, behavior, and cognition. They complete a sleep and dream analysis project, writing a paper about their childhood and adult development, and speak to a guest panel about living with mental illness. Special Ed: In special education, real world applications are addressed formally and informally in class. In AVID, most conversations are centered around how skills they are learning in school will help in real life. Self-advocacy is a main component of classes to promote/ encourage needed real life skills. Students are expected to communicate with their teachers in a mature and respectful way, they are expected to maintain a system of organization (School issued organizer, cell phone, Chrome book or paper calendar), and to come to class prepared to work each day.	*AP Environmental Science* *ERWC* *DBQ samples* *Student works* *Counseling*

Students also focus on goal setting, goal reflections, and career/4 year transition plans before IEPs. IEPs are often used to facilitate transition conversations. Outside resources at the 12th grade IEP meeting such as Workability, local community college, regional center support services and Department of Rehabilitation or other relevant outside agencies are utilized for life planning. VAPA: Students work with businesses to create graphic designs; develop portfolios; choreograph and direct dances; participate in musical performances beyond CHS. In Drama, students learn both the craft and business of acting. Then they apply their skills first in school performances, and then by mock auditioning for and performing in the TCC theater. Students in the choral music program present concerts for the CHS community. These concerts are performed both at the CHS theater and other places. Additionally, the choirs regularly took part in choral festivals where they presented their work to CHS and the Santa Ana community at large. World Languages: Students correspond in writing and via video technology. Topics include real-world scenarios (such as shopping, going to school, traveling, etc.) in the target language.	*Sp. Ed. IEPs* *Performance Agenda* *Performance Agenda*

Student-Parent-Staff Collaboration
B2.3. Indicator: *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

Criteria Findings	Evidence
Parents play an integral role in their child's personal learning plan. They are encouraged to work with their child in completing their four-year plan. The Wellness Center (formerly Parent Center) is at parents' disposal to inform and educated them providing a liaison to the academic world.	*Four-year plan*
Counselors and administrators hold various Parent Nights for parents of seniors, juniors, and incoming freshmen/transfer students, each with a program tailored to the needs of students at that grade level. This includes instruction in how to use Aeries and conduct personality and career aptitude tests and conduct college and career research (including how to fill out college application and funding forms.)	*Parent Night agendas*
Counselors meet with every freshman to discuss their four-year plans, and also with every junior to monitor their four-year plan and to track their	*Counseling Freshman and*

progress toward graduation and their postsecondary college or career goals.	*junior meetings*
The student's graduation checklist is reviewed by counselors and sent home for parental review to ensure that parents remain informed of their child's status. Every counselor on our site has an open-door policy and invites questions and communication from parents. Parents are also involved in the development, monitoring, and updating of both IEPs and 504 plans.	*Graduation checklist* *IEPs and 504 plans*
Tremendous preparation and attention is put into the course selection process each year, which includes counselors coming in to talk to each class, teachers making and reviewing course recommendations with their students, and meeting with a counselor one-on-one for both a preliminary and final scheduling conference.	*Pre-registration timeline* *Course catalog, Course selection sheets*
Finally, parents are invited and encouraged to participate in our bi-annual Youth Motivation Task Force, in which over 50 professionals from throughout the community speak as part of a career cluster panel to share information about their job, background, education, and path.	

Post High School Transitions
B2.4. Indicator: *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*

Criteria Findings	Evidence
The CHS Higher Education Center and the College and Career Center are integral parts of the process to prepare and facilitate the transition of students to college and/or a career. Among the many events and activities that are sponsored by the Higher Ed. Center are as follows: - College representative visits - College Night (15+ college representatives visit from CA and USA) - Multiple college workshops (early action/decision, Common Application) - All underclassmen take the PSAT - All seniors take the SAT - College counselors come in to history classes junior and senior year to discuss and inform students of FAFSA and any other scholarship opportunities (such as those for the undocumented). - College funding/FAFSA workshops - AVID teachers actively encourage students from traditionally non-college bound backgrounds to take more rigorous, college prep courses in order to become UC/CSU eligible. - All seniors participate in a Senior Exit Portfolio. - The school funds both a Higher Ed Counselor and a Wellness (Parent) Center. CHS monitors closely and maintains a robust online credit recovery program, APEX, and summer school to insure a high graduation rate for those students	*College and Career Center* *AVID program* *Exit Portfolio interviews*

who have experienced academic setbacks. CTE academies, such as e-Business and TEACH and CTE programs like Engineering, Building Trades, Digital Media Arts, and e-Sports also give students windows into both academic and non-academic futures. As a part of the AVID program, teachers lead college visits to further encourage students to enroll in four year college programs. Each year the senior counselor conducts exit interviews with graduates and examines transcript requests to determine the students' future plans. As part of the senior conference, the counselor along with the student and parents review the a-g requirements, graduation status, and post-high school plan.	*AVID* *WICOR*

Summary of Findings

Century High School has set lofty goals for helping graduates be college eligible. Many resources have been put in place to help accomplish this goal. Study halls, teacher intervention, a broad range of Advanced Placement courses, Early College/Dual Enrollment, strategies and support classes, as well as an open access policy have all helped students take courses that will allow them to submit competitive college applications. For students that are interested in the visual and performing arts, there are many course offerings that help them complete a pathway which provides meaningful skills within the visual and performing arts. The same is true for students interested in the health professions pathway. Further vocational level skills beyond the above-mentioned pathways and industrial and construction courses are needed to insure that there are multiple options open for students of all temperaments and abilities. This area for growth has been identified in the recent past, and steps have been taken to find connections to local employers and internship programs.

Areas of Strength

- English and math are fully aligned to Common Core / California State Standards
- New NGSS course sequence and curriculum is being implemented
- All students have access to the full academic program, including open access to AP classes
- The District pays for all AP exams, removing a financial barrier for students
- The District pays for all PSAT/SAT exams on our district-wide testing date in the Fall of each year
- Students with special needs are supported by co-teachers and instructional aides in mainstream classes
- Students have access to myriad supports, including the NAC, academic study hall, WIN Saturday school, various instructional strategies, academic/social/Special Ed tutoring. All students check-out a Chromebook to use all year for access to Google Classroom assignments, MyAccess writing program that will automatically grade the essay and suggest editing improvements to be made by the student.

- Science facilities are modern and wet-lab certified
- AP teachers have proper training
- Rich CTE offerings with more pathways being developed
- Inclusion of career readiness outside of CTE program
- VAPA program
- Access to resources
- Students and parents have open access to teachers, counselors, and administrators
- Early college program offers many college courses
- New game-design lab
- New computer labs
- 3D printing capabilities
- The completion rate of A-G courses increases each year.
- Century offers a variety of challenging, rigorous and relevant courses. We have expanded our course offerings in the past few years to include Online Learning, and Early College opportunities. We have expanded our CTE pathways, and have continued to enhance our current courses. Science courses have fully implemented NGSS science curriculum.

Areas for Growth

- NGSS curriculum needs additional refinement
- More intentional connections with real world experiences beyond field trips
- Create more articulation pathways
- Both vertical and horizontal articulation needs improvement
- Create opportunities for all students to pursue a career path that may include stackable credentials gained through CTE
- Extend the opportunities to connect to local employers via internships/workability
- Opportunities for more career exploration and mock interviews in the core curriculum
- Ongoing monitoring of a four year plan in Counseling Department

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CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER III: SELF-STUDY FINDINGS
Category C

Standards-based Student Learning: Instruction

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C1. Challenging and Relevant Learning Experiences Criterion
To achieve the school wide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.
Results of Student Observations and Examining Work
C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Criteria Findings	Evidence
Students are involved in challenging and relevant learning throughout all courses at Century High School, whether building and programming a race car in Engineering, collecting and analyzing water samples in AP Environmental Science, giving a speech (modeled after TED Talks) to a panel posing a solution to a real-world problem, engaging in a Question-Formulation Technique in French, reading and analyzing a primary source, connecting past, present, and future, analyzing a political cartoon in Social Sciences, facilitating a critique at the Art Wall in the 300 building, building a 3D sculpture after having analyzed the cost of building with various materials in Intro to Engineering, or testing the collisions of carts using force and motion sensors and comparing to car crashes. Teachers strive to make	Course syllabi

learning not just rigorous but also relevant by making real-world connections. Many teachers use Google Classroom for direct instruction and engage students in interacting with videos and Google Slides presentations through different digital programs. There has been a shift away from "sit and get" direct instruction toward a more student-centered, self-directed, collaborative model, inquiry based learning and many teachers use Project-based Learning (PBL) to engage students in relevant learning. While teachers regularly discuss instructional strategies and examine student work in their course-alike PLCs, the entire faculty engaged in a targeted examination of student work as part of our WASC self-study in April. Teacher teams in various configurations (e.g. course-alike, entire departments, or in some cases interdisciplinary teams) identified a standard or objective and then taught a lesson that addressed real-world connections, high-level thinking, and/or differentiated instruction, as these were areas of focus of our SLOs and CHS Mission. After teaching their lessons and assessing student work, the teams meet to discuss and reflect upon the success of the lesson, as evidenced in the graded student work.	Student works WASC agenda

Student Understanding of Learning Expectations
C1.2. Indicator: **The students understand the standards/expected performance levels for each area of study.**

Criteria Findings	*Evidence*
Students at Century High School learn of the expected standards and performance levels of each course through a variety of sources. Students have course information available once in March and once in August on Program Verification Day. Teachers also provide details of the course, such as homework load, prerequisites, and expectations on a syllabus given to each student in the first session of that class. There is also an assembly type gathering, in which teachers of elective and AP courses give brief presentations about their courses to prospective students in Spring. AP: Most students who enroll in AP Spanish Language and AP Spanish Literature will get a recommendation form from their teacher prior to registration. Teachers also make recommendations for each of their students regarding placement in the next level class or honors/AP to counselors. Counselors meet each year with students to review their recommendations. This information collectively gives the students enough information so that they can make an educated decision about their courses for the following year. Course expectations are also communicated to parents via classroom presentations at Back-to-School Night in the Fall. Counselors also meet with each student twice during the registration process to ensure that students understand the expectations of the courses they plan to take and to	Class schedules Spanish for Heritage curriculum topics

provide guidance regarding workload.	
AP level teachers use a variation of the published AP rubrics for assessment performance tasks.	
All Classes: In the first week of school, the teachers provide the students with their syllabi to clarify grading policies, homework expectations, and behavioral expectations. Often students are expected to get a parent signature acknowledging understanding of course expectations.	Syllabi
Back-to-School Night provides the parents an opportunity to hear from the teachers directly about the format of the class along with the expectations.	
Departments often clearly outline expectations to the students through the use of common grading policies/rubrics, and final exams for common courses in English, math, science, and social studies.	
Most teachers maintain web pages, Google Classroom, or Canvas, or use other methods of maintaining pertinent information for their class on-line.	
Most teachers provide daily goals, objectives, agendas, expectations, and resources for the students. This allows for both students and parents to be up to date on what is taking place in the course.	On Board Agenda
English: English classes are aligned with the Common Core State Standards, and many teachers reference these standards, or objectives, as part of their daily lessons and assignments. The department uses common rubrics for assessing writing, which are aligned to the Smarter Balanced Assessment. Students are trained in the use of these rubrics and have the opportunity to examine model essays and to conduct self and peer assessments using the rubrics. Rubrics are published on Google Classroom pages, and course objectives detailed on course descriptions that are read and signed by students at the beginning of each class.	Syllabi
Math: The expectations are clear for the students and addressed in each teacher's syllabus. There are clear rubrics for both projects and AP classes that provide clarity for the students on expectation levels. Graded interim assessments are analyzed; objectives are listed on Google Classroom for each unit; lesson overviews are posted. These include learning goals, essential ideas, and CCSS for Math.	
PE: In Freshman Core PE, the curriculum is aligned with the California state PE standards. Teachers explain which units, activities, and objectives are meeting which standards. For each unit there is a test or quiz on movement knowledge or movement skills. Some teachers are giving skills or written tests this year. Teachers teaching alike courses give the same tests or	PE curriculum

quizzes. Science: Science classes are aligned with the Next Generation Science Standards (NGSS), and many teachers reference these disciplinary core ideas, engineering practices, and crosscutting concepts as part of their daily lessons, labs, and assignments. The 8 science and engineering practices are: Asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, engaging in argument from evidence, obtaining, evaluating, and communicating information. The department collaborates on the creation of lesson plans, unit plans, and assessments, which are aligned to the CAST.	Timeline course selection from NGSS
Social Sciences: Students have a clear understanding of the standards/expected performance levels because of the course descriptions, and also because the teachers have rubrics for writing assignments and other assessments and tasks. The teachers within the department also make clear the standards and expectations through conversations with students at the start of the course and when introducing new skills and tasks and, of course, via the course syllabus.	NGSS course sequence
	2016 Social Studies standards
Special Education: Students in our basic classes are aware of the standards and expectations because they are aligned with each lesson. In Basic Algebra Readiness, the curriculum is aligned with the California State standards and the general education text is used regularly. SPED teachers each verbalize the expected performance level at the beginning of each class.	IEPs and 504 plans
VAPA: Students in the VAPA department have a clear understanding of the standards/expected and performance levels for instrumental music, vocal music, video production, art, photography, graphic design, drama, and dance by the course descriptions, visual and performance rubrics, and clear project outline. Clear models of student and professional work are provided.	Dance performances
World Languages: Students understand the standards/performance levels expected in the classroom in many ways. World-readiness standards for learning languages are posted in the classrooms and all activities are tied into the learning languages and cultures. Grading systems are aligned to these standards. Teachers use aligned assessments. Individual performance communication standards are assessed on rubrics that are understood before the performance task.	

Differentiation of Instruction
C1.3. Indicator: *The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning*

Criteria Findings	Evidence
All Century High School teachers are CLAD or SDAIE certified. All teachers	SAUSD data

are highly qualified. Teachers at Century High School address the needs of all learners by differentiating instruction in a variety of ways, including the use of multimedia and technology.	Sign-in sheets
Each student at CHS has a Chrome book, and there has been a significant shift toward more technology-based curricula, instruction, and assessments.	
Each teacher is also issued a Chromebook or Computer, which they use as an instructional tool to post calendars, curriculum, and other course materials on their Google Classroom page, an open-source learning platform accessible by every stakeholder at CHS.	Aeries grade book
Teachers use Aeries online attendance and grade book as well as the CHS Site to put out documents directly to students' Google Drives or to monitor their work-in-progress. Many collect and assess student work online as well. In this way, all students have access to course materials and additional supports at any time.	Student presentation
Directions are given to students by teachers in a variety of ways, both written and verbal. Teachers use Google Classroom, Google Slides or PowerPoint presentations to project written instructions to students in class. Several teachers have created visual instruction protocols (VIPs) to help aid visual learners or any other students who benefit from their use.	
Many teachers use Google Calendar and/or daily email reminders (Remind App) to communicate homework expectations with students.	DBQ
Evidence-based teaching practices such as DBQ, and primary source analysis are used by teachers to support students in accessing rigorous material based on the California Common Core State Standards (CCSS).	
Thinking Maps and Graphic organizers are used to support students in collecting, organizing, and accessing content.	Training in Thinking Maps
Teachers meet in Professional Learning Communities (PLCs) to look at data, differentiate instruction for diverse populations, share best teaching practices, and examine student work in course-alike teams.	
Teachers at Century High School do frequent checks for understanding and formative assessments such as tests, quizzes, essays, homework, exit tickets, visual confirmation, pair-share, Cornell Notes, discussions, student participation, etc.	
Teachers also employ interactive technology, such as Google Forms, Khan	

Academy, Moodle quizzes, Quizlet, Quizlet Live, Quizizz, Kahoot, EdPuzzle, Nearpod, Desmos (online graphing), and Playposit to flip their classroom instruction, customize the learning experience for students, and check for understanding.	Class observation
All teachers at CHS benefit from having a Smartboard or wide screen TV in their rooms, which can be used to aid visual learners.	
Teachers across content areas also use close-reading strategies and annotation to unpack informational and literary texts in many content areas.	
Academic vocabulary is taught explicitly at Century High School in all content areas.	
Quizlet is a widely used platform for vocabulary and concept review and the gamification of vocabulary instruction.	
Students are explicitly taught in English courses how to read and identify for context clues to determine the meanings of new words.	
In the English department, students access texts in a variety of ways.	
Students may access audio versions of core texts, and the McGraw Hill anthology used in the college prep English classes has an audio reader, as well as differentiated questions and activities for English learners, struggling readers, and advanced readers.	Class observation
Teachers use reading strategies such as partner reading, small group reading, and guided reading with the teacher.	
Students commonly have the option of selecting their books from a list of possibilities, which allows them to read according to their interests and ability level.	
In addition, every school year a best seller title will be assigned school-wide to be read by students and teachers alike. The teachers in every discipline ask students to write about the content, characters, plot, symbolism, and thematic structure of the novel or nonfiction. This year, the selected book was <u>The Hate U Give</u>. Newsela has recently been subscribed to support reading across disciplines.	<u>The Hate U Give</u>
For both small group discussion and writing assignments, students are given sentence frames to prompt collaborative conversation or strong writing through the use of academic language.	
English teachers differentiate writing instruction by providing a menu of	

writing prompts, step-by-step instructions on research or larger writing projects, and scaffolded outline templates.	Teacher interview
Teachers also conferencing with students on drafts, give feedback during the writing process, train students in the use of the common rubric, and customize feedback on final drafts.	
English teachers in grades 9, 10, and 11 ensure that all students can access the curriculum and receive individualized support within the mainstream classroom.	
Teachers also collaborate regularly on how to differentiate lessons and assessments to meet the learning needs of all students.	Dept. meeting agendas
Further support is provided for English Learners and recently RFEPed students through ELD Support.	30 hour enrichment
Smartboards, curriculum maps/curriculum samples, McGraw-Hills anthologies and teaching materials, writing prompts and support materials, co-teaching classes, ELD support, writing strategies are employed to create universal access for CHS students.	Class observation

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: *Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

Criteria Findings	*Evidence*
Century High School teachers regularly attend trainings and collaborate to stay current with new methodology and content standards. This has allowed the teachers to modify the content/instructional methods as needed to best serve the needs of the students that they serve.	Sign-up list
English: All teachers in the department have been trained in the Common Core/California Content Standards.	
Several department members have been trained in ERWC, and those teaching AP courses have received appropriate training.	Course syllabi
Math: The mathematics department uses textbooks and CPM, the online electronic and web-based research textbook into how students learn and how to best motivate them to succeed academically.	
The problem-based lessons encourage active engagement to help students	PBL student work through CPM and CCSS

make connections, develop conceptual understanding of mathematics, and learn by doing.	
Multimedia and technology is used as a supplement to lessons in various ways using many different applications and programs depending on the standard being met. Students are offered "homework help" which allows students to receive additional tips and help when needed. There are also direct link to Desmos (online graphing tool), algebra tiles, and other concrete models.	Class observation
Math has had two teachers go to AP training for Statistics and Calculus in the past two years.	
The department has been engaged in summer trainings to realign curriculum in math courses, and also the Math Analysis/ pre-Calculus class.	
Physical Education: The PE department has attended conferences and worked on staying current in methodology and standards. PE, district-wide, has had no conferences, or meetings in 3 years. The coaches get CPR/Medical renew their certification every two years for the water safety element of the course. All mandates for CPR have been accomplished.	
Science: Every teacher in Science department has been given the opportunity to attend a regional NGSS training. One teacher also attended an AP Biology seminar. One Physics teacher attended a week long training and participated in a NASA research education program out of Palmdale.	Sign-up records
Special Education instructional assistants support students with IEPs by being present in general education core courses and a variety of elective courses.	
Social Studies: The teachers of AP World History, AP Government and Politics, AP Human Geography, and AP U.S. History have all attended trainings to stay current with the AP standards/changes within those courses. The District offers regular workshops on a variety of topics such as Ethnic Studies, local field trips, grading programs for writing, etc. Textbook adoption has lead to curriculum sharing at the department meetings.	
A teacher within the department has also been an AP reader, which gives him clear insight into the standards expected for the writing in those courses.	Training by the sea
VAPA / CTE: While there have been no coordinated workshops or conferences, collaboration has taken place in regards to VAPA shows and also the Artspiration event. The instructor for graphic design and photo attended a Linked learning conference, which focused on training.	

