

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**