World Languages: The instructor for French attends College Board workshops at Segerstrom in Santa Ana in order to reset language skills approximately every 3 years. All teachers use a variety of technology to deliver content, create projects, and review content. AVID: There are currently nine AVID classes taught by six teachers. AVID uses a variety of experiences beyond the classroom to engage students beyond the classroom. Students participate in tutorials twice a week. During this process they identify their point of confusion on a specific problem. The tutorial group and college tutor guide students in problem solving to understand the material. AVID teachers use resources such as NEWSELA to sources relevant non-fiction articles. Students participate discourse via Socratic Seminars and philosophical chairs. AVID students also participate in college field trips. Through this opportunity students are able to visualize themselves on college campuses, learn about specific campuses, and learn about college admission. There is an AVID Site Team that consists of one counselor, one member of the college and career center, one Administrator, all AVID teachers, several UCI/CSU Students, and one teacher from each department. The group meets as required to discuss AVID opportunities, AVID strategies, individual AVID students, and the AVID program as it fits into CHS. There has been a recent shift to invite all teachers to AVID Site Team meetings. This opportunity allows teachers the opportunity to discuss WICOR strategies, such as Note-taking practices and cross curricular collaborations. All AVID teachers and administrators have attended the AVID Summer Institute training week. The training includes all aspects of teaching AVID- WICOR, tutorials, program college readiness, etc. AVID teachers have also attended smaller trainings on tutorials, Junior/ Senior AVID seminar, etc.	AVID in San Diego and Anaheim

Teachers as Coaches
C2.2. Indicator: *Teachers facilitate learning as coaches to engage all students.*

Criteria Findings	Evidence
Century High School has two instructional coaches that are available for all staff, and teachers also have access to a K-12 full-time instructional technology coach at the district.	
SAUSD has assigned curricular coaches over the last three years for science. These coaches have been responsible for the development of new courses, integrating the Next Generation Science Standards.	SAUSD
Each teacher at Century High School has access to 30 hours of intervention for at risk students.	30 hours sign-ins
Along with the 30 hours, the majority of teachers are available either before	

school, at lunch, or after school to work with students. Students who want to improve grades or make up missing assignments or missing labs come during these hours.	
English: Teachers work with students on the writing process through direct instruction, scaffolds (graphic organizers, outline templates, sentence frames, revision guidelines), individual conferences, and also customized feedback both during the writing process and on final drafts, using tools online such as Google Classroom and Teacher Dashboard, shared Google Docs. This allows the instructor both monitor the writing process and give valuable feedback over the course of the writing assignments.	Teachers' web sites
Students are also coached on how to engage productively in collaborative conversations and how to give effective presentations. Teachers facilitate Socratic seminars on novels and other literary or nonfiction texts, and in some classes, such as AP Lit, students have the opportunity to devise seminar questions and facilitate the seminars themselves.	Class observations
Math: CHS students are given feedback on a daily basis on individual assignments through homework correction. Each teacher assesses student work, which allows for them to guide future instruction of the material. CPM groups provide instant feedback on student understanding.	
There are common grading policies regarding homework, which allows for students to achieve full credit on homework assignments if they show effort or completion. As a result of this policy, students are being encouraged to continue learning and not give up in the event that they are not immediately successful with the new material.	Grading policy
For the Summer Bridge Program, teachers attended CORE training for incoming 9th graders.	
PE: In the PE department, the teachers act as coaches in the teaching/instruction of new games, skills and teamwork. The PE department also has a "Peer Friends Helping Friends" PE class, where general education students help and partner with special needs students in various activities.	
In the weight training class, individualized programs are developed, monitored, and altered based on the needs of the student. This allows for continual growth and modifying the program based on weekly data.	
The Adaptive PE class provides general education students who act as partners for the Special Needs students. They assist the students with skills, socialization, encouragement and creates a fun learning environment for them.	Class observation
Science: In the Science department, teachers are working with the new standards	

to coach students through successful completion of the NGSS performance expectations specifically preparing students for college. Student work is based on students using science and engineering practices. Teachers assess these skills frequently and then assist individual students as they work towards competency. Most teachers will assess skills multiple times in order to allow for all students to meet their goals.	Student sign-in sheets
Social Studies: Several teachers are also athletic coaches and encourage students to achieve academically as well as physically. Social Studies continues to use the 30 hours of intervention before and after school and on Saturdays to allow test retakes, late work and personal assistance on more difficult topics.	Dept. Mtg. notes
There are also special review sessions for AP classes. Social Science teachers maintain a good relationship with Special Education case carriers to review IEPs/student needs but to monitor grades so that students will better achieve progress towards graduation.	Staff interviews
SPED: Special Ed teachers coach students by explaining and demonstrating a concept in a variety of ways. SPED teachers regularly verbalize a concept, demonstrate it in writing and/or with a visual and then often follow up with a short video to reinforce the concept. Students are expected to try to solve problems with the guidance of a SPED teacher or SPED instructional assistant. Once a student is close to mastery, the next step is to have the student practice the concept with a partner or a small group.	Class visitations
If a student is comfortable, they will often demonstrate learning in front of the entire class while the SPED teacher coaches and reinforces each step along the way. Teachers in the SPED department reinforce effort and correct responses with verbal praise and acknowledgement, as any positive coach would.	Student interviews
VAPA/CTE: Teachers in the visual and performing arts department coach students by having one-on-one evaluations of their work. The Dance classes have 2 performances a year at the end of each semester. Teachers set and scaffold expectations and skill development, especially as students continue in a discipline. Performing arts teachers are continually assisting students in bettering their performance on a day to day basis in rehearsals and during class time.	30 hours logs
World Languages: World language teachers coach students by being available during school an additional 30 hours. Most are also available during lunch and after school to support student learning.	

Students are afforded the opportunities of rough drafts for presentational communication. Students may conference with teachers on rough drafts for clarification of errors and how to move forward. In the lower level courses, students can do test corrections to improve learning, many of them conferencing with teachers prior to the reassessment. Teachers serve as language models in the classroom and by trying to stay in the target language for 90% of the class (ACTFL recommendations).	

Examination of Student Work C2.3.
Indicator: *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities*.

Criteria Findings	Evidence
Students are regularly asked to apply their knowledge and skills at high cognitive levels and have opportunities to extend their learning beyond the initial lesson. English: English teachers provide individualized feedback on student writing, both during the writing process through conferences, comments on Google docs, and screencasts, and on final drafts. Students also complete reflections for many formal pieces of writing submitted in their English classes. Reflection questions on Cornell notes are specifically designed so that students can consider which aspects of the content or skills they excel at, and where they can continue to improve. They then apply both the teacher's feedback and their self-reflection in revising their writing. Students in AP Language and Composition learn advanced grammar and rhetorical techniques, which they are expected to employ in both their writing and oral presentations. Students critique one another's work and provide feedback on the effectiveness of these techniques. They also apply their knowledge of argumentation and persuasive techniques, as well as logical fallacies, when they research a real-world problem of local, national, or international importance and argue in favor of a feasible solution. This project includes writing an extensive argumentative paper, delivering a persuasive speech in front of the class and a panel of community members, and creating media to educate other about the issue and to promote their solution. This can take the form of a public service announcement video, podcast, art piece, website, etc. Juniors in American Lit complete a similar project that culminates in a presentation. Math: The subject of math naturally extends itself to opportunities in higher cognitive learning. The math department has to teach many different procedural skills that are applied to all different types of math, such as algebra,	Aeries Teacher interviews Student work Student work Interviews and observations Observations

geometry, trigonometry, statistics and/or calculus. Ultimately, we want our students to be able to apply those skills to non-routine real world problems. The CPM curriculum lends itself towards project based learning.	
The students are offered opportunities to demonstrate these skills several times a week during lessons and formative assignments that may include some routine and non-routine skills practice as well as more non-routine performance tasks. The students also have an opportunity to work together in groups where they can construct viable arguments and critique the reasoning of others in their groups.	Class observations
We also use summative assessments as formal opportunities for students to demonstrate their acquired knowledge at higher cognitive levels. The summative assessments may include short open answer questions, multiple choice questions, and extended performance tasks. Students also demonstrate their mastery through projects. Century has also begun to implement interim SBAC and MAP testing to monitor student progress throughout the year.	Sample assessments

Initial assessments |
| PE: We talk about nutrition and the importance of eating right, drinking water and exercising regularly. Some students use this information as a motivation piece to continue exercising, increase activity level or change habits such as drinking more water. Fitness scores are checked throughout the year, so students can see improvement This activity also exposes them to other applications they may want to try in the future. In addition, some students set goals for the state mandated fitness tests. | Student interviews

Observations |
Fitness skills are taught and students work throughout the school year to maintain or improve their fitness levels.	
In Freshman PE, students are taught movement skills and knowledge for the units of volleyball, basketball, badminton, soccer, softball, touch football, pickleball hockey, and dance. Students are exposed to a variety of activities so that they can play or pursue those activities once they have completed the required PE classes.	Interviews
Rules and strategies for the activities and games are taught so that students use them when they are participating in the games.	
Science: Students collect, organize, and analyze data from labs, activities, simulations, and scientific literature. They then use that data to develop explanations for a wide variety of scientific phenomena and to develop solutions to real world problems. There is also a significant pre-lab preparation. For each unit, students complete at least one lab.	Student work
For example, in Chemistry, students explore fluorescence in naturally	Labs

occurring minerals and other materials. They also perform a flame test lab in which different compounds are burnt, leading to the formation of various colors of flame. Students then learn about energy levels associated with atomic structure and apply those learnings to ideas associated with fluorescence and the flame test phenomena. In Biology, students analyze water quality data associated with the given sample. Students then develop and propose solutions to improving the water quality of the slough. They then weigh the advantages and disadvantages associated with those proposals. Physics students use the principles of projectile motion to engineer a plan for jets to effectively drop fire. Social Studies: Students continually use critical thinking skills and analysis when they are completing essays in their AP classes. Indeed, there is a departmental mandate that all Social Studies teachers teach at least one DBQ per semester. Many teachers use DBQs quite a bit more. PBL is important to some teachers and student work is displayed throughout some classrooms. Student reports form significant presentations in some classrooms. Students also typically have the opportunity to demonstrate their knowledge and skills at a higher level when they analyze primary sources, such as political cartoons and documents from various time periods. Students in AP Government and Politics are also involved in Socratic Seminars where they critically analyze current events and having higher level discussions. VAPA: VAPA teachers provide students with opportunities to present work to an audience and receive feedback from peers and teachers including the art display case in the 300 Building, teaching projects in dance, student/teacher lead critiques in music. Students have the opportunity to create their own work with teaching prompts in digital music, dance, drama, and the visual arts classes. Students learn from guest teachers and attending performances throughout the school year. World Languages: As with all subjects, students in the AP Spanish and French courses are continually analyzing substantive materials and applying knowledge in order to respond to questions, have authentic conversations, write argumentative essays and create oral comparison presentations on a variety of cultural topics. At all levels, students communicate in the target language (TL) which requires students to apply learned language to daily situations.	 Gallery of the Century

C2.4. Indicator: *Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings*

Criteria Findings	*Evidence*

Students at CHS are given a wide range of platforms to exercise and demonstrate higher level thinking and problem solving skills. This takes place both inside and outside of the traditional classroom setting	Student interviews
English: High-level thinking is integral to the study of English at Century High School. Students read and critically analyze challenging fiction and nonfiction texts; they write frequently in a variety of genres, including literary analysis, argumentation, reflection, narrative, and research-based informational pieces.	
They also explore solutions to real-world problems and engage in the evaluation and synthesis of multiple sources in support of their arguments.	
At every grade level, students converse and collaborate with their peers and design and deliver presentations in front of their classmates and sometimes community members.	
Teachers also give practice SBAC-aligned Performance Tasks, and students participate in District tests, also in the form of a Performance Task, two times prior to the CAASPP exam. These tasks require students to write an essay in which they argue a stance on a controversial topic by evaluating, synthesizing, and utilizing evidence from a variety of sources.	Student work
Math: In the Math department teachers continually have the students use higher order thinking skills. Many teachers use performance tasks.	Projects on display
CPM curriculum shifts from rote procedure tasks to open ended questions which requires students to evaluate, apply and interpret their answers.	Curriculum
The Math department also uses real world (calculating car depreciation, tea temperature, corpse problems, patchwork quilt project and so forth) examples to introduce new content. These examples may be used throughout a chapter.	Projects on display
PE: In Freshman Core PE, students often use defensive strategies and offensive strategies while playing team sports. During dance, students are taught movement skills and then they create their own routines using the knowledge presented in class. Occasionally in the basketball, football, volleyball, fitness, etc students are given a written quiz on the rules and knowledge of the unit.	Student interviews and observation
Science: In Anatomy, the students are presented with discussion questions. They will read articles, summarize the article, and apply it to their life or a real world scenario. Students then need to ask two other students questions about their post.	observations
In AP Environmental Science, students are challenged through frequent use	

of real world local and global case studies such as Global Warming and pollution to create original and practical solutions to environmental issues facing our local and global communities. In Physics, students analyze distance versus time data for a rolling car. They eliminate outliers and can determine if the car is moving at a constant velocity or acceleration based on data alone. Also in Physics, students drop balls of different sizes and analyze slow motion video footage in order to determine the effects of gravity on objects. Using concepts of center of mass, Bernoulli's principle, and forces (including lift, drag, weight, and tension) students design, construct, and redesign kites capable of flight. Using concepts of impulse, momentum, impact time, and force, students design, construct, and redesign cars made out of Popsicle sticks and wheels capable of carrying small load down a ramp and surviving a collision with a wall. In Chemistry and Biology, students collect data from experiments, organize the data, graph it, and analyze it. They look for trends and patterns in the collected data and use their scientific background to apply it to real-world applications. For example, biology students design and run experiments based on factors that affect the rate of photosynthesis. They collect the data associated with their experiments, graph it, and present it to the class. The class then interprets that data. Chemistry students use their knowledge of molar mass and chemical structures to determine toxic levels of various compounds. Social Studies: In social studies students are critically analyzing primary sources and are engaged in writing that takes critical thinking skills. The A.P. courses within the department all demand higher level thinking skills. Students are also involved in several fora, Socratic seminars where discussions are taking place that are involving critical analysis and higher level thinking skills. Students also have the opportunity to participate in Peer Court; go on field trips; tutor elementary students through TEACH, and do projects. SPED: Depending on their IEP, many students with IEP's are included in the general education setting through the day. Students with IEP's are exposed to higher level thinking skills within the general education setting and are expected to attempt all assignments and demonstrate higher level thinking skills with the assistance of their IEP accommodations. VAPA: Students in the VAPA department use higher level thinking skills in creating art by using prompts that build students skills and develop their ability to make work that is meaningful. Visual arts students develop problem solving skills through the development of their work as it is a process of making many decisions along the way to a	Interviews Aeries Files Lesson plans Posted work Observations

final product. Various opportunities exist to display student accomplishments and learning.	Class observations
World Languages: In the world language classroom, students demonstrate higher level thinking and problem solving skills in a multitude of ways in the target language. They write essays/paragraphs, imagine authentic situations and create conversations based on those authentic situations (i.e. ordering food in a restaurant in Mexico), write original stories/poems, propose solutions to global problems discussed in class, imagine time traveling (back and forward), rate oral/written presentations (self and peers), compare and contrast cultural attitudes/practices/products and perspectives on a variety of topics, communicate by speaking and writing in the target language, interpret information from authentic materials through reading and listening.	Class observations
The Senior Exit Portfolio and the interview process allow all seniors the ability to demonstrate their learning and answer critical questions about their high school achievements and their future academic and social plans.	Senior Exit Portfolio schedule

C2.5. Indicator: *Students use technology to support their learning.*

Criteria Findings	Evidence
Every student at Century High is issued a Chromebook and has abundant opportunities each day to use technology to support their learning.	Chromebook log
The District boosted the Wi-Fi at each site during the summer of 2018 to meet the ever-increasing demand for technology use. The faculty has really embraced 1:1 technology at CHS, and there has been significant instructional shift as a result.	District website
With the use of Aeries online attendance and grading, students and parents can monitor the student's academic progress at any time. Most teachers use Google Classroom to post calendars and links to handouts or assignments.	Teacher websites
A growing number of teachers have gone completely paperless and use Google Drive extensively to house content, distribute and monitor progress on assignments, and assess and provide feedback on student work.	
Teachers also use email, and other social media to communicate with students and showcase their work.	
Other sites and programs, such as Kahoot, Quizlet, Quizizz, Grammarly, Khan Academy, and Desmos, among many others, are used by teachers and students alike for formative assessment, differentiation, and studying.	Syllabi

There is also a growing focus on the transformative use of technology. Students also use Google Classroom to post to discussion forums and Google Drive to share documents and collaborate with their peers.	Teacher websites
These tools have allowed students greater opportunities to collaborate both within and beyond the classroom.	Syllabi
An additional list of technology resources being used in each department is detailed in the next criteria item: C2.6--Resources beyond the textbook.	

*C2.6. Indicator: **Students use a variety of materials and resources beyond the textbook.***

Criteria Findings	Evidence
CHS students have access to many different resources beyond the textbook, as detailed by each department below:	
English: Students in English have access to a wide variety of supplemental novels and nonfiction books; newspaper and magazine articles; podcasts, videos, and databases.	Course syllabi
Teachers also bring in guest speakers and teachers and take students on field trips.	
Math: Students in math frequently use software to both calculate and explore math. This is includes CPM e –books, Desmos, Quizlet, Kahoot, and Quizizz. Teachers have access to IMP materials as a source for supplemental math problems.	
Honors and AP teachers use released items and their exemplars from the College Board and ACT to help students prepare for the SAT, SAT Subject Tests, ACT, and AP exams.	SAT registration log
PE: Students work together with classmates in cooperative groups.	Class observation
Science: Students interact with science videos (Bozeman Science, Socratic.org/chemistry); EdPuzzle; NearPod; perform guided inquiry using interactive PHet simulations; Khan Academy.	Syllabi
Social Studies: AP Human Geography uses College Board materials in class. They also have predesigned lessons and use news sites, in particular NPR.org, National Geography, the LA Times, and DBQ.	Observation Student work
There are typically two to three field trips per year available to students depending on their classes and involvement in various programs (Museum of Tolerance, Bowers Museum, etc.)	Field trip log
Students use practice tests and access resources on AP Connect for AP World	Student work Displayed

History. In College Prep World History students analyze primary sources from websites/books beyond the official textbook of the course. The DBQ project is used in all social studies classes. In American Government, students critically analyze political cartoons on a daily basis from a wide range of news sources. In American Government, students use LA Times articles and handouts from various online resources. Students also do weekly current events. They access the information for the current events through the web, newspapers, and television. In history courses, excerpts from A People's History, National Geographic, LEP appropriate sources etc. are also used.	work Displayed work

Real World Experiences
C2.7. Indicator: All students have access to and are engaged in career preparation activities

Criteria Findings	Evidence
All CHS students are given opportunities to engage in career preparation activities and become exposed to real world experiences that have postsecondary impact. Students must complete 40 hours of community service as a graduation requirement. This is meant to not only help the community, but also give the students a closer connection to their local community. Students need to take the initiative to make contacts with the particular agency, make time/date arrangements, and follow up if necessary. SAUSD participates in an annual College Night, which is open to all students in the district. This takes place at the end of September, and students have the opportunity to visit with and ask questions of representatives from roughly 100 colleges. Students also have the opportunity to meet with representatives from trade schools and the military. The College and Career Center arranges visits from college representatives. This allows students to listen to information about the colleges, and also ask questions. The College and Career Center also provides software programs, such as Super Strong and California College, to the students in their inquiry process about post-secondary options that are available. The CCC also arranges for students to take field trips to local institutions, both 4 and 2 year. Occasionally, trips are taken to colleges as far away as the Bay Area. CHS also explores careers through Youth Motivation Task Force, which gives the students the opportunity to access information on numerous potential career opportunities. The students have the opportunity to interact with many working professionals. Students attend panel discussion from community members from many different fields. They have the ability to receive information about their field of interest but also the opportunity to ask questions. Teach Academy is open to all students and pairs students with elementary	Agendas CTE enrollment Career Center log Agenda

school students so that the CHS student gets real world experience in tutoring and thus insights into teaching as a career. TEACH is actively engaged in vertical and horizontal articulation, which extends to the college and community partners. TEACH is a cohort based in instructional program with a dedicated counselor and staff.	TEACH log
AVID supports just over 250 students in achieving their college and career goals. This includes tutorials twice a week lead by college tutors, as well as college and career exploration. Students spend ample class time researching different careers and majors. AVID visits colleges each year, and if a student is in good standing and enrolled in AVID all four years, it is possible that he/she will have visited many different colleges by Fall of their senior year.	AVID field trips
In each subject area, students are able to learn about career related to that field of study, and they participate in various field trips to gain additional real-world experience and connect with professionals in that field. Students benefit from guest speakers and presentation regarding careers and majors.	
In English, students learn how to write a business letter and résumé in 10th grade, and these documents are updated again during their senior year. College prep English students also do an extensive career research project. English teachers are also the primary contact by which a student completes their Senior Exit Portfolio, which also contains a number of real world written document mock-ups.	Student work Senior Exit Portfolio
Seniors in ERWC complete a thorough college and career research paper, including a five-year plan for post-high school graduation.	
Students enrolled in our CTE and VAPA classes gain significant exposure to careers in those fields as well as transferable skills and experience, as described in the following descriptions. In Art and Graphic Design local professionals of the art community critique student work, provide direct and personal feedback, give career and educational advice and recommendations. Some students secured internships. Students earn a certificate of completion that aligns with the industry standards.	Industry standards
Students are involved in taking pictures for the Inside Scoop. They can contribute up to two photos per week.	
The Race Car Club provides hands-on and invaluable experience for participating students. AP Physics students attended a field trip to the NASA research center located at JPL in Pasadena.	Observations
Inside Scoop: The Inside Scoop is a daily, live student-produced news program. Daily programming began in 2004 and have since produced over 2300 live broadcasts. It is a highly cherished Century High School institution. The	Daily

broadcasts aired for many years via the school's closed circuit television system. But about six years ago, the District invested in the program to transfer the broadcasts to a web streaming platform.	broadcasts
Inside Scoop fulfils the function of journalism at CHS. Once students have grasped the basics of news writing, audience, purpose, and ethical reporting, the emphasis shifts to the production. Each student creates news stories, features, profiles, opinion pieces, and more for publication for the broadcast and takes some responsibility for creating the program itself, with some students taking on leadership roles for greater experience in designing and overseeing the finished product.

Teachers, administrators, club advisors, club presidents, coaches and others send announcements to the Inside Scoop via email. The news anchors are then tasked with sifting through the mail in order to determine which stories and other material will be included in their scripts and the show's calendar. The student news anchors ultimately re-write the stories and announcements in their own words to build their final script. | Inside Scoop |
| The TV Broadcast class generally consists of roughly 20 students per year. It meets during 1st period in order to ready the script and the TV studio equipment for the broadcast, which takes place at the beginning of 2nd period. All teachers and students are expected to view the broadcast via the teachers' computers and projectors. The broadcast includes the daily Pledge of Allegiance. | Master schedule |
| Yearbook: Yearbook teaches students the software that professionals use for desktop publishing. Design and Photoshop allow students to produce a professionally published work on deadline. Students learn to take photos, interview people; design spreads, and interface with a professional publishing company in order to produce a quality product: the yearbook. Students learn a lot about business during the class, too. They have to interface with community businesses in order to solicit ads and produce them to the school specifications. In addition, the students need to sell the yearbooks themselves. | Yearbook |

Summary of Findings

Students at Century High School are involved in challenging courses and exposed to a wide range of real world experiences. There are a high number of students involved in a-g courses, AP courses, Dual Enrollment, and College courses. Students are consistently asked to critically think and analyze information. There are many academic supports for students that are struggling. NAC supports our students on a daily basis. Teachers work with students before school, at lunch, and after school if they need support. Teachers also have access to paid 30 hours to provide support for their students. There are many different instructional strategies that teachers use to meet the needs of all students. These include direct instruction, use of technology, projects, and hands on experiences. Teachers at Century High School consistently attend AP training courses and academic seminars that help them stay current in content and best teaching practices. This allows them to better meet the needs of all students.

Areas of Strength

- Highly qualified and caring faculty
- Differentiated instruction
- Learning experiences that challenge the students to critically think, analyze, and apply information
- Opportunities for students to have real world opportunities and to make connections within the community
- Programs such as Youth Motivation Task Force and College Night, Early Enrollment
- Counseling services
- There has been an increase in technology usage in most departments, which offers students more effective learning opportunities.
- Teachers use cooperative learning strategies to improve student learning outcomes across all courses.
- The implementation of CCSS and NGSS represents an instructional shift from knowledge-based pedagogy to an emphasis on application of learning and utilization of higher order thinking skills.
- FAFSA workshops

Areas for Growth

- Further develop more direct career pathways that have the opportunity to lead students directly into the career that they desire and are interested in.
- Better use data to drive instructional decisions
- District stakeholders must create a comprehensive plan to address the relatively low CAASPP scores in English Language Arts (32% of students met or exceeded standards in 2017-18; 36% in 2018-2019) and Math (14% of students met or exceeded standards in 2017-18; 12% in 2018-2019).
- Improve both vertical and horizontal articulation
- SAUSD needs to provide more Internet access and connectivity for students who do not have that at home.
- Use technology in a more transformative way to improve student learning experiences

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER III: SELF-STUDY FINDINGS
Category D

Standards-based Student Learning: Assessment and Accountability

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D1. Using Assessment to Analyze and Report Student Progress Criterion
The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.
The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the school-wide action plan (SPSA) aligned with the LCAP.
Professionally Acceptable Assessment Process
D1.1. Indicator: *The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.*

Criteria Findings	Evidence
Student performance data at CHS is regularly collected and shared. CAASPP, SBAC, and MAP data are collected, disaggregated, and reported out by the Century administration. Site leadership presents the results in the beginning of the school year, and the data is used to set school-wide and departmental goals.	*Handouts from the 1st staff and department meetings with data points.*

The new California School Dashboard publishes and disaggregates both test performance and other important metrics, such as English learner progress, graduation rate, and college/career readiness among high school students.	*Slide presentation*
All CHS teachers were introduced to the Dashboard by the Principal and district personnel from Research and Evaluation during the 2017-2018 school year and the CHS gave a follow-up presentation to parents to help stakeholders understand the state's new accountability and continuous improvement tools and reports. The Dashboard is reviewed periodically by site/district administrators and the information is shared with other CHS staff.	*Staff meeting agendas*
The California Assessment of Student Performance and Progress (CAASPP) system replaced the Standardized Testing and Reporting (STAR) program and with it the new Smarter Balanced assessments in ELA and math, as well as the science and Spanish reading/language arts and California Alternate Assessments (CAA) have been administered each year in accordance with state guidelines and within the designated testing window.	*Dashboard*
The summative assessment results are mailed to parents/guardians by the school district after results are published in August and made available through Aeries, the online grading program. This program has helped make student performance data available to students, parents, and staff and is important in providing awareness of assessments at all levels and encourages involvement by students/parents in ongoing assessment dialogue. Data is also available on Illuminate and the new district program called DataHub for classes and individuals.	*Aeries* *Illuminate*
Data on Advanced Placement (AP) results has moved in recent years to AP Central, College Board's AP platform for AP scores, and allows for students, parents, and designated school/district personnel to access AP data digitally. AP scores are on the transcript as well so that teachers, HEC and counselors can go deeper into their significance with students. PSAT and SAT is given each Fall to underclassmen and seniors respectively.	*Transcripts*
AP summation reports are shared with the site leadership team by the administration and help guide conversations around AP course design, planning, as well continued initiatives for all students to have open access to AP courses.	*AP passing rate*
The AP courses follow the College Board/ETS curricula/standards. All non-AP science courses are aligned with the new CA-NGSS standards. All science courses have lab activities, projects, and final exams.	

Basis for Determination of Performance Levels
D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Criteria Findings	Evidence
Grades are determined by teachers based on student performance on assessments and student class work and homework. Aeries Grade book is divided into categories, with some teachers and courses using weighted categories and others using non-weighted categories. In some subject areas, each teacher determines their grading procedures, and in other areas there is coordination between teachers of the same course or within the same department. The cutoff for major grade bands is consistent 90%=A, 80%=B, 70%=C, 60%=D. There is some variation on the cutoff for when a grade is given a plus or minus.	Aeries Grade book
The online district adopted ELA program Studysync also provides common rubrics teachers can use to assess performance.	
All courses have district wide curriculum maps at each level. All teachers are encourage to use My Access to provide common writing assessments and calibration. The online district adopted ELA program Studysync also provides common rubrics teachers can use to assess performance.	
AP English literature and composition numbers have dropped to zero because we now offer the Early College English 101 course. The same is true for some other AP courses.	Course offerings
The English Department also uses departmental meeting time to examine student work/data and discuss evidence of student learning and calibrate grade level expectations for proficiency and mastery of standards.	
In the math department, summative finals, CAASPP Interim Assessment Blocks, and performance tasks are administered in each course and common grading categories and weighted grade systems are used. All course alike math courses have curriculum maps. SBAC practice tests are used in classes for math.	Dashboard
The science department also uses the Aeries weighted grade system, though individual teachers have the final say. The new NGSS aligned biology and chemistry courses have finals and lab assignments and projects. The AP courses follow the College Board/ETS curricula/standards. All non-AP science courses are aligned with the new CA-NGSS standards. All science courses have lab activities, projects, and final exams.	AP course syllabi

Other departments, such as world languages, have weighted grades. In Spanish levels I, II, and III courses, where students have the same teacher for all levels, there is vertical alignment of grading policies. Some students start their world language requirement as early as seventh grade, and through vertical articulation efforts between middle school and high school world language departments, both Spanish I and II, as well as French I and II, share common midterms and final exams.	
While departments may take different approaches to weighted grades, courses and grades are aligned to content standards, and teachers reliably assess student progress towards mastery of content standards, as well as literacy and other applicable standards/frameworks.	Course syllabi
Departments and course alike teachers sometimes collaborate to use similar formative and summative assessments in most areas, but to different degrees depending on the course.	MAP given 3 times per year
Next steps possibly include closer collaboration to create consistent grading policies within departments, maintain workload in comparable courses, create/use common formative/summative assessments and have departmental meeting time to regularly engage in course alike talks regarding assessment data, and to create common study guides and review sessions, when needed and applicable.	Departments agenda and sign-in sheets

Monitoring of Student Growth
D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the (SLOs) school-wide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

Criteria Findings	Evidence
The California Assessment of Student Performance and Progress (CAASPP), including Smarter Balanced, MAP, and other standardized assessments, results are provided to parents directly and also updated in the Aeries online grading system to help monitor student progress toward standards being met or exceeded and provide additional information about CHS student achievement trends. The MAP assessments are given to all 9th and 10th grade students three times per year to measure growth.	Dashboard
Along with CA state standards and frameworks, additional expectations for learner outcomes, SLOs, have been in place and revised over the years. The latest revision of the SLOs was done in January-February 2019 through a collaboration of a cross-section of stakeholders with staff finalizing the SLOs in the Spring.	WASC PD SLOs posters

Once in final draft form, updated SLOs were communicated to all stakeholders to emphasize the high expectations of students in regards to academic success/achievement, as well as the importance of additional college/career readiness indicators and the school's dedication to these learning outcomes for all.	Counselor reports
In regards to a systematic site level approach to monitoring student grades, the administrators, school counselors, student support counselor (school behaviorist) and school psychologist identify, on a regular basis, students who are at risk in academics, attendance, and or behavior by looking at Aeries data (such as D/F reports, attendance reports, etc.) and providing appropriate intervention for these students. These measures are also reviewed through the district's Key Performance Indicators.	MTSS sign-in
Our school counseling program aligns with the three tiers of Multi tiered systems of support (MTSS). As school counselors are moving into full ASCA implementation all students will receive Tier 1 lessons taught by school counselors by grade level on topics such as graduation requirements, college and career opportunities, and the We Care Campaign among others.	
In Tier 2, school counselors work with students who are at risk of not graduating. In Tier 3, students are referred through our COST program for additional support from our social worker and/or our Project Kinship partner.	Teacher and student logs
Interventions can include increased parental awareness/involvement, collaboration with classroom teachers (up to 30 hours) and with support teachers, NAC referral, and/or other targeted interventions based on student need.	Tutoring logs
Through Title I funds, some teachers are assigned tutor/mentors based on the amount of English learners that are in the course. These individuals have a cohort of 18-25 students that are predominantly in the 9th or 10th grade. Since the 2017-2018 school year, these aides have incorporated interventions like study skills, tutoring in the library, goal-setting conversations, and so forth. The grades and progress of the students are monitored through the tutor/mentors.	Counselor calendar
Graduation requirements are closely monitored by school counselors and other staff. Students meet with academic counselors to create an individual graduation plan, revise/update their existing graduation plans, and ensure students are on target with graduation requirements/academic progress.	Higher Education calendar

During their junior and senior years, students meet with the Higher Education Coordinator to create an individualized postsecondary roadmap based on student goals, interests, and academic performance.	Counselor calendars
Counselors conference each semester with students to take interest inventories, explore interests/passions, provide important information about CHS graduation requirements, post-secondary topics, etc. The AVID program continues to grow and employ multiple college tutors that monitor student progress, mentor students, attend college field trips and conduct TRF tutoring on Tuesdays, Thursdays and Fridays.	

Assessment of Program Areas
D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Criteria Findings	Evidence
CHS policies around graduation and academic policies have been stable over the past six years. Graduation requirements have remained unchanged but graduation rates have dipped to 87.5% from over 89% during the previous year. Upon investigation, it was determined that this decrease was primarily due to non-diploma track SPED students and the growth of the Newcomer program.	
The homework policy, no more than 30 minutes per night per course, with the exception for honors and AP classes, has also been consistent.	*Club and sports offerings*
CHS balance a rigorous college prep environment with extracurricular interests.	*AP data*
CHS has a modest level of student academic success, as evidenced by UC/CSU a-g, graduation rates, AP exams given, AP passing rates, and completed Early College courses.	*PBIS Project Kinship*
One area CHS decided needed more attention was the social and emotional well being of students, especially due to the stress of high expectations and recent immigration policies, socio-economics, and overall Santa Ana community.	
Additionally, a district wellness committee, a teacher topic team on social emotional learning, and a site team have been established to provide a "whole child" perspective on academic policies.	*Wellness Center, OCDE school psychologist On staff school psychologist PBIS*
New course offerings are vetted by the counselors and the departments, then taken to ILT and the site leadership.	

	Engage 360.
There is a formal timeline and process for new course approval which was put in place by SAUSD for the 2018-2019 year. This process for new course offerings will help the full impact of adding new courses on the existing programs and enrollment.	

School-wide Modifications Based on Assessment Results
D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Criteria Findings	Evidence
Based on performance levels of students on standards-based assessments, the previous school year's grades data, teacher recommendations, and parent/guardian input regarding needs of special populations, the resource allocations for SPED, 504, and English learners are determined each school year in the spring and the master schedule is adjusted for the upcoming school year. The Special Education department uses a myriad of assessments and modifications to meet the needs of students, including: the academic Achievement section of Woodcock-Johnson Test of Cognitive Abilities (WJR IV), school psychologist Behavior Rating Assessment for Children (BASC-3), and the Wechsler Intelligence Scale for Children for writing (WISC) and teachers assessing goals for IEPs, placing students in classes, creating individual classroom accommodations. These assessments also provide guidance for students regarding college and careers and transition plans after high school. For students currently reading two or more grade levels below their current grade level, a Study Sync assessment and subsequent reading intervention plan is created and implemented with follow up Sync assessments used to monitor progress. In addition, the current model of support for SPED students includes a push-in model for SPED aides to assist in courses, determined by student need. In the 2019-2020 school year, an environmental science course was added to provide an additional course option for completing the physical science graduation requirement. For English learners, the home language survey (HLS) and initial English Language Proficiency Assessment for California (ELPAC) determine a student's initial classification of English learner (EL) or initial fluent English proficient. Based on that classification, students are enrolled in an ELD class with an ELD teacher who provides strategies and support for English immersion (Mr. Molina). The ELD A students are also placed in a support class (Mr. Smith). Students are tested twice a year to determine classification and needed levels of support for continued English acquisition/fluency and academic support.	*Special Ed. Curriculum*

Assessment data, such as at-risk reports on attendance and responsive levels of support for students who are at risk of failing courses are used to track students. Strategies for Success classes provide a higher level of support for students needing personalized instruction and/or re-teach strategies, while NAC support provides a more general level of support by providing additional time for assignment/assessment completion outside of the school day. Recently adopted, MTSS also contributes to the support of our students.	*ELD coordinator log* *NAC sign-ins*

D1.6. Indicator: *The school periodically assesses its curriculum and instruction review and evaluation processes.*

Criteria Findings	Evidence
CHS is very responsive to feedback on school academic programs and requirements. While there is not a broad systemic approach to evaluating programs, CHS is very active in listening to stakeholder groups to make sure student needs are being met. This is especially true during changes such as the NGSS pathway roll out. During the NGSS roll out there were multiple parent meetings to discuss the proposed changes. Students regularly provide informal feedback regarding elective options. There is also a Title III resource teacher (Susana Herrera 2019-2020 and Rachel Gil 2017-2019) that assists new teachers and also other content teachers that have a large number of English learners in their course with scaffolding and differentiating the curriculum and instruction given to the students.	*NGSS curriculum*

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.
Appropriate Assessment Strategies
D2.1. Indicator: *The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.*

Criteria Findings	Evidence
CHS teachers use a variety of regular assessments of student work. Each teacher and each department aligns their assessments to the standards and teachers discuss the results with their peers. The Aeries online grade book ensures that students receive weekly grades and parents can see their progress and helps encourage teachers to regularly assess students using both formative and summative assessments. The school maintains a policy that teachers should post additional grades at least every other week to Aeries to help inform both students and parents of academic progress. Every teacher uses a mix of tests, quizzes, projects, homework, and class work to monitor student progress.	*Aeries* *Observations*

Assessments range from teacher designed and college board released question banks, to assessments designed by textbook publishers.	
For example, the English department gives tests that are modeled on the CAASPP performance tasks to prepare students for SBAC.	*Dashboard*
	Student work
In the math department, teachers also give tests which are modeled on SBAC in order to ensure students are making progress along the standards.	*Observations*
Social studies teachers use a common rubric to assess student writing of DBQs.	

Demonstration of Student Achievement
D2.2. Indicator: *Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.*

Criteria Findings	Evidence
Teachers at CHS use assessment data to analyze student learning and achievement by standard/skill level. This data is used to evaluate the effectiveness of first instruction and to make adjustments to lesson elements/design, instructional strategies, and curriculum pacing.	Department meeting agendas
In courses with multiple instructors, there are some common conversations in place, though it may vary by department and/or discipline.	
In the core subjects of English, math, science, and history-social science, data is used to update assessment questions, to share instructional strategies, and make adjustments collectively as well as individually, to instruction.	
It is also common that District level Department Chair meetings contain items that lead to an extensive conversation of grading/grades, test results, benchmark questions, and best practices along with new ideas, which are then relayed to the sites.	Department agendas
For courses that have undergone a recent redesign, such as AP US History, collaboration around the creation of additional common formative assessments and assessment results happens very routinely.	
For singleton courses with one instructor, inquiry around assessment data is still used to inform instruction, but the collaborative element may not be applicable.	

Teacher and Student Feedback
D2.3. Indicator: *Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and school wide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

Criteria Findings	Evidence
Students are well informed of their progress in classes. CHS maintains a policy states that teachers keep the online grade book on the Aeries up to date within two weeks of receiving assignments. In practice, grades are updated much more frequently for the majority of assignments.	Aeries Grade book
On the student survey of 89% of students (representing a range of academic levels), responded that they are quite aware of how they are graded and what is going to be on assessments.	Student survey
There is also some evidence that teachers are using more complex, non-traditional assessments to evaluate student progress. These types of performance based assessments provide better alignment with CAASPP assessments, AP tests, NGSS, and the school SLOs than traditional multiple choice tests.	

Summary of Findings

Students at Century High School are involved in challenging courses and exposed to a wide range of real world experiences. There are a high number of students involved in a-g courses, AP courses, Dual Enrollment, Honors, and College courses. Students are consistently asked to critically think and analyze information. There is also a lot of academic support for students that are struggling. NAC and the Centurion Club support our students on a daily basis. Teachers work with students before school, at lunch, and after school if they need support. Teachers also have access to paid 30 hours to provide support for their students. There are many different instructional strategies that teachers use to meet the needs of all students. These include direct instruction, use of technology, projects, and hands on experiences. Teachers at Century High School consistently attend AP training courses and academic seminars that help them stay current in content and best teaching practices. This allows them to better meet the needs of all students.

Areas of Strength

- Communication with students around assessment expectations.
- Frequent updates of student scores on assessments helps communication. Aeries helps students and parents follow scores on assessments. This helps encourage communication between teachers, students, and parents.
- Departmental allocated times for evaluation of SBAC modeled and MAP Assessments
- Common Assessments in core departments
- Access to programs like Illuminate and DataHub
- Aeries online grading program
- Many individual teachers use test data, formative and summative assessments results, and student feedback to drive instruction.
- Teachers use a wide variety of assessments strategies.
- After school tutoring through NAC and Centurion Club, as well as teacher tutoring.

- SAT math workshops are available after school for students to take at no cost.
- The CPM Math program has been a valuable tool to assess students' procedural knowledge of math entities taught in real time. Students and instructors are given immediate feedback on how well students are progressing towards a particular skill.
- CHS offers three more AP courses than six years ago and more students are taking and passing the exams than before. Because AP tests are paid for by the district, more students are taking these tests.
- Google Classroom allows teachers to provide immediate feedback on assessments.
- MyAccess changes focus of writing instruction to process based with more immediate feedback.
- The tutor/mentor program that supports EL students

Areas for Growth

- Standards-based assessment scoring and content vs. skills
- Common assessment parameters between disciplines (ex. common writing rubrics and/or common grading language in ELA and standard lab report rubric in science courses)
- Release time for common assessment/benchmark development, grading, analysis of data, reflect on instructional strategies/best practices
- Continuing the process of standardization of formative and summative assessments (as well as pacing guides) in ELA
- Spanish 1, 2, 3 - New textbook and will be adopting and creating new assessments
- Discussing data (unit tests, item analysis, CAASPP data) with students
- Systemic approach to using data to drive instruction and differentiation
- We need to better prepare students for the SBAC tests by administering more online tests that mirror the SBAC tests and records the scores on Illuminate (or some other tool). This tool must provide teachers specific results and feedback, so they can use the data to alter instruction.
- We need to help make the SBAC test and results more meaningful to students. We could begin a student incentive program to motivate students to do their best on the SBAC. Then we could follow up on these scores with students and parents in a more effective way.

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER III: SELF-STUDY FINDINGS
Category E

School Culture and Student for Student Achievement

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E1. Parent and Community Engagement Criterion
**The school leadership employs a wide range of strategies to encourage family, business,
industry, and community involvement, especially with the learning/teaching process.**
Regular Parent Involvement E1.1.
**Indicator: The school implements strategies and processes for the regular involvement of all
stakeholder support groups in the learning and teaching process, including parents of non-
English speaking, special needs, and online students.**

Criteria Findings	Evidence
Century High School has used a variety of strategies and created various activities to involve parents and the community in the learning process. Our website, which is updated regularly, provides an online resource for accessing important information about the school, its programs, and upcoming events. The Wellness Center currently offers Basic Computer classes from 5:30PM to 7:30PM so that parents may learn to navigate the school website, aeries, etc. The Wellness Center also hosts other types of Parent classes throughout the year. The principal also sends phone calls and text messages as needed to all CHS families and has created "Coffee with the Principal" (6 days per	*Agenda of meeting* *Meeting minutes* *Attendance (# and grade level represented)* *Boosters Groups (option for support etc.)* *Freshman Orientation*

year, twice per day; at 9 AM and 6 PM in the library). Meetings are conducted in both English and Spanish, to communicate about important initiatives and events. Other online resources include Aeries attendance and grade book, which allows parents to see precisely how their students are doing in all classes. Aeries trainings are available monthly at the Wellness Center.	*(attendance #) Aeries report of # of parent logins* *Extra-curricular option (drama, sports/athletics, dance, …)*
Additionally, Century teachers use Google as an online classroom management system, where they post course syllabi, assignment calendars, links to assignments and resources, and practice quizzes. This year some teachers are using Canvas as a Learning Management System, LMS.	
In addition, the school hosts a number of informational nights for parents. These events include Fall's "Back to School" and Spring's "Open House" nights, college fair, financial aid night, college admission night, Fall Carnival, and eighth grade parent meeting.	*Attendance of parents at Back to School Night and Open House.*
Art shows, which showcase student art for display, as well as performances by the Choir, Dance Team and ASB occur at regular intervals. Art events have become very popular and are a fun way to bring families together at the beginning of each school year while also giving back to our community.	
There are other ways that parents are involved in the teaching and learning process at Century High School. They are part of SSC where they get briefed about school performance and receive achievement data in order to approve the funding for certain programs and activities. We also have a Parent Leadership Team, meeting monthly. The focus is on family engagement and recruitment.	*ELAC meeting agenda, minutes, and attendance.* *CTE Advisory Board Agenda*
The Special Education department meets a minimum of once per year (IEP) with parents in the program to review student progress and goals for the upcoming year. Special education teachers and special service providers also send home IEP progress reports 3 times per year.	IEPs IEP progress reports
Century High has several CTE courses, including Photography, Engineering, Video Production, Digital Media, Game Design, and Building Trades. These courses are supported by a district advisory committee made up of high school teachers, community college instructors, and community professionals in those disciplines. These meetings convene to ensure curriculum is current and up to date.	*Community Collaborative Agenda*
Students participate in meaningful internships, primarily at the local firms. There is an organized process of connecting students with	

internships possibilities. Several classes take field trips around our community to expose students to how their classroom learning connects to the real world. The AP Environmental Science class visits both the local beaches for clean up and water treatment centers to study various issues.	*Community Based Instruction*

E1.2. Indicator: *The school uses community resources to support student learning.*

Criteria Findings	Evidence
The school uses a variety of community resources to support student learning. The VAPA department participates in the SAC Arts Experience, a workshop day that provides an overview of VAPA teachers and classes offered to all SAC students. Each fall, we participate in the SAUSD College Fair with representatives from nearly 100 colleges and universities, which is open to students and families from all Santa Ana schools. College reps also regularly visit the school during the fall to give presentations and answer questions from prospective students. Various professionals make presentations to students from Youth Motivational Task Force (YMTF). We invite community and parents to serve on Senior Exit Portfolio Panels each Spring. Over a dozen of community members accept the invitation and participate in this activity. We also host an annual Community Service Fair, in which students can connect with representatives from local service organizations. Several teachers bring in guest speakers from the community, partner with local businesses and organizations, and/or take their classes on field trips within in the community. Last year alone, there were at least two dozen field trips, all of which utilized community resources to support student learning. There are long-standing partnerships between the music department and the Santa Ana Art Festival. There is a Halloween Carnival, a community event held at CHS, that helps promotes school atmosphere and cultural learning as well as connect to local feeder schools. Our science department partners with the Science Center in Orange County. Digital Media does design work for local community events. Beyond the classroom setting, our many student clubs also partner with the community in support of student learning and community service. For example,	*Gallery of the Century* *Teacher guest logs* *ASB assemblies*

Key Club partners with Kiwanis and the Interact Club partners with the Rotary Club.	
The Peer Assistance Leadership Club has an ongoing partnership with the Orange County Department of Education. Last year, the PAL members was picked to help with the OCDE Middle School Leadership conference. Each year, the PAL members work with Leukemia and Lymphoma Society to raise money for research. This tradition began because Century has had students with Leukemia. This year, the PAL members began a partnership with Orange County Mental Health through their Alcohol Drug Education Prevention Team (ADEPT). ADEPT provided workshops with the PAL members and also for our parents. Every year, the PAL club leads the Red Ribbon Week activities. This year, the majority of members are students with disabilities.	*PAL agenda*
CHS Peer Court trial allows opportunities for student engagement with attorneys and civil and criminal courts' procedures.	
CHS also partners with parents and other community members in recognizing student achievement. This takes place at our annual ROSES celebration.	*Program agenda*
We have recognition events for athletics and academic teams as well as a monthly student and athlete of the month ceremony.	
Centurion Parents recognize student achievements in athletics at a "senior night" at the end of each sport season. Also, each program has an end of season banquet.	

E2. School Environment Criterion
The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.
Safe, Clean, and Orderly Environment
E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Criteria Findings	Evidence
The school district has examined school safety practices recently and has revised and developed new protocols for various emergencies. Teachers have been trained on these procedures and the school has implemented numerous drills to practice these new procedures. The school district has been able to acquire a school resource officer from the SAUSD School Police Department. In addition to enhancing our tobacco/cannabis education program, the SRO is assisting the school with the review and revision of its safety protocols. The school provides 1:1 Chromebooks for student use, and all families must	*Safety Committee meetings*

annually sign a technology use agreement. The District carefully screens and selects technology programs to ensure student safety and online privacy. The District also employs web filters to limit student access to inappropriate websites. A program called Gaggle sends notifications to administration, if there is any questionable content on a Chromebook. Teachers also try to monitor student access during class time.	*Chromebook logs*
The District also requires all district employees to go through online training for sexual harassment, bullying, and child neglect and abuse reporting.	*SAUSD digital files*
The current Single Plan for Student Achievement reports that CHS student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying 10% below state averages on the CA Healthy Kids Survey (CHKS) and local measures.	*SPSA*
Freshmen receive alcohol and drug information.	*List of clubs*
Students have created various clubs and they have other opportunities to feel safe and nurtured. The Diversity Club is primarily a Gay-Straight Alliance but also follows the National Coalition Building Institute guidelines.	
The Summer Bridge (formerly Link Crew) brings current CHS students to welcome and support incoming ninth graders.	*Healthy Kids survey results*
The past two Healthy Kids surveys have indicated that students report a drop in online bullying, threat of physical violence, and teasing.	
Campus trash continues to be an ongoing problem, particularly after lunch in areas where large groups of students congregate. The custodial staff works hard to ameliorate the condition.	

High Expectations/Concern for Students
E2.2. Indicator: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Criteria Findings	Evidence
A District goal for 2019-2020 states district and site staff will explore multi-tiered systems of support for social-emotional, behavioral (MTSS), and academic (whole student) success for all students. The principal introduced the MTSS program on one of the Non-Student Days prior to the beginning of school year. In addition, he followed up the MTSS on our Staff Meeting day in September 2019. ILT has had several conversations related to moving forward in this work.	*MTSS PD sign-ins*
The latest Healthy Kids Survey indicates that 95% of freshmen and 94% of juniors report "caring relationships" at school (e.g. a teacher or some other adult really cares about me, notices when I am not there, etc.)	

The school has implemented several ways to officially recognize students for positive actions and behaviors. Teachers can nominate any student for the "student of the month" award. PBIS has begun discussing a rebranding. Students of the Month receive a certificate, a Centurion Card, and a Starbucks gift card. Each month the students are announced on the Inside Scoop. The school also has a tradition every spring to honor students in a variety of ways such as ROSES. The Gay Straight Alliance (GSA) actively supports LGBTQ students at Century High School. The club offers social activities and a supportive sanctuary for students who openly acknowledge their sexual identity and orientation or value treating others with respect. The Environmental Club works to implement effective school policy and procedures, which support wise environmental practices. The Foreign Languages department includes many projects and activities to celebrate cultural diversity. Spanish classes, for example, are assigned to go to restaurants and practice speaking Spanish.	*Student pictures on the wall in the office* *ROSES program agenda* *Sign-in sheets* *Sign-in sheets*

Atmosphere of Trust, Respect, and Professionalism
E2.3. Indicator: *The school has an atmosphere of trust, respect, and professionalism.*

Criteria Findings	Evidence
The principal speaks on Inside Scoop on a weekly basis outlining news and upcoming events at Century High. This broadcast recognizes student achievement, upcoming student events, and updates to school policy and procedures. Each broadcast is archived for later access by parents and other stakeholders. CHS maintains a website and conducts mass robocalls as needed to inform and assure parents. The principal also sends a weekly phone call update to all parents. According to the California School Climate Survey, 90% of staff reports an atmosphere of trust, respect and professionalism between teachers and administration. 80% of CHS teachers will report that professional learning supports their work. Administrators and staff are visible on campus. Every morning and during break and lunch, administrators and teachers are seen in the hallways and walking around the quad.	*Archived broadcasts* *School Climate Survey* *Observations*

The staff is friendly and welcoming to students on our campus.	*Emails*
Staff and administration are prompt on communicating within 24 hours answers to staff and community queries and situations of interest. As per Santa Ana Unified School District Communication Guidelines, professionalism is evident within the community based on the communication.	
The District has the BTSA/TIPS Program to support incoming new teachers, and maintains instructional coaches to provide teacher-to-teacher support. The mentors are available for teachers to meet with and collaborate during scheduled collaboration time and on the teachers' prep periods.	*BTSA enrollment* *Department meeting agendas*
Teachers often meet up during staff collaboration time once a month and share best practices as a learning community. Some teachers have reported that they really enjoy the collaboration with their peers and feel a strong sense of professionalism.	
The Single Plan for Student Achievement is developed by the School Site Council, administration and TOSAs, with input from staff and other stakeholders. The council is made up of ten members from a variety of perspectives. The members come from the following groups: administration, teachers, parents, and students.	*SPSA*

E3. Personal and Academic Student Support Criterion
All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.
Adequate Personalized Support
E3.1. Indicator: *The school has available and adequate services to support students' academic and personal needs.*

Criteria Findings	Evidence
Century High has a variety of support services for students.	
The counseling department has six full-time members: four academic advisors, one college & career advisor, and a licensed social worker who is available both during and after school to provide social-emotional support.	
The District also provides crisis support counselors when the school suffers a loss.	
The District has hired a registered nurse and licensed vocational nurse (LVN) to serve Century High School.	
CHS has 14 full-time Special Education teachers, each with a caseload of 15-20 students with IEPs that they support. 10 of these are mild-moderate; 4, moderate-	Aeries Datahub

severe. There are also 11 aides in the mild-moderate category (SST support); 12, moderate-severe aides; and 1, one on one aide. We have a new part-time special education teacher. Our numbers of SSPs and one to one SSP has increased. The number of initial IEPs has increased.	School Directory
As of October, 2019 there are approximately 253 students on campus with an IEP.	Title 1 TOSA records
Push-in support is provided by SPED aides, now called "student support providers", as well.	
A psychologist and a behavior specialist is available for students with behavioral goals, as needed.	
AVID supports over 200 students with specific college preparedness skills, serving a population of motivated students who may otherwise be underserved in reaching their goals.	AVID rosters
Our school provides our music department with a piano accompanist on a daily basis to support vocalists, aids for our special needs students and translation support for our ELD.	
ELD services are provided for students currently enrolled. A number of recently re-designated students also receive support through our ELD program and coordinator.	
Teachers make themselves available through access during mornings, lunch and after school, as well as reaching out through email, 30 Hour Intervention, and other forms of social media.	

Support and Intervention Strategies Used for Student Growth/Development
E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

Criteria Findings	Evidence
The District is in year 1 of MTSS (Multi-Tiered Systems of Support) training.	PD records
A small group of administrators has received training in MTSS at the district to be implemented at CHS. CHS staff have received initial training through the admin. Our self-assessment will be used to guide our next steps in implementation of the MTSS framework. Prior to the shift to MTSS, the school has worked hard to produce multiple intervention approaches and to provide students with alternative instructional options.	
Students with 504 accommodations and IEPs receive alternative learning and assessment strategies.	Datahub
Project Kinship directly intervenes with many students when social and emotional issues are relevant, and Project Kinship also coordinates resources.	Project Kinship logs

The school also offers support courses, workshops and tutoring through NAC and Centurion Club to assist students who need extra help in academic areas.	NAC enrollment records
At the classroom level, teachers have worked to develop individual interventions and instructional options.	Teacher interviews
Audio books are available from the Library for students who need reading support.	
ELA students are sometimes able to select their own novels.	
Scaffolding such as Thinking Maps and outline templates and sentence frames to support struggling writers.	Lesson plans Observation
Science courses offer competency tests that determine students' levels of mastery of content.	
Certain courses differentiate instruction and provide students with flexible ways of showing their mastery of curriculum.	Department meeting notes
Every department creates a variety of Multi-Tiered Interventions for student learning that are intended to provide additional consideration to the individual needs of students in their respective subject areas.	30 hour Intervention applications

Support Services – Multi-Tiered Interventions and Student Learning
E3.3. Indicator: *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the school-wide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.*

Criteria Findings	Evidence
We are currently shifting from the RTI model to MTSS. "Response to Intervention" has used multiple responses when students are struggling. Low levels of RTI occur at the classroom level. Higher levels of RTI may include schedule placement, support classes and 504 accommodations. The highest level of support would be the IEP via the Special Ed department.	Instructional assistants Teacher lesson plans Special Ed. Department notes PD
MTSS is a framework that synthesizes both RTI and PBIS and aligns their supports to serve the whole child. To quote the CDE website, "It also relies on data gathering through universal screening, data-driven decision making, and problem solving, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system."	
Under our previous model, the (assistant principal, counselor, and psychologist) team met every other week as a COST team to bring up students	

identified by staff and discussed the identified concerns. COST meetings continue to happen	IEP meeting notes
Once an at-risk student is identified and an SST meeting is conducted, the student is assigned to the CHS RTI/MTSS system, and the student's progress and needs are monitored.	
The new MTSS framework will help us to align and monitor our supports and resources to ensure that all students receive the academic, behavioral, and emotional supports that they need.	
Our rigorous college preparatory and honors courses align to Common Core and also the Next Generation Science Standards.	
Juniors take the Smarter Balanced Assessment in the spring.	
Teachers give practice tests and mock tests to their classes throughout the year.	

E3.4 Equitable Support to Enable All Students Access to a Rigorous Curriculum
E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.
E3.4. Prompt: Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).

Criteria Findings	Evidence
AVID has increased at CHS due to student need and interest. The AVID team uses application process to make sure that the program is accessible to all demographics.	AVID enrollment numbers.
CTE advisory committees meet to discuss course offerings, pathways and curriculum being taught, how to expand/enroll more students	CTE advisory meeting minutes/agendas
All students are welcomed to join most AP and Honors programs, if they are willing to enroll and meet the prerequisites.	
Many students take the AP Spanish exam and have shown success, but enrollment in many other AP classes has decreased due to the dual enrollment and early college classes.	Course Guide
All students have access to technology through the use of a Chromebook which is checked out to them.	Copy of the Master Schedule
There are also free Wi-Fi hotspots for students that do not have internet at home, which can be applied for through the counseling office and Mrs. Wright, the librarian teacher. A special phone program through	

Sprint is also available to some students to guarantee access. All students have access to the same curriculum. This year we added an additional period of beginning instruments to try and allow more access for students with scheduling conflicts.	

Co-Curricular Activities
E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to school-wide learner outcomes, academic standards, and college- and career-readiness standards.

Criteria Findings	*Supporting Evidence*
Students at Century High School are actively involved in both the curricular and co-curricular program. The FLEX program allows students to enjoy a significant amount of time in PBL. Century High School is partnered with the University of California, Irvine with their Math Community Educational Outreach program. Mathematics professors from UCI come to Century weekly to teach students critical thinking and increase math interest in an after school program. The program also provides students with opportunities to visit the UCI campus, internships, and lab collaborations with professors. Century Legion is a club that works with male students to provide a strong foundation in leadership, improve academic culture, and to mentor at-risk youth. Further, current CHS students are able to take courses at SAC. This forms part of the Early College program. While enrolled at Century High School, students are aware of the opportunity of taking college courses through Dual Enrollment/Early College while maintaining CHS student status. Students also take full advantage of our elective program at CHS. This includes music electives such as beginning instruments, mixed and advanced choir and orchestra. Century High School has a wide variety of clubs. Some of the co-curricular academic clubs and programs include the Yearbook, Peer Court, and speech and debate, etc. The eSports club has students compete in a national tournament run by the North America Scholastic eSports Federation. The club's goal is to teach students time management, how to be an athlete, and improve their	List of Co -Curricular Activities Student data tracks Student involvement in clubs, activities, athletics. List of Clubs Enrichment Interventions List of Sports Celebrations of Student Involvement Link Crew Honor criteria and participant data Exit Portfolio Agenda

technical skills. The club also aims to connect students with universities eSports programs and eSports scholarships. Real life application is evident in these clubs. Students are communicating with community members as a club member. The clubs offer career readiness for students by having them run meetings and fill out purchase orders when needed. The Centurion Club is an after school program that provides a tutoring center, a Polynesian dance program, a modern dance program, a health & fitness program, and a safe-space spot for students. The program has staff trained to mentor students and provide academic and emotional support for at risk youth. All students meet a 40-hour community service requirement for graduation, and many students exceed this minimum. All seniors are required to create an e-portfolio and in April they have to present their work to a panel of educators and industry patrons during the two day "Senior Exit Portfolio" interviews.	
While students can earn community service hours in a variety of ways, the school sponsors many activities which align to our SLOs.	Community service logs

Summary of Findings

In this document we have included evidence of student supports that will enhance school culture and aid in personal and academic growth. We have increased our systematic approach to support student growth academically, behaviorally, and social/emotionally for every student by continuing to provide resources and programs such as MTSS. Some of these include structured and grade level specific tutorial curriculum on career/college readiness. Another resource to include is a full-time college and career center providing support and resources for families and students in post-secondary school decision making. CHS has also opened a new Wellness Center with a full-time director to assist students' families. Lastly, we have added to our full time staff in the counseling department. This includes mental health therapists, speech pathologist, and college/career counselors.

Another critical learning need we have addressed is to uphold clearly defined expectations and outcomes for students academically and behaviorally through an increased commitment to collaboration and collective responsibility. Our school has fully adopted Positive Behavior Interventions and Supports (PBIS), where students are taught clear behavior protocols and then rewarded for that positive behavior.

We also have outlined clear expectations and consequences for students through our Guidance and Counseling department. When students do not uphold the expectations, there is accountability and consequences occur.

Furthermore, Century High School has a strong and supportive school culture for students, both personally and academically. CHS students are active in a wide range of activities. The parents are also highly engaged in the school and supportive of the school's programs.

Over the years, CHS has created and maintained various supportive structures to help students academically. Additionally, the school has a variety of methods to assist students who need emotional or behavioral support. Century High School students benefit from a wide range of community experiences. Many of these experiences have occurred organically and from individual teachers or groups. The school safety plan has been examined by the SSC and is continually updated.

Areas of Strength

- Regular Parent Involvement
- Use of community resources
- Teachers and students feel safe at school
- Shifting from RTI to MTSS
- All students have access to a rigorous, relevant academic program
- Academic supports such as writing strategies, math support, and Strategies for Success
- 39% of graduates meet UC a-g requirements, and 87% indicate that they are continuing on to post-secondary education
- CHS students are involved in extracurricular activities, such as clubs, sports, and the visual and performing arts program
- Ongoing parent meetings in Wellness Center
- Extensive community service opportunities and embedded school-wide projects, such as environmental projects
- We support struggling students well through a variety of services including the 30 hour tutoring, NAC, Centurion Club Tutoring, teacher initiated opportunities, English language arts classes, after school tutoring, higher education center, Wellness Center, AVID, and counseling services (which outsources various services).
- There is a positive culture of acceptance and inclusion fostered by the Centurion Legion program as well as other student clubs.

Areas for Growth

- We continue to require outreach to the community to introduce and market CHS.
- We continue to require outreach to the EL population.
- Improve community outreach to connect students with internships and job shadowing.
- There is a corresponding lack of coordination for local professionals and businesses to volunteer their services and provide assistance through the school.

- Continue evaluating our safety protocols in the case of emergency.
- Continue to improve anti-drug, alcohol, and tobacco education 6-12.
- We need to fully explore whether we have a gender gap, given the 51% to 39% female-to-male U.C. eligibility and whether there is an action necessary to narrow this perceived gap.
- There needs to be a greater focus on Cell Phone and other disciplinary action.
- There is a need for more education and explanation concerning educational processes and priorities to parents.

Prioritized Areas of Growth Needs from Categories A through E

Focus Group A:
1. Consistent Student Learning Outcomes for all students across disciplines and grades. Increased scaffolding for additional support for all groups of students that are not currently involved in high school, maintaining high standards in career and college readiness for everyone, holding meetings in the community for increased parent/guardian involvement. Support for incoming freshmen to learn useful high school strategies (organization, self-discipline, time management, etc.). AVID is an example of this.
2. Increased opportunities for student career discovery/visiting the Career Center. The Career Center can increase the availability of job/career shadowing/internships for students.
3. Increased instructor use of the Office Referral Form provided from the Student Services Office.

Focus Group B:
1. Curriculum maps/calendars are standardized across departments to ensure uniform instruction within departments. This will also allow for students/parents to stay up-to-date on course progress and goals.
2. Using data of student progress throughout units to gauge how effectively curriculum has been developed to meet standards, thus allowing for refinement of curriculum for successive years.
3. Parent, student, teacher, and counselor development of personalized learning plans for post-high school career/college through CCGI.

Focus Group C:
1. Pre Assessment will provide students with the expectations for the unit and how it will be assessed. All students will have access to a unit road map with clear expectations of skills and knowledge, when and how these skills and knowledge will be taught and assessed. These will be based upon the standard and objectives on a common platform (Google Classroom).
2. All students will be able to use common core learning strategies including critically read and write using effective strategies to dissect text and develop text responses, work collaboratively, using inquiry strategies.

Focus Group D:
1. All students will know course and testing expectations across subject areas. There will be uniformity of expectations from subject area teachers/ grade level teams. Common assessments will be used in subject area groups with adopted rubrics.
2. All students will be proficient in the use of technology to complete formative and summative assessments. Students who are absent can work independently and find what they have missed online on Google Classroom.
3. Student ownership of growth goals with access to data linked to citizenship and performance. All students will be ready for college and or a career.

Focus Group E:
1. More parents need to be involved. Develop a school wide communication plan for all stakeholders. We need consistent systems - web pages, email, etc. We encourage parents to be involved although we cannot force parents to be involved.
2. There must be a consequence for receiving F's, especially in the first semester at the H.S. Student Parent Compact.
3. Effective incentive and accountability measures for grades (academic success) including extra/co-curricular, alternative education settings/programs, family involvement.
4. Development of a delineated program (classes or course specific) of skills set including timeliness, time management, study skills, personal health, interpersonal skills (Who am I?, What do I want to do?, How am I going to get there? How do I interact with those around me?)

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CHAPTER IV

CHAPTER IV:
SUMMARY OF DATA AND PROGRESS

COMMITMENT ◆ HONOR ◆ SUCCESS

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Throughout the last year the faculty and staff at Century High School have analyzed and reflected on our school with the help and guidance of the ACS WASC Focus on Learning Self-Study Guide.

We began with the entire staff reflecting upon our progress in light of our prior action plan as a model. From this discussion came the first iteration of our Critical Student Learning Needs (at that time based solely on our reflection from our six-year-old Action Plan). Over the course of the year we have spent many hours of time discussing and refining our Critical Student Learning Needs as an Administrative Team, Instructional Leadership Team (ILT), in Focus Groups, as an entire staff, and with students and parents.

Our final identified Critical Student Learning Needs are the product of reflection on a myriad of data regarding CHS, the Focus Group discussions that led to final Areas for Growth, input from all stakeholders based upon observation and anecdotal data, and reflection on our current school and district goals. Through our collaborative process, we arrived at our Critical Student Learner Needs aligning closely with our District LCAP goals. This was not our intention or goal, but we realized through our process that our student needs truly were best addressed through adapting the LCAP Goals to address our site specific student needs and methods of addressing those needs. For each Critical Student Learner Need, we have included the parallel LCAP Goal, the Student Learner Outcomes (SLOs) addressed in the CSLN, data that lead to the inclusion of the CSLN, and other pertinent information.

After several meetings, focused on Chapter III, the CHS WASC Team looked at the list of each focus group areas of strengths and the areas of growth. Using this list of suggested areas for growth and input from all stakeholders, the leadership team prioritized the areas of growth and used this to create an initial draft of critical Student learning needs (CANs). On November 18th, the leadership team shared the draft of the critical student learning needs at the staff meeting in the library. Through a gallery walk, all staff was asked to provide input for a tentative action plan.

Following staff and leadership team feedback on the critical student learning needs, the needs were revised to be more concise, moving some of the original language of the critical student learning needs to be reflected in the action plan.

Critical Student Learning Need (CAN#1)
Growth Statement: Improve academic performance in the following areas: Increase in graduation rate, increase in college and career readiness, and improve on ELA and Math CAASPP SBAC scores.

Critical Student Learning Need #2
Growth Statement: Increase awareness of programs in CTE that exist to support students who are selecting not to attend college.

LCAP Alignment

The mission and school-wide learner outcomes (SLOs) of Century High School have been developed based on the belief that all students can learn and be college and career ready. These beliefs align with the goals of SAUSD's LCAP and have been developed on the current and future demands, obligations and needs of our students.

The Critical Learning Needs that were established as part of WASC Self Study process fully align with Century SLOs and SPSA and LCAP goals. These goals, preparing all students to be college and career ready, improving and securing the school's climate, providing equitable access to all and by recruiting and retaining highly qualified staff will be better met at CHS through the growth and meeting the Critical Student Learning Needs.

Each area is listed below.

Focus Group A - Vision and Purpose
Areas Of Strength

1. 100% of full time teachers are highly qualified and have a teaching credential.
2. All teachers in the Century High School are teaching in their authorized area.
3. Mondays are available for both department/staff meetings in which PD is offered but also independent small learning communities where professional learning/planning takes place (PLCs).
4. Teachers have the opportunity to attend professional development trainings.
5. Governing policies are reviewed and updated in a timely manner.
6. Science teachers have embraced and transitioned to the newly adopted California NGSS science standards and have aligned all science classes to meet A-G requirements.
7. Century High School has an active school site council that includes classified and certificated staff, administration, parents, students and community members.
8. Century High School started and runs a quality male leadership program called Century Legion.
9. Email communication provides dates and meeting agendas to staff.
10. Tutoring is offered 5 days a week after school through NAC and Centurion Club for all students. Teachers offer 30 hours of intervention before and after school and on Saturday.
11. Custodial staff maintains a clean and safe environment for students.
12. Campus Supervisors and District Safety Officers help maintain a safe campus and support staff.

Areas for Growth

1. For the past six years since the last WASC review there has been a focus on "rigorous academic" achievement; this has caused some of our EL level students to fall behind.

2. Over the past two years, the CAASPP scores have increased then decreased in Math and modestly increased in English.
3. There is a need for expanding Career Technical Education classes available on campus.
4. District-wide common benchmark assessments for departments are needed.
5. PLC time could be better utilized as it has become ineffective for some departments.
6. There is still an achievement gap concerning students from low socioeconomic backgrounds to have higher graduation rates and to graduate with skills that will allow them to have success in life.
7. Our current website regularly depicting current school programs and offerings needs to be updated.
8. There is a need to increase our data for students that have graduated in order to make data driven decisions about our school's effectiveness.

Focus Group B - Curriculum

Areas of Strength
1. Century offers a variety of challenging, rigorous and relevant courses. We have expanded our course offerings in the past few years to include Online Learning, more AP courses, Dual Enrollment, and Early College opportunities. We have expanded our CTE pathways, and have continued to enhance our current courses. Science courses have fully implemented NGSS science curriculum.
2. Through the increased use of technology, we have improved collaboration between parents, teachers, and staff to keep students on track for graduation as well as prepare students for future goals.
3. The completion rate of A-G courses has generally increased over time.

Areas for Growth
1. Century should increase the CTE courses for student demand and needs. There needs to be more emphasis on CTE with additional course offerings and career pathways.

Focus Group C - Instruction

Areas of Strength
1. There has been an increase in technology usage in most departments, which offers students more effective learning opportunities.
2. Teachers use cooperative learning strategies to improve student learning outcomes across all courses.
3. The implementation of CCSS and NGSS represents an instructional shift from knowledge-based pedagogy to an emphasis on application of learning and utilization of higher order thinking skills.

Areas for Growth
1. We need to continue to improve the implementation of technology in all classrooms.
2. District stakeholders must create a comprehensive plan to address the relatively low CAASPP scores in English Language Arts (32% of students met or exceeded standards in 2017-18; 36% in 2018-2019) and Math (14% of students met or exceeded standards in 2017-18; 12% in 2018-2019).
3. SAUSD need to provide more Internet access and connectivity for students who do not have that at home.

Focus Group D- Assessment and Accountability

Areas of Strength
1. Many individual teachers use test data, formative and summative assessments results, and student feedback to drive instruction.
2. Teachers use a wide variety of assessments strategies.
3. After school tutoring and English language arts classes help support students who struggle in core classes.
4. The CPM Math program has been a valuable tool to assess students' procedural and conceptual knowledge of math entities taught in real time. Students and instructors are given immediate feedback on how well students are progressing towards a particular skill.
5. CHS offers three more AP courses than six years ago and more students are taking and passing the exams than before. Because AP tests are paid for by the district, more students are taking these tests.
6. Google Classroom allows teachers to provide immediate feedback on assessments.
7. Aeries helps students and parents follow scores on assessments. This helps encourage communication between teachers, students, and parents.

Areas for Growth
1. We need to better prepare students for the SBAC tests by administering more online tests that mirror the SBAC tests and records the scores on Illuminate (or some other tool). This tool must provide teachers specific results and feedback, so they can use the data to alter instruction.
2. We need to help make the SBAC test and results more meaningful to students. We could begin a student incentive program to motivate students to do their best on the SBAC. Then we could follow up on these scores with students and parents in a more effective way.

Focus Group E- School Culture and Support

Areas of Strength
1. We support struggling students well through a variety of services including the 30 hour tutoring, NAC, Centurion Club Tutoring, teacher initiated opportunities, English language arts classes, after school tutoring, higher education center, Wellness Center, AVID, and counseling services (which outsources various services).
2. There is a positive culture of acceptance and inclusion fostered by the Centurion Legion program as well as other student clubs.
3. All students have the opportunity to find something of interest on campus among the large variety of clubs, sports, academics, and activities.

Areas for Growth
1. There needs to be a greater focus on Cell Phone and other disciplinary action.
2. There is a need for more education and explanation concerning educational processes and priorities to parents.

Strengths and Areas of Growth Summary:

Our strengths highlight the commitment to our students. We have diverse courses as well as high levels of rigor, which shows our dedication to student achievement. Our staff ensures that all

students can be successful and can quickly identify when a need exists to support students. Many student support systems in place such as: Library computers for academic and testing support, ELD classes for students who require extra language arts support, leveled courses in core curriculum for level specific learning, and online credit recovery courses (APEX) to guide students who need to make up credits.

In addition, we have dedicated counselors who make sure every student has individual academic guidance. Finally, our district includes several continuation schools and an independent study program and more than one alternative setting for students who struggle in the traditional high school setting. In addition to academic support systems, Century also offers character and emotional support development for every student. Our Legion program recognizes good character based on six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. This program teaches monthly lessons on having good character and being aware of the needs of others. We also have access to crisis counselors on campus for student emotional support, when needed.

The community strongly supports our efforts, which is evident through our booster clubs and community involvement on the school site council. Century maintains various committees specializing in specific areas. Santa Ana Art Festival is a community booster organization that supports our performing arts program. The Athletics Boosters club supports all athletics and the football program. The Century High School Foundation provides grants for Century and the VAPA programs. Parents and students are provided with a safe and loving environment as all staff and administration have an open door policy.

To enhance this environment, Santa Ana School Police department provides a resource officer who interacts with students throughout campus five days a week. In addition, the Santa Ana School District provides District Safety Officers and activity monitors, who monitor the campus to make sure students are safe and comfortable in their environment.

The following needs were identified by each of the WASC focus groups.
The identified needs were then categorized into the following:

Critical Student Learner Need #1: Every student at CHS will be prepared for success in college, career, and community upon graduation.
Parallel LCAP Goal #1: School District students will be college, career, and community ready when they graduate.
SLO (Student Learner Outcomes) Addressed: *Graduate on time and become college and career ready.*

While not indicated in any hard data, there is a perception among our student body that students taking AP classes or Early College classes are more valued than those taking college preparatory or CTE classes, and that those students headed directly to a four-year university are given more attention and support than those choosing community college, trade school, or who plan to enter the workforce immediately after graduation. With the push toward a college-going culture in the past, counseling services have focused on the goal of ensuring that at least 33% of students meet A-G requirements and that they be counseled toward a college path. Indeed, we have

tremendous college services at CHS, including numerous visits each fall by college recruiters from SAC, individualized college counseling, workshops and personalized guidance on how effectively to write college admissions essays, FAFSA and financial aid workshops for parents and students, and an annual College Night, serving the entire SAUSD, which is attended by over 100 college and university representatives. We also have rich CTE offerings, including engineering, video production, photography, graphic design, Microsoft Office certification, Game Design, and Building Trades. Many of these offer multiple levels, certifications, and a pathway toward a career. On the parent survey, satisfaction with college and career services has increased from a low of 73% in 2014 to 81% in 2019. Similarly, on the question of satisfaction with helping one's child plan for post high school (college, vocational school, military, etc.) satisfaction rose from just 51% in 2015 (the first year this question was asked) to 79% in 2019. Over the past few years, there has been a shift in guidance to be more inclusive and supportive of all post-secondary paths, and during Wellness Center visitations, and during individual scheduling meetings with students, the counseling team introduces Dual Enrollment courses and warn against overloading one's class schedule with too many AP classes. However, with colleges expecting students to take full advantage of the most rigorous course load possible, many students still opt to take a full complement of AP and Dual Enrollment courses.

Supporting Data:
A-G Approved Courses
California College Guidance Initiative program
AP Courses and Exam Results
Dual Enrollment Courses
CTE Pathway Completion
ACT, SAT, and CAASPP Data
College/Career Preparedness Data from California School Dashboard
Graduation Rate
CA Healthy Kids Survey
Community Service Records
LCAP survey data
FAFSA completion data
SAC application data
Parent Survey

Even with the progress of adding A-G approved courses, increasing the number and percent of students over the last four years who are prepared for College/Career through the California School Dashboard measurement, we desire continued growth in our programs as we seek to prepare every student for success after high school.

According the California School Dashboard, 36.6% of students who graduated in 2018 were College/Career Ready. CHS had an average overall graduation rate of 89% over the last three years. Despite having a similar graduation rate across the SAUSD as a whole, CHS has a declining trend. We continue to strive so that all of our students successfully graduate from CHS.

Curriculum and Instruction
1. There is a need for an effective computer assessment tool in addition to ILLUMINATE to better administer online interim assessments to students at all grade levels.
2. There is a need to improve the implementation of no cell phone policy in all classrooms to protect instructional minutes.
3. Century needs to offer enough CTE courses for student demand and needs.
4. A focus on "rigorous academic" achievement has caused some of our lower level students to fall behind.

Teacher Planning
1. There is a need for more valuable teacher PLC time and this time should be better utilized as they have become ineffective for some departments.
2. Some departments need to collaborate more and use PLC time wisely.

Test Scores
1. Teaching staff needs to create a comprehensive plan and increase communication to address the relatively low CAASPP scores in English Language Arts and Math.
2. There is a need to make the SBAC test and its results more meaningful to all stakeholders.
3. There is a need to improve AP test scores in some subjects.

Discipline
1. There is a need to reassess Century High Schools discipline policy in general and concerning Cell Phone in particular.

After reviewing the WASC Self Study Report, the school has determined the following as critical needs:
1. The need to improve standardized test scores across the board. (SPSA 1 B)
2. The need to increase CTE course offerings or pathways with certification. (SPSA 3 B, C)
3. Evaluate our academic schedule to consider options to best address learner needs. (SPSA 1)
4. The need for a decreased discipline related rate and alternative discipline to be put in place. (SPSA 2)

The goals to accomplishing these critical needs are as follows:

Goal #1:	Increase percentage of students who have met or exceeded CAASPP benchmarks in Math and English.
Goal #2:	Improve the availability of CTE course offerings and pathways.
Goal #3:	Explore options to provide Career Readiness core classes to students in grades 11 and 12.
Goal #4:	Examine and update discipline practices in order to improve student behavior and decrease class disruption especially in respect to Cell Phone policy and its implementation.

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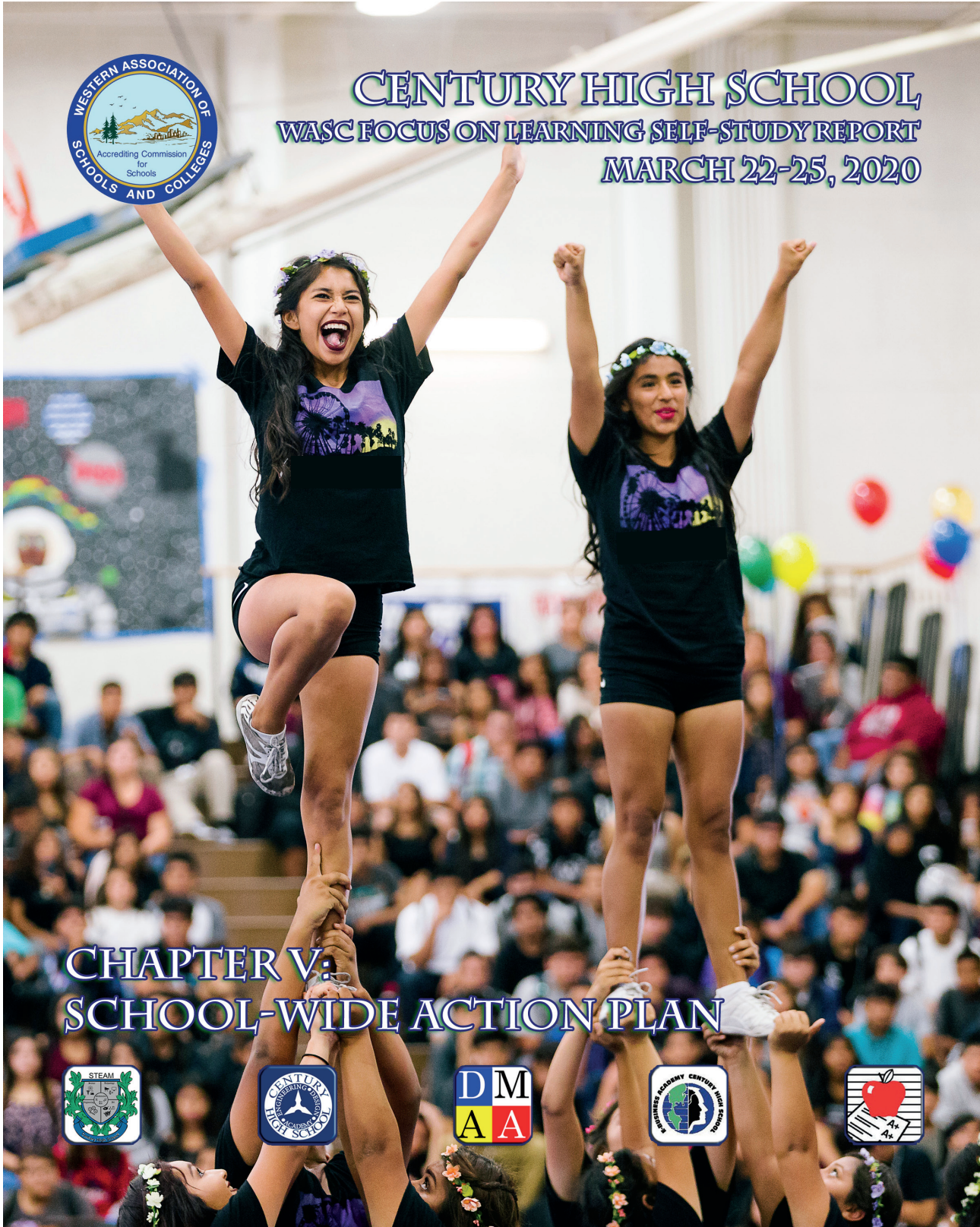
CHAPTER V:
SCHOOL-WIDE ACTION PLAN

CHAPTER V

CENTURY HIGH SCHOOL
Home of the Centurions

CHAPTER V: School-wide Action Plan

> A. *Revise the single school wide action plan, i.e. Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.*
> B. *State any additional specific strategies to be used by staff within each subject area/support program to support sections of the school wide action plan.*
> C. *Describe the school's follow-up process, ensuring an ongoing improvement process.*

The Century School-wide Action Plan (SPSA) was developed in accordance with the WASC Focus on Learning guidelines. Through Focus Group and Home Group discussions, as well as school ILT meetings and faculty and parent meetings and workshops, all stakeholders were involved in the development of the plan. Once we established our critical student needs we were able to set goals and formulate specific action steps to reach those goals. The WASC Leadership Team formulated the plan, which was modified a number of times based on input from the stakeholders. This plan will serve as our guide as we move forward in the next six years.

Century stakeholders have operated under the following principles to develop this plan:
a) Involve all stakeholders in the transparent selection and school-wide commitment to implementing realistic, research-based strategies and practices that will support Century's vision;
b) Analyze and learn from effective working models and best practices already in place at Century and other similar comprehensive high schools in SAUSD;
c) Seek the instructional expertise and experience of district specialists;
d) Continue to support Century's professional culture that is committed to ongoing reflection, monitoring, and revision of its plan of action (SPSA) based on quantifiable evidence of what is effective and what is not meeting expectations;
e) Center all decision-making processes around what is best for the students.

Century's Leadership Team believes that in order to advance achievement, we must generate a school-wide effort to focus on:

Priority Focus Area: More emphasis on college and career readiness in all classroom instruction to support our SLO's.
Priority Focus Area: Increase academic support to help students excel in SBAC and CAASPP keeping in mind MTSS and emotional support for students.
Priority Focus Area: Increase technology-based lesson plans in all classrooms to engage students with ethical and appropriate use of cell phones and chrome-books.

By identifying and implementing strategies that reinforce and target our priority areas of focus, Century leadership believes that our critical academic areas of need will improve. The CHS action plan (SPSA) includes all three major goals, all of which include emphasis on English language and mathematics proficiency with specific attention given to advancing achievement in SBAC, CAASPP, MAP, usage of technology in classrooms, writing proficiency, critical thinking

and communication skills, emotional support for students, and preparing our graduates for college and career.

In order to monitor the plan for the next six years, we will review the action steps at the beginning of each year and evaluate our progress. Additionally, monitoring of the plan will be an agenda item at all leadership (SPSA, ELAC, ILT, LCAP) meetings. We are committed to carrying out the steps we have set forth in our WASC action plan and will place it in our 2019-2020 SPSA. We look forward to continued success at Century High School

Critical Student Learner Need #1: Every student at CHS will be prepared for success in college, career, and community upon graduation.

Specific Action Plan	Means of Measure	Current Status	Responsibility	Timeline
1.1 All students will receive college and career guidance through the California College Guidance Initiative (CCGI) website in tutorial or other classes. This is in addition to other counselor meetings.	Applications through CCGI and My Apply data pulled through site counselors. FAFSA Applications SAC Registration forms	Many students have completed college and career profile through English courses. 95% of students completed profile with 90% of those completing the assessment too.	Administrators Counselors College and Career Counselor Teachers, Senior teachers, AVID teachers, teachers in general	All students had a CCGI profile by end of 2018-19 school year. Graduating class of 2022 will have four years of this program.

1.2 Increase the number of CHS students who graduate with college credit earned at CHS through dual enrollment and advanced placement (AP) courses, and increase the average number of units per student.	Dual enrollment and AP data including numbers enrolled in courses and the number who earn credit.	There are a substantial number of opportunities here now.	Counselors, Dual Enrollment Teachers, AP Teachers, Administrators	Each cohort average of credit per graduating class should be higher than the previous cohort average.
1.3 Implement a recognition system about graduates (ceremony, video, or other option) to promote to underclassmen. Celebrate college and career options: Trade school, Visual and Performing Arts College, full-time job, military, college, etc. (equalizing value for a variety of paths).	Document the event and collect feedback through a survey of graduates, parents, and staff.	Seniors mentoring Freshmen (CORE), Freshman Parent University programs. Incipient Century Legion.	Administrators, Counselors, ASB Director, ASB Students, Advisors, AVID Teachers, CTE Teachers	
1.4 Continue to support the program that supports student preparation for the SAT. This program could include	Student scores on SAT Creation and implementation of comprehensive review programs	CHS does currently provide systematic and comprehensive reviews for the SAT. There is also AVID and	Administrators Counselors, Teachers, College/Career Counselor, SAC Tutorial Guest Speaker Organizer, NAC	For 2019-20 school year

systematic test preparation organized by teachers are used in all classes for the subject, use of Khan Academy or other online tool for review, and also Saturday School review sessions for SAT from math and English.	Student attendance at SAT workshop sessions, NAC use, Upward Bound, Higher Ed days	NAC.		
1.5 Articulate program for supporting students who are credit deficient through APEX credit recovery or alternative options for students who have significant credit deficiencies such as senior "Adult School" or other SAUSD programs such as "GED classes."	Graduation rate % of students that use classes and successfully complete the programs.	Students are sent to Cesar Chavez or Loren Griset High Schools to recover credits for graduation.	Administrators, Counselors, Senior Teachers	Graduating class of 2020
1.6 Increase opportunities for students in our community through internships, job shadows, and career exploration.	Number of students that participate in the opportunities or internships. Increase work based learning projects	AVID and CTE include career exploration and exposure in their programs. Some teachers assign projects or assess units using work based learning or PBL.	Administrators, CTE Teachers, Work Experience Teacher/Coordinator	Ongoing with increasing opportunities for students

Critical Student Learner Need #2: Increase percentage of students who have met or exceeded CAASPP benchmarks in Math and English.

Specific Action Plan	Means of Measure	Current Status	Responsibility	Timeline
2.1 Develop a specific short and long term Plan that includes a focus on SBAC preparation, which include a process for students to buy in and show connectivity of the test to their success.	Development and implementation of long and short term plans for development of test taking skills focused on, SBAC model. Tri-annually interim assessments	Began work during 2017-18 and 2018-19 school years through introduction to Khan Academy.	Teachers, Administrators Leadership Team Input and Feedback from all staff.	Implemented for 2018-19 school year. Continue to improve based on student/teacher feedback and test data.
2.2 Create and implement a year-long intervention program for incoming freshmen who were non-promotes (earned less than a 1.67 GPA) from 8th grade.	Course outline Student enrollment, grades and test data.	Program does not exist yet.	Counselors, Administrators Teachers of the course	Fully developed prior to 2020-21 school year. TEACH freshmen in 2020-21.
2.3 CHS continue to implement processes to communicate the importance of CAASPP and SBAC with the students, parents/guardians so they are aware of their student's current progress	School wide survey of student need. Sign-in sheets for after school tutoring and Saturday school intervention.	These practices are still in their beginning phases and are therefore not being done on a consistent, systematic basis school wide.	Course Leads, Department Chairs, Assigned Administration	2019-20 school year
2.4 Provide academic	School wide WIN students	WIN participation	Course Leads, Department	2019-20 school year

interventions outside of the school day including after-school tutoring in math and ELA and Saturday school interventions. Focused on test taking strategies	list. Sign-in sheets for after school tutoring and Saturday school intervention.	data	Chairs, Assigned Administration WIN coordinator	
2.5 Implement EL supports and strategies in every classroom, including integration of EL State Standards into curriculum calendars for all classes.	ELPAC, EL student pass rates across the curriculum	Tutor/mentors funded through Title I funds.	EL Coordinator, teachers, EL tutor/mentors, Assigned Administration	2019-2020 and ongoing
2.6 Continue to improve EL English classes through training, vertical articulation, and implementation of SDAIE strategies.	ELPAC, EL student pass rates across the curriculum	Continuing PD opportunities	EL Coordinator, teachers, ELA department chair, EL tutor/mentors, Assigned Administration	
2.7 Create and implement English Learner support plans through a collaborative process between parents, students, tutors and mentors to emphasize the SBAC, MAP, and CAASSPP test results.	ELPAC, EL student pass rates across the curriculum EL graduation rates EL participation in school activities		EL Coordinator, teachers, ELA department chair, EL tutor/mentors, Assigned Administration	

Critical Student Learner Need #3: Develop and implement a stronger electronic device use plan under the governing notion that every student will master technology competencies across the curriculum including ethical and appropriate use thereof.

Specific Action Plan	Means of Measure	Current Status	Responsibility	Timeline
3.1 Develop student digital citizenship and teach students how to leverage it to connect in positive ways and build a digital footprint that reflects their best selves.	Discipline/Admin data Athletic Director, Activities Director, Community Liaisons, Counselors, ASB	In use since 2017-18 and expanding Inside Scoop and Social Media messages Targeted Marquee posts	Admin Activities Director Teachers and all staff	2019-20
3.2 Direct instruction of ethical use of technology such as social media.	Discipline data, lesson plans	Implemented	Community Liaisons, Counselors, ASB, Teachers	2019-2020
3.3 Continue to hone effective discipline procedures to ensure students follow the cell phone policy to minimize class interruption.	Discipline/Admin data		All staff	

3.4 Expand upon current communication strategies with families, staff and the students in order to promote all school discipline policy in general and the cell phone policy in particular.	Teachers lesson plans/Syllabi, Google Classroom, Wellness center, Meeting with Principal notes		Counselors, Outreach consultant, teachers, Admin, other instructional staff, Wellness Center	2019-2020
3.5 Expand the use of Chromebook as a tool for learning, through applications like Kahoot!, Quizlet, TV 5 Monde etc.	Lesson plans, department meeting notes, PD offerings		Teachers	2020 and on

Rationale: Self Study findings indicated a need for advancements, protocols and measurement matrices for rigorous and relevant curriculum, articulated and relevant SLO's, CTE business partnerships, Common Core/UCCI standards monitoring and measurement, expanding and monitoring of CTE pathways, certifications and dual enrollment/articulation opportunities, PD student outcome correlation measurement and stakeholder involvement in increasing student outcomes and performances.

Alignment with LCAP & SPSA: SAUSD's LCAP and Century's SPSA have been developed based on the current and future demands, obligations and needs of the students, and developed based on the belief that all students can learn and be college and career ready. CHS's SPSA goals are aligned and support the district's focus and LCAP goals. These are: all students are college and career ready, school climate, equitable access, and recruit and retain staff. Growth performance in and fulfillment of CHS's Critical Student Learning Needs, (Numbers 1, 2 and 3), will better ensure students are college and career ready.

Alignment with Student Learning Outcomes: The Critical Student Learning Needs #1, #2, and #3 will be better met at CHS through the continued implementation and refinement of the Student Learner Outcomes, communication, collaboration, creativity and critical thinking in all aspects of student instruction. The Student Learner Outcomes and the newly proposed MTSS will ensure improvement in the areas of growth identified.

Progress Monitoring and Tools: Overall growth will be measured by the California School Dashboard annually. Additionally, individual tasks listed will be monitored on a case by case basis and reported out on at all stakeholder WASC progress meetings and reports.

Follow-up Process for Ongoing Improvement

As a school community, we spent a good deal of time creating an Action Plan that is specific enough to encompass the items that we want to address to improve the educational environment of Century High School. The Action Plan is flexible enough to allow for shifts as we deem appropriate and necessary. We also believe that this is the fundamental purpose of the Action Plan. Many items in this Action Plan require the intentional collection and sharing of data. Much of the data collection and analysis will take place over the summer months by administration, the SAUSD Research and evaluation department, and the WASC coordinators. The information will then be shared with all Century High School stakeholders, including teachers, staff, students, parents, and community members, in a variety of meeting presentations, staff meetings, parent group meetings, and through our CHS website.

Annually, we will review the data prior to the writing of our Single Plan for School Achievement (SPSA) and adjust our plans as informed by data, analysis, and stakeholder feedback. Simply put, our intent is to use this WASC Action Plan as a blueprint for school improvement for the next six years.

CENTURY HIGH SCHOOL
WASC FOCUS ON LEARNING SELF-STUDY REPORT
MARCH 22-25, 2020

APPENDICES #THISisCentury

COMMITMENT ⬦ HONOR ⬦ SUCCESS

Appendices

SAUSD and Century Acronyms

AP	Advanced Placement
ASB	Associated Student Body
ASL	American Sign Language
ASVAB	Armed Services Vocational Aptitude Battery
ATEP	Adult Transition Education Program
BCLAD	Bilingual Cross-cultural Language and Academic Development
CAASPP	California Assessment of Student Performance and Progress (See also SBAC)
CAN	Critical Area of Need
CCSS	Common Core State Standards
CELDT	California English Language Development Test
CICO	Check-in/Check-out
CLAD	Cross-cultural Language and Academic Development
CLS	Critical Living Skills (classes for students with moderate/severe disabilities. See also FLS)
COST	Coordination of Services Team
CSEA	Classified School Employees Association
CSLN	Critical Student Learning Need
CSU	California State University
CTE	Career Technical Education
DELAC	District English Learner Advisory Committee
EAOP	Early Access Opportunity Program
EL	English Learner (see also ELD)
ELA	English/Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development (see also EL)
ELMP	English Learner Master Plan
ELDC	English language Learners Program Coordinator
ELPAC	English Language Proficiency Assessments for California
EMP	Electronic Media Production
ERWC	Expository Reading and Writing Course
ES	Ethnic Studies
FACE	Family and Community Engagement Liaison
FAFSA	Free Application for Federal Student Aid
WL	World Languages
FLS	Functional Living Skills (classes for students with moderate/severe disabilities. See also CLS)
FPM	Federal Program Monitoring
GPA	Grade Point Average
IA	Instructional Aide
IA	Initial Assessment for SBAC
IDEA	Individuals with Disabilities Act
IEP	Individualized Education Plan
ILT	Instructional Leadership Teams
LCAP	Local Control and Accountability Plan

LCCF	Local Control Funding Formula
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Questioning/Queer
MAP	Measures of Academic Progress
MOU	Memorandum of Understanding
MSIN	Migrant Student Information Network
MTSS	Multi-Tiered Systems of Support
NGSS	Next Generation Science Standards
SAEA	Santa Ana Education Association
PACT	Practice ACT
PBL	Project Based Learning
PFT	Physical Fitness Testing
PIQE	Parent Institute for Quality Education
PLC	Professional Learning Community
PLP	Personalized Learning Plan
PLTW	Project Lead the Way
PSAT	Practice Scholastic Aptitude Test
RRC	Rigor and Relevance Curriculum
RA	Reading Apprenticeship
RJ	Restorative Justice
ROP	Regional Occupational Program
RSP	Resource Specialist Program
RTT-D	Race to the Top (District) grant
SAPSF	Santa Ana Public School Funding
SARB	Truancy (Student Attendance Review Board)
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium (See also CAASPP)
SDC	Special Day Class
SEIS	Special Education Information System
SELPA	Special Education Local Plan Area
SLOs	School-wide Learning Outcomes
SPED	Special Education
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SST	Student Support Team
STEAM	Science, Technology, Engineering, Arts, and Math
UC	University of California
UDL	Universal Design for Learning
VAPA	Visual and Performing Arts

Websites

Local Control and Accountability Plan Executive Summary and Full LCAP:
https://www.sausd.us/Page/41645
> Results of LCAP Student Survey Link
> Results of LCAP Parent/Community Survey Link
> Results of LCAP Staff Survey Link
> The most recent California Healthy Kids Survey Link

Master schedule by department:
https://drive.google.com/file/d/1cLA7evnI0fuPOeSRELvFD-NzXyPU9xvi/view?usp=sharing
Master schedule by teacher:
https://drive.google.com/file/d/1Gmkzb0u1DoH7-rL25g3jPRnPasvej8Ea/view?usp=sharing
Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
UC A–G approved course list: https://doorways.ucop.edu/list/app/home/
California School Dashboard, Spring, 2018:
https://www.caschooldashboard.org/reports/30666703030491/2019
California School Dashboard, Spring, 2019:
https://www.caschooldashboard.org/reports/30666703030491/2018
School accountability report card (SARC):
https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/3959/2018_School_Accountability_Report_Card_Century_High_School_20181221.pdf
SAUSD School Board Resolutions:
https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/1/Safe%20Haven%20District%20Resolution.pdf
https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/131/Resolution%20No%2017-18-3205%20DACA.pdf
SAUSD Audit of Recently Adopted Academic Standards and/or Curriculum Frameworks
Century High School 2019-2020 Course Registration Guide:
https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/9150/Graduation_Flowchart_for_Web_Site.pdf
Online Course Registration: https://www.sausd.us/domain/8561
CHS 30 Hour Enrichment Intervention and Tutorial Forms
R.O.S.E.S
Referral Forms link https://docs.google.com/forms/d/e/1FAIpQLSeawmKray-bFaiZB3WvVappD7_Te3G4pGaMRUIcmZV0OeaTVQ/viewform
English Learner Support form
WASC Student Survey link: https://www.sausd.us/Page/34086
WASC Parent Survey link: https://www.sausd.us/Page/38882
WASC Staff Survey link: https://www.sausd.us/Page/34084
https://docs.google.com/forms/d/e/1FAIpQLScty4t2iRr-0e9r4TNr72l9QvjEBpOEG0MOOWgAhi5oxoPv3w/viewform
Century website link: https://www.sausd.us/Page/1827
SAUSD District website link: https://www.sausd.us/Domain/1
CHS Principal's site link: https://www.sausd.us/Domain/350
e-Business website link: https://www.sausd.us/Domain/505
APEX: https://drive.google.com/file/d/1ywT7XpJChKojm35a2CIryYGWcbG_fXCm/view?usp=sharing
PIQE: https://www.piqe.org

Partnerships

Wellness Center Partnerships

The following is a list of the community organizations with whom CHS has developed a partnership with:

SAC Padres Promotores
SAC Adult Education
The Cambodian Family
Western Youth Services
City of Santa Ana Workforce
Child Abuse Prevention Center
Casa de la Familia
Taller San Jose
Orange County Bar Foundation
America On Track
Kid Works
Turning Point
Child Guidance
Community Action Partnership
Minnie Family Resource Center
SOS (Share our Selves)
Nicolas Academic Center
Touchstones
Phoenix House
CSP
Orange County Department of Education
YMCA
Mexican Consulate
NAMI (National Alliance on Mental Illness)
Sunburst
Mariposa Center
Children's Health Initiative
Big Brother Big Sister
Boys and Girls Club
Orange County Health Care Agency – *Drug and Alcohol*
Orange County Health Care Agency -- *Parenting Classes*
School on Wheels

Counseling Department Partners

The counselors work with the following groups:

211
360 Turnaround Youth Diversion
Adolescent Outpatient Recovery Program
Big Brother Big Sister of Orange County
Brown Rudnick Law Firm
Cal Safe Teen Parent Program
California Lions (Free Vision Screenings)
Calvary Chapel, Costa Mesa
Cambodian Family
Casa de la Familia
Child Guidance Center
Community Action Partnership

Community Service Program (CSP) Youth Shelter Huntington Beach
Community Support/Resources (Compiled by the Counseling Department)
CSUF Upward Bound
Didi Hirsch Mental Health Services
Family Involvement
Human Options
Hurrt Mobile Clinic
Kiwanis
Legal Aid Society
Lestonnac Free Clinic
Mercy House
Minnie Street Family Resource Center
Nicholas Academic Center
OC Healthcare Agency
OCDE
OCDE Tobacco Use Prevention Education/Safe and Drug Free Schools/Counseling Network
Pursuit Wise
SAC EAOP
Santa Ana Police Department
Santa Ana Soroptomist
Schools First Credit Union
Schools on Wheels
Second Harvest
Southern California College of Optometry
Sunburst Youth Academy
Touchstones
United Way Free Tax Assistance Program
Wells Fargo
Yesenia's Dreams

STEAM Community and Business Partners
OCDE
Claire Trevor School of Arts, UCI
Santa Ana College (SAC)

e-Business Academy Community and Business Partners
Cash Crunch Games
Concordia University
Junior Achievement
Money Managers Inc.
National University
OCDE
Pimco
Rancho Santiago Community College District (RSCCD)
SAUSD
Southern California Edison
Youth Entrepreneur Program

EL Additional Data

Primary Languages Other Than English, Addendum
Century High School
Language Group Data to Determine 15% and Above Translation Needs for 2017-2018
(Home Language Survey)

	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL/FEP
Spanish	526	1130	1656	92.93%
Khmer (Cambodian)	1	13	14	.79%
Filipino (Pilipino or Tagalog)		2	2	.11%
Vietnamese	1	1	2	.11%
Mixteco	1		1	.06%
Other non-English languages	1		1	.06%
Punjabi		1	1	.06%
Hindi	1		1	.06%
Arabic	1		1	.06%
Farsi (Persian)		1	1	.06%
Korean		1	1	.06%

English Learner Students by Language by Grade, 2017-2019

	Grade 9			Grade 10			Grade 11			Grade 12			Total			Percentage		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Spanish	160	155	136	184	141	137	134	143	87	65	87	105	543	526	465	98.73%	98.87%	98.52%
Khmer			1	1				1				1			2	.18	.19	.42
Arabic			1				1		1			1				.36	.19	.21
Mixteco	1	1	1													.18	.19	.21
Other (non-Eng)		1							1							.18	.19	.21
Vietnamese			1	1				1								.18	.19	.21
Filipino			1															.21
Hindi	1				1											.18	.19	
Farsi							1									.18		
Century		156	139		143	138		146	88		87	107	550	532	472			

Enrollment by English Language Acquisition Status and Grade 2016-2019

Grade	English Only (EO)			Initial Fluent English Proficient (IFEP)			English Learner (EL)			Reclassified Fluent English Proficient (RFEP)			Total		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
9	25 5.6	30 6.5	19 4.4%	6 1.3	5 1.1	6 1.4%	162 36.0	156 33.7	139 32.1%	57.1	272 58.7	269 62.1%	450	463	433
10	34	20	32	9	4	6	187	143	138		265	276	529	432	452

	EO			IFEP			EL			RFEP			Total		
	6.4	4.6	7.1	1.7	.9	1.3	35.3	33.1	30.5	56.5	61.3	61.1			
11	22	32	22	26	9	3	135	146	88		292	245	464	479	358
	4.7	6.7	6.1	5.6	1.9	.8	29.1	30.5	24.6	60.6	61.0	68.4			
12	27	19	26	16	25	11	66	87	107		277	273	395	408	417
	6.8	4.7	6.2	4.1	6.1	2.6	16.7	21.3	25.7	72.4	67.9	65.5			
Century	108	101	99	57	43	26	550	532	474	1123	1106	1063	1838	1782	1660
	5.9	5.7	6.0%	3.1	2.4	1.6%	29.9	29.9	28.4%	61.1	62.1	64.0%			
SAUSD	19.2	20.1	21.3%	2.6	2.4	2.6%	39.8	38.7	33.9%	38.2	38.7	42.2%			
Orange County	52.4	52.8	53.2%	3.9	3.7	3.9%	24.3	23.5	22.0%	19.3	20.0	20.6%			
California	57.1	57.4	57.9%	4.4	4.2	4.2%	21.4	20.4	19.3%	16.8	17.8	18.3%			

English Learner Students by Language by Grade, 2017-2019

	Grade 9			Grade 10			Grade 11			Grade 12			Total			Percentage		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Spanish	160	155	136	184	141	137	134	143	87	65	87	105	543	526	465	98.73%	98.87	98.52%
Khmer			1	1				1				1			2	.18	.19	.42
Arabic				1				1	1		1					.36	.19	.21
Mixteco	1	1	1													.18	.19	.21
Other (non-English)		1							1							.18	.19	.21
Vietnamese			1	1				1								.18	.19	.21
Filipino			1															.21
Hindi	1				1											.18	.19	
Farsi							1									.18		
Century		156	139		143	138		146	88		87	107	550	532	472			

Enrollment by English Language Acquisition Status and Grade 2016-2019

Grade	English Only (EO)			Initial Fluent English Proficient (IFEP)			English Learner (EL)			Reclassified Fluent English Proficient (RFEP)			Total		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
9	25	30	19	6	5	6	162	156	139		272	269	450	463	433
	5.6	6.5	4.4%	1.3	1.1	1.4%	36.0	33.7	32.1%	57.1	58.7	62.1%			
10	34	20	32	9	4	6	187	143	138		265	276	529	432	452
	6.4	4.6	7.1	1.7	.9	1.3	35.3	33.1	30.5	56.5	61.3	61.1			
11	22	32	22	26	9	3	135	146	88		292	245	464	479	358
	4.7	6.7	6.1	5.6	1.9	.8	29.1	30.5	24.6	60.6	61.0	68.4			
12	27	19	26	16	25	11	66	87	107		277	273	395	408	417
	6.8	4.7	6.2	4.1	6.1	2.6	16.7	21.3	25.7	72.4	67.9	65.5			
Century	108	101	99	57	43	26	550	532	474	1123	1106	1063	1838	1782	1660
	5.9	5.7	6.0%	3.1	2.4	1.6%	29.9	29.9	28.4%	61.1	62.1	64.0%			
SAUSD	19.2	20.1	21.3%	2.6	2.4	2.6%	39.8	38.7	33.9%	38.2	38.7	42.2%			
Orange County	52.4	52.8	53.2%	3.9	3.7	3.9%	24.3	23.5	22.0%	19.3	20.0	20.6%			
California	57.1	57.4	57.9%	4.4	4.2	4.2%	21.4	20.4	19.3%	16.8	17.8	18.3%			

ELPAC tests results for 2017-2018

Number of Students and Mean Scale Scores

Grade	9	10	11	12	All
# students	157	120	121	78	476
Mean Scale Score, Overall	1500.9	1509.1	1495.7	1518.4	N/a
Oral Lg.	1489.5	1490.7	1478.6	1512.0	N/a
Written Lg.	1511.8	1527.1	1512.5	1524.2	N/a

Number and percentage of students at each performance level

Overall

Grade	9	10	11	12	All
Level 4	22/14%	17/14%	23/19%	11/14%	73/15%
Level 3	41/26%	33/27%	29/23%	35/44%	138/28%
Level 2	46//29%	30/25%	31/25%	15/19%	122/25%
Level 1	48/30%	40/33%	38/31%	17/21%	143/30%
Total	157	120	121	78	476

Number and percentage of students at each performance level

Oral Language

Grade	9	10	11	12	All
Level 4	50/31%	28/23%	37/30%	29/37%	144/30%
Level 3	37/23%	38/31%	30/24%	34/43%	139/29%
Level 2	33/21%	23/19%	22/18%	*	82/17%
Level 1	37/23%	31/25%	32/26%	11/14%	111/23%
Total	157	120	121	78	476

In order to protect student privacy an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
Number and percentage of students at each performance level

Written Language

Grade	9	10	11	12	All
Level 4	11/7%	*	*	*	28/5%
Level 3	22/14%	31/25%	21/17%	18/23%	92/19%
Level 2	38/24%	28/23%	44/36%	26/33%	136/28%
Level 1	86/54%	54/45%	50/41%	30/38%	220/46%
Total	157	120	121	78	476

Number and percentage of students at each performance level

Listening

Grade	9	10	11	12	Total
Well Developed	33/21%	20/16%	28/23%	15/20%	97%/2

Somewhat/Moderately	70/44	57/47	47/38	44/56	218/45
Beginning	54/34	43/35	46/38	18/23	161/33
Total	157	120	121	78	476

Number and percentage of students at each performance level

Speaking

Grade	9	10	11	12	Total
Well Developed	77/49%	62/51	55/45	57/73	251/52
Somewhat/Moderately	48/30	30/25	37/30	13/16	128/26
Beginning	32/20	28/23	29/23	*	97/20
Total	157	120	121	78	476

Number and percentage of students at each performance level

Reading

Grade	9	10	11	12	Total
Well Developed	*	*	*	*	27/5%
Somewhat/Moderately	39/24%	41/34	42/34	32/41	154/32
Beginning	108/68	69/57	73/60	45/57	295/61
Total	157	120	121	78	476

Number and percentage of students at each performance level

Writing

Grade	9	10	11	12	Total
Well Developed	17/10%	19/15	21/17	22/28	79/16
Somewhat/Moderately	99/63	74/61	79/65	47/60	299/62
Beginning	41/26	27/22	21/17	*	98/20
Total	157	120	121	78	476

Number and percentage of students at each performance level

Early College Enrollment

Fall 2016	Course #	Enrolled Students	A	B	C
CNSL100	997ADF	32	20	11	1
STDY SKILLS 091	Z00819	35	28	6	1
Spring 2017					
CNSL 116	D17350	34	27	5	2
Summer 2017					
SPAN 101	D17343	27	10	5	11
Fall 2017	Course #	Enrolled Students	A	B	C
CNSL 116	D17350	32	17	11	4
SPAN 102	D17345	13	2	5	6
BUS APP 179	D14436	32	13	8	4
Spring 2018					
CNSL 116	D17350	32	29	8	4
BUS APP 179	D14436	32	17	11	2
CHST 101	D5216	25	14	7	3
Summer 2018					
ART 100	D16071	39	31	1	2
Fall 2018	Course #	Enrolled Students	A	B	C
CNSL 116	D17350	30	20	4	6
BUS APP 179	D14436	32	22	4	5
SPAN 101	D17343	32	21	6	3
BIO 109	D5241	23	2	11	8
ENG 101	D2963	62	20	12	17
AFTERSCHOOL/TOOK ON THEIR OWN					
MUS 103	D1826	11	0	2	5
PSYC 100	D17959	20	8	7	4
Spring 2019	Course #	Enrolled Students	A	B	C
CNSL 116	D17350	31	10	11	8
BUS APP 179	D14436	28	21	5	1
CDEV 107	D19081	28	24	4	0
ASTR 110	D1767	14	5	2	3
ENG 102	D4879	41	18	15	5
CHST 101	D5216	2	1	1	0
Summer 2019	Course #	Enrolled Students	A	B	C
ART 100	D16071	29	13	12	1
SPAN 102	D17344	23	8	10	2
THEA	D637	13	10	0	0
STDY 109	D16794	44	33	11	0
Fall 2019		Enrolled Students			
CNSL 116	D17350	33	21	10	2
BUS APP 179	D14436	33	13	8	10
SPAN 101	D17343	30	12	12	4
ASTRO 110	D1767	37	16	12	5
ENG 101 (2 sections)	D2963	35			
PSYCH 100	D17959	19	8	2	5
THE ART	D637	18	15	1	
CHILD DEV 120	D19919	26			
MATH 219	D19225	33	10	8	7
KNAC 123	D16856	33			

Athletics, Extra Data

2017-2018 Athletics Participation Summary by Gender			2016-2017 Athletics Participation Summary by Gender		
Team Membership	Total # of players on team roster on official first day of competition	Total # of players on team roster on official first day of competition	Team Membership	Total # of players on team roster on official first day of competition	Total # of players on team roster on official first day of competition
Baseball, Varsity	15		Baseball, Varsity	16	
Baseball, Junior Varsity	13		Baseball, Junior Varsity	14	
Baseball, Frosh	12		Baseball, Frosh	17	
Basketball, Varsity	12	13	Basketball, Varsity	13	14
Basketball, Junior Varsity	11	14	Basketball, Junior Varsity	12	14
Basketball, Frosh/Soph	13	14	Basketball, Frosh/Soph	14	14
Cross Country, Varsity	7	7	Cross Country, Varsity	7	7
Cross Country, Junior Varsity	12	14	Cross Country, Junior Varsity	14	16
Cross Country, Novice	15	15	Cross Country, Novice	16	13
Football, Varsity Coed	42		Football, Varsity Coed	44	
Football, Junior Varsity	dnf		Football, Junior Varsity	dnf	
Football, Frosh. Coed	36		Football, Frosh. Coed	31	
Soccer, Varsity	23	22	Soccer, Varsity	24	24
Soccer, Junior Varsity	18	18	Soccer, Junior Varsity	20	17
Soccer, Frosh	dnf	dnf	Soccer, Frosh	18	dnf
Softball, Varsity		14	Softball, Varsity		14

Softball, Junior Varsity		16	Softball, Junior Varsity		16
Tennis, Varsity	10	14	Tennis, Varsity	12	14
Tennis, Junior Varsity	8	40	Tennis, Junior Varsity	10	48
Tennis, Novice	dnf	dnf	Tennis, Novice	dnf	dnf
Track and Field, Varsity	28	28	Track and Field, Varsity	30	33
Track and Field, Junior Varsity	dnf	30	Track and Field, Junior Varsity	dnf	34
Track and Field, Novice	33	dnf	Track and Field, Novice	31	dnf
Volleyball, Varsity	12	12	Volleyball, Varsity	10	14
Volleyball, Junior varsity	12	14	Volleyball, Junior varsity	15	14
Volleyball, Frosh/Soph	dnf	14	Volleyball, Frosh/Soph	dnf	14
Comp Cheer, Varsity	24		Comp Cheer, Varsity	28	
Comp Cheer, Junior Varsity	16		Comp Cheer, Junior Varsity	22	
Boys Wrestling, Varsity	14		Boys Wrestling, Varsity	12	
Boys Wrestling, Junior Varsity	4		Boys Wrestling, Junior Varsity	6	
Boys Wrestling, Frosh/Soph	5		Boys Wrestling, Frosh/Soph	4	
Girls Wrestling, Varsity		3	Girls Wrestling, Varsity		2
Total			Total		

Novice may also indicate Frosh/Soph

Absenteeism, Suspension and Expulsion, Extra Data

Chronic absenteeism Rate

2018-2019, Sub-Groups	ELL	Foster	Homeless	Special Ed.
Chronic Absence	60 Students	1	27	42
High Absence	59	1	26	41
Moderate Absence	228	4	128	98
No Absence	128	1	54	46

2017-2018

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Hispanic or Latino	1843	1805	183	10.1%
Asian	28	27	1	3.7%

Note: CDE does not post total enrollment figures. Other ethnic groups were subject to data suppression.

2016-2017

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Hispanic or Latino	1908	1858	149	8.0%
Asian	31	30	1	3.3%
White	13	13	1	7.7%

Note: CDE does not post total enrollment figures. Other ethnic groups were subject to data suppression.

Suspension Rates

2016-2017

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
Hispanic or Latino (97.1%)	1908	140	102	5.3%	76.5%	23.5%

Asian (1.6%)	31	0	0	0	0	0
White (.7%)	13	2	1	7.7%	0	100%
Century High	1964	142	103	5.2%	75.7%	24.3%
SAUSD	56,375	2743	1766	3.1%	72.0%	28.0%
Statewide	6,405,168	381,835	233,473	3.6%	69.3%	30.7%

2015-2016

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
Hispanic or Latino (97.1%)	1,998	134	95	4.8%	77.9%	22.1%
Asian (1.8%)	36	0	0	0	0	0
White (.7%)	14	0	0	0	0	0
Century High	2,057	134	95	4.6%	77.9%	22.1%
SAUSD	57,718	2,717	1,719	3.0%	70.2%	29.8%
Statewide	6,407,013	396,751	234,172	3.7%	67.5%	32.5%

Suspension Count by Most Serious Offense Category
(Some data may be suppressed to protect student privacy)

2015 - 2016	Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	36	0	0	0	0	0	0	0
	Hispanic or Latino	1998	134	9	66	5	27	16	11
	White	14	0	0	0	0	0	0	0
	Century Total	2057	134	9	66	5	27	16	11
	SAUSD Total	57718	2717	362	1237	144	348	432	194

2016 - 2017	Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	31	0	0	0	0	0	0	0
	Hispanic or Latino	1908	140	19	52	7	47	7	8
	White	13	2	0	0		2	0	0
	Century Total	1964	142	19	52	7	49	7	8
	SAUSD Total	56375	2743	309	1160	242	481	361	190

2017 - 2018	Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	28	0	0	0	0	0	0	0
	Hispanic or Latino	1843	67	11	24	3	22	2	5
	Century Total	1888	67	11	24	3	22	2	5
	SAUSD Total	54907	2851	417	1222	201	479	384	148

2018 - 2019	Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	37	0	0	0	0	0	0	0
	Hispanic or Latino	1731	139	5	27	2	98	3	4
	Century Total	1780	139	5	27	2	98	3	4
	SAUSD Total	53235	2913	338	1107	175	716	373	144

Expulsions

2016-2017

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Hispanic or	1908	2	2	.10%

Latino				
Asian	31	0	0	0
White	13	0	0	0

Note: CDE does not post total enrollment figures. Other ethnic groups were subject to data suppression.

2015-2016

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Hispanic or Latino	1998	0	0	0%
Asian	36	0	0	0
White	14	0	0	0

Note: CDE does not post total enrollment figures. Other ethnic groups were subject to data suppression.

Expulsion Count by Most Serious Offense Category
(Some data may be suppressed to protect student privacy)

2015-2016	Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Century Total	2057	0	0	0	0	0	0	0
	SAUSD Total	57718	27	5	3	7	12	0	0

2016-2017	Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Asian	31	0	0	0	0	0	0	0
	Hispanic or Latino	1908	2	0	0	0	2	0	0
	White	13	0	0	0	0	0	0	0
	Century Total	1964	2	0	0	0	2	0	0
	SAUSD Total	56375	30	9	0	5	14	1	1

2017-2018	Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons

	Asian	28	0	0	0	0	0	0	0
	Hispanic or Latino	1843	3	2	1	0	0	0	0
	Century Total	1888	3	2	1	0	0	0	0
	SAUSD Total	54907	20	5	7	2	6	0	0

2018 - 2019	Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No-Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
	Century Total	1780	0	0	0	0	0	0	0
	SAUSD Total	53235	22	3	2	4	13	0	0

College & Scholarship Report Class of 2018	College & Scholarship Report Class of 2017
Out of 389 seniors, 341 (97.18 %) have stated they will be pursuing a two-or four-year degree:	Out of 364 seniors, 341 (92.85 %) have stated they will be pursuing a two-or four-year degree:
23 University of California bound	24 University of California bound
1 to UC Berkeley	2 to UC Berkeley
12 to UC Irvine	1 to UC Davis
4 to UC Los Angeles	4 to UC Irvine
3 to UC Riverside	4 to UC Merced
3 to UC Santa Barbara	4 to UC Los Angeles
41 Cal State University bound	4 to UC Riverside
3 to Cal Poly Pomona	2 to UC San Diego
6 to CSU Dominguez Hills	1 to UC Santa Cruz
3 to CSU East Bay	1 to UC San Diego
27 to CSU Fullerton	1 to UC Santa Barbara
2 to CSU Long Beach	34 Cal State University bound
307 Community College Bound	2 to Cal Poly Pomona
3 to Cypress College	1 to CSU Bakersfield
4 to Fullerton College	1 to CSU Chico
8 to Golden West College	3 to CSU Dominguez Hills
21 to Irvine Valley College	1 to CSU East Bay
24 to Orange Coast Community College	26 to CSU Fullerton
2 to Long Beach City Community College	1 to CSU Humboldt
1 to Riverside Community College	1 to CSU Long Beach
1 to Saddleback Community College	1 to CSU Los Angeles
219 to Santa Ana College	281 Community College Bound
24 to Santiago Community College	1 to Cypress College
7 Private or out of State bound	3 to Fullerton College
1 to Allbright College	15 to Golden West College
3 to Chapman University	14 to Irvine Valley College
2 to Concordia University	35 to Orange Coast Community College
1 Full Sail College	1 to Riverside Community College
2 will enlist in the Military	199 to Santa Ana College
9 will go straight to work	8 Private or out of State bound
	1 to Allegheny College
	1 to Chapman University
	2 to Concordia University
	1 to Purdue University
	1 to San Francisco Art Institute
	1 to Stanford University
	1 to Vanguard University
	2 will enlist in the Military
	18 will go straight to work

Perception Data: Parents 2019 Survey

Parental responses according to the latest survey indicate that parents have high levels of trust in CHS in all measureable qualities, such as: Safety, hospitality, student academic opportunity student engagement, communication, staff competence, secondary and post-secondary academic and career opportunities.

1. Century is a safe, comfortable school for my child.

1. Century es una escuela segura y cómoda para mi hijo/hija.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	55 (57.3%)
Agree/ De Acuerdo	35 (36.5%)
Disagree/No Estoy Do Acuerdo	5
Strongly Disagree/ Muy En Desacuerdo	1

2. My student feels welcome and a part of the school community.

2. Mi hijo/hija se siente bienvenido y parte de la comunidad escolar.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	62 (64.6%)
Agree/De Acuerdo	33 (34.4%)
Disagree/No Estoy Do Acuerdo	1
Strongly Disagree/ Muy En Desacuerdo	0

3. Since my student came to Century, I have witnessed improvement in his/her attitude toward school.

3. Desde que mi hijo/hija llegó a Century, he sido testigo de una mejora en su actitud hacia la escuela.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	52 (54.2%)
Agree/ De Acuerdo	39 (40.6%)
Disagree/No Estoy Do Acuerdo	4
Strongly Disagree/ Muy En Desacuerdo	1

4. CHS provides many opportunities for me to become more involved in my student's high school experience.

4. Century ofrece muchas oportunidades para que participe más en la experiencia de la escuela secundaria de mi hijo/hija.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	71 (74%)
Agree/ De Acuerdo	25 (26%)
Disagree/No Estoy Do Acuerdo	0
Strongly Disagree/ Muy En Desacuerdo	0

5. Wellness Center is a place where I feel comfortable to come to.

5. El Centro de Padres (Parent Center) es un lugar en que me siento cómodo/a.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	56 (58.3%)
Agree/ De Acuerdo	40 (41.7%)
Disagree/No Estoy Do Acuerdo	0
Strongly Disagree/ Muy En Desacuerdo	0

6. I have participated in many school activities or events during the past school year.

6. He participado en muchas actividades escolares o eventos durante el año escolar pasado.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	43 (45.3%)
Agree/ De Acuerdo	40 (42.1%)
Disagree/No Estoy Do Acuerdo	9 (9.5%)
Strongly Disagree/ Muy En Desacuerdo	3

7. I know who to talk to for help and the staff member at CHS is responsive to my needs.

7. Sé con quién hablar en busca de ayuda y el miembro del personal de Century responde a mis necesidades.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	61 (64.2%)
Agree/ De Acuerdo	33 (34.7%)
Disagree/No Estoy Do Acuerdo	1
Strongly Disagree/ Muy En Desacuerdo	0

8. My student's counselor regularly communicates with me.

8. El consejero de mi hijo/hija se comunica regularmente conmigo.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	34 (35.4%)
Agree/ De Acuerdo	29 (30.2%)
Disagree/No Estoy Do Acuerdo	22 (22.9%)
Strongly Disagree/ Muy En Desacuerdo	11 (11.5%)

9. Admin and Outreach Consultant communicate with me.

9. La administración y extensión se comunica regularmente conmigo.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	48 (50.5%)
Agree/ De Acuerdo	39 (41.1%)
Disagree/No Estoy Do Acuerdo	7
Strongly Disagree/ Muy En Desacuerdo	1

10. My student's counselor knows my son/daughter well as a person.

10. Los consejeros personalmente conocen bien a mi hijo/hija.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	37 (38.5%)
Agree/ De Acuerdo	46 (47.9%)
Disagree/No Estoy Do Acuerdo	12 (12.5%)
Strongly Disagree/ Muy En Desacuerdo	1

11. My student's counselor knows my so/daughter as a student.

11. Los consejeros están familiarizados con el progreso académico de mi hijo/hija.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	49 (51.6%)
Agree/ De Acuerdo	36 (37.9%)
Disagree/No Estoy Do Acuerdo	10 (10.5%)
Strongly Disagree/ Muy En Desacuerdo	0

12. Century High School has clear, consistent rules for student behavior.

12. Century tiene reglas claras y consistentes para el comportamiento de los estudiantes.

	94 responses
Strongly Agree/ Totalmente De Acuerdo	60 (63.8%)
Agree/ De Acuerdo	31 (33%)
Disagree/No Estoy Do Acuerdo	3
Strongly Disagree/ Muy En Desacuerdo	0

13. I would recommend Century to other parents.

13. Recomendaría Century a otros padres.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	70 (73.7%)
Agree/ De Acuerdo	23 (24.2%)
Disagree/No Estoy Do Acuerdo	1
Strongly Disagree/ Muy En Desacuerdo	1

14. Teachers at CHS allow my student to demonstrate his/her knowledge and skills in a variety of ways.

14. Los maestros de Century permiten a mi hijo/hija demostrar sus conocimientos y habilidades en una variedad de formas.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	50 (52.1%)
Agree/ De Acuerdo	45 (46.9%)
Disagree/No Estoy Do Acuerdo	1
Strongly Disagree/ Muy En Desacuerdo	0

15. I am aware of CHS's programs like STEAM, AVID, HONORS, and AP.

15. Conozco programas académicos como AP, AVID, e-Business, y STEAM.

	93 responses
Strongly Agree/ Totalmente De Acuerdo	46 (49.5%)
Agree/ De Acuerdo	33 (35.5%)
Disagree/No Estoy Do Acuerdo	11 (11.8%)
Strongly Disagree/ Muy En Desacuerdo	3

16. I am aware of the CCSS, benchmarks and assignments my student needs to complete.

16. Conozco los estándares Common Core además de las tareas y los puntos de referencia que mi hijo/hija necesita completar.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	47 (49.5%)
Agree/ De Acuerdo	36 (37.9%)
Disagree/No Estoy Do Acuerdo	12 (12.6%)
Strongly Disagree/ Muy En Desacuerdo	0

17. I regularly access Aeries Portal for monitoring my student grade and attendance.

17. Accedo regularmente a Aeries Portal para verificar el rendimiento académico de mi hijo/hija.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	49 (51.6%)
Agree/ De Acuerdo	36 (37.9%)
Disagree/No Estoy Do Acuerdo	8 (8.4%)
Strongly Disagree/ Muy En Desacuerdo	2

18. I regularly log on SAUSD Parent Portal to get information.

18. Regularmente inicio sesión en SAUSD Parent Portal para obtener información sobre mi hijo/hija.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	38 (39.6%)
Agree/ De Acuerdo	40 (41.7%)
Disagree/No Estoy Do Acuerdo	14 (14.6%)
Strongly Disagree/ Muy En Desacuerdo	4

19. Teachers hold high expectations for my student.

19. Los maestros tienen altas expectativas para mi hijo/hija.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	47 (49.5%)
Agree/ De Acuerdo	44 (46.3%)
Disagree/No Estoy Do Acuerdo	4
Strongly Disagree/ Muy En Desacuerdo	0

20. My student enjoys Century.

20. Mi hijo / hija disfruta de su experiencia académica en Century.

	94 responses
Strongly Agree/ Totalmente De Acuerdo	59 (62.8%)
Agree/ De Acuerdo	34 (36.2%)
Disagree/No Estoy Do Acuerdo	1
Strongly Disagree/ Muy En Desacuerdo	0

21. My student feels academically challenged at Century.

21. Mi hijo / hija sobresale académicamente en Century.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	45 (46.9%)
Agree/ De Acuerdo	44(45.8%)
Disagree/No Estoy Do Acuerdo	7 (7.3%)
Strongly Disagree/ Muy En Desacuerdo	0

22. I am aware of college and career planning and programs at Century.

22. Conozco todos los programas universitarios y profesionales de Century.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	34 (35.8%)
Agree/ De Acuerdo	44 (46.3%)
Disagree/No Estoy Do Acuerdo	15 (15.8%)
Strongly Disagree/ Muy En Desacuerdo	2

23. My student has been given the opportunity to take courses that will prepare him/her for appropriate post-high school options.

23. A mi hijo/hija se le ha dado la oportunidad de tomar cursos que lo prepararán para la universidad, la carrera profesional y más.

	95 responses
Strongly Agree/ Totalmente De Acuerdo	54 (56.8%)
Agree/ De Acuerdo	33 (34.7%)
Disagree/No Estoy Do Acuerdo	7
Strongly Disagree/ Muy En Desacuerdo	1

24. CHS is preparing my student to make connection between school and real-world experiences.
24. Century está preparando a mi hijo/hija para hacer conexión entre la escuela y las experiencias del mundo real.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	54 (56.3%)
Agree/ De Acuerdo	39 (40.6%)
Disagree/No Estoy Do Acuerdo	3
Strongly Disagree/ Muy En Desacuerdo	0

25. CHS is preparing my student to become a critical thinker and to be a reflective and informed decision maker.
25. Century está preparando a mi hijo / hija para convertirse en un pensador crítico y ser un tomador de decisiones reflexivo e informado.

	96 responses
Strongly Agree/ Totalmente De Acuerdo	43 (44.8%)
Agree/ De Acuerdo	50 (52.1%)
Disagree/No Estoy Do Acuerdo	3
Strongly Disagree/ Muy En Desacuerdo	0

26. In a few words explain any suggestion you may have to help Century serve your students better.
26. Por favor, en algunas palabras explique cualquier sugerencia que usted pueda tener, para poder mejor ayudar a la escuela de Century servir a su estudiante. (24 responses)

me gustaria que mejoraran los lonches y las reglas de bestimenta
megustaria tener mas comunicasion con el consejero de mi hija
Todo bien
en que los maestros pongan mas attention en los estudiantes y accepten sus encuestas
Todo bien.
Creo que nosotros los Padres tenemos que ser patisipantes y dar la iniciativa a nuestros hijos para que Ellos puedan seguir nuestros pasos tambien.
Mas comunicasion con maestros y uno poder dar opinion a los maestros y estudiantes.

2019-2020 Century High Textbooks

Course(s)	Book Title(s)
AP Biology	*Principles of Life*
Geometry	*CPM Core Connections Geometry*
Spanish 1	*Expresate 1*
English 9	Grade 9 StudySync Reading & Writing Companion Unit 1 - 4
English 10	Grade 10 StudySync Reading & Writing Companion Unit 1 - 4
English 11	Grade 11 StudySync Reading & Writing Companion Unit 1 - 4
English 12	Grade 12 StudySync Reading & Writing Companion Unit 1 - 4
English 12 ERWC	Grade 12 ERWC Student Work Text
AP English Language	Bedford Reader OR 50 Essays: A Portable Anthology
AP English Literature	Perrine's Literature OR Literature: Reading Fiction, Poetry & Drama
Algebra 1 (A/E/H)	CPM Core Connections Algebra
Algebra 1H + Geometry (A/E/H)	CPM Core Connections Geometry
Geometry H + Algebra 2 (A/E/H)	CPM Core Connections Algebra 2
Algebra 2H	CPM Precalculus
College Algebra	Elementary And Intermediate Algebra Concepts and Applications
Probability & Statistics	Elementary Statistics Picturing the World
AP Statistics	CPM Statistics
Math Analysis	Precalculus: Graphical, Numerical, Algebraic
AP Calculus	Calculus: Graphical, Numerical, Algebraic
Biology	Biology
Chemistry	Chemistry
Earth Science	Earth Science
Physics	Conceptual Physics
AP Biology	Principles of Life
AP Chemistry	Chemistry: The Central Science 13th Edition
AP Environmental Science	Environmental Science: A Global Concern
AP Oceanography	Oceanography 8th ed.
AP Physics	College Physics
World History & Geography	Modern World History
US History	Americans: Reconstruction to the 21st Century
Economics	Economics: Principles in Action
Government	Magruders Government
Psychology	Understanding Psychology
Sociology	Sociology
AP World History	Voyages in World History

AP European History	Western Civilization Since 1300
AP US History	American History: Connecting with the Past
AP Psychology	Psychology AP 9th edition
AP Human Geography	Cultural Landscape 12th edition
French 1	Discovering French Bleu (1)
French 1	Discovering French Bleu (1) Workbook
French 2	Discovering French Blanc (2)
French 2	Discovering French Blanc (2) Workbook
French 3	Discovering French Rouge (3)
French 3	Discovering French Rouge (3) Workbook
AP French Literature	Themes
AP French Literature	AP French: Preparing for the Language and Culture Examination
Spanish 1	íExpresate! Level I
Spanish 1	íExpresate! Level I - Cuaderno de actividades
Spanish 1	íExpresate! Level I - Cuaderno de vocabulario y gramatica
Spanish 2	íExpresate! Level II
Spanish 2	íExpresate! Level II - Cuaderno de actividades
Spanish 2	íExpresate! Level II - Cuaderno de vocabulario y gramatica
Spanish 2W	íExpresate! Level II - Cuaderno para hispanohablantes
Spanish 3	íExpresate! Level III
Spanish 3	íExpresate! Level III - Cuaderno de actividades
Spanish 3	íExpresate! Level III - Cuaderno de vocabulario y gramatica
Spanish 3	íExpresate! Level III - cultura y literatura: Interactive Reader
Spanish LAC A	Nuevas Vistas Course I
Spanish LAC A	Nuevas Vistas Course I - cuaderno de practica
Spanish LAC B	Nuevas Vistas Course II
Spanish LAC B	Nuevas Vistas Course II - cuaderno de practica
AP Spanish Language	Temas AP
AP Spanish Language	AP Spanish Language and Culture Exam Preparation
AP Spanish Literature	Abriendo Puertas Ampliando Perspectivas
Drawing & Painting	Art Talk - Green OR Red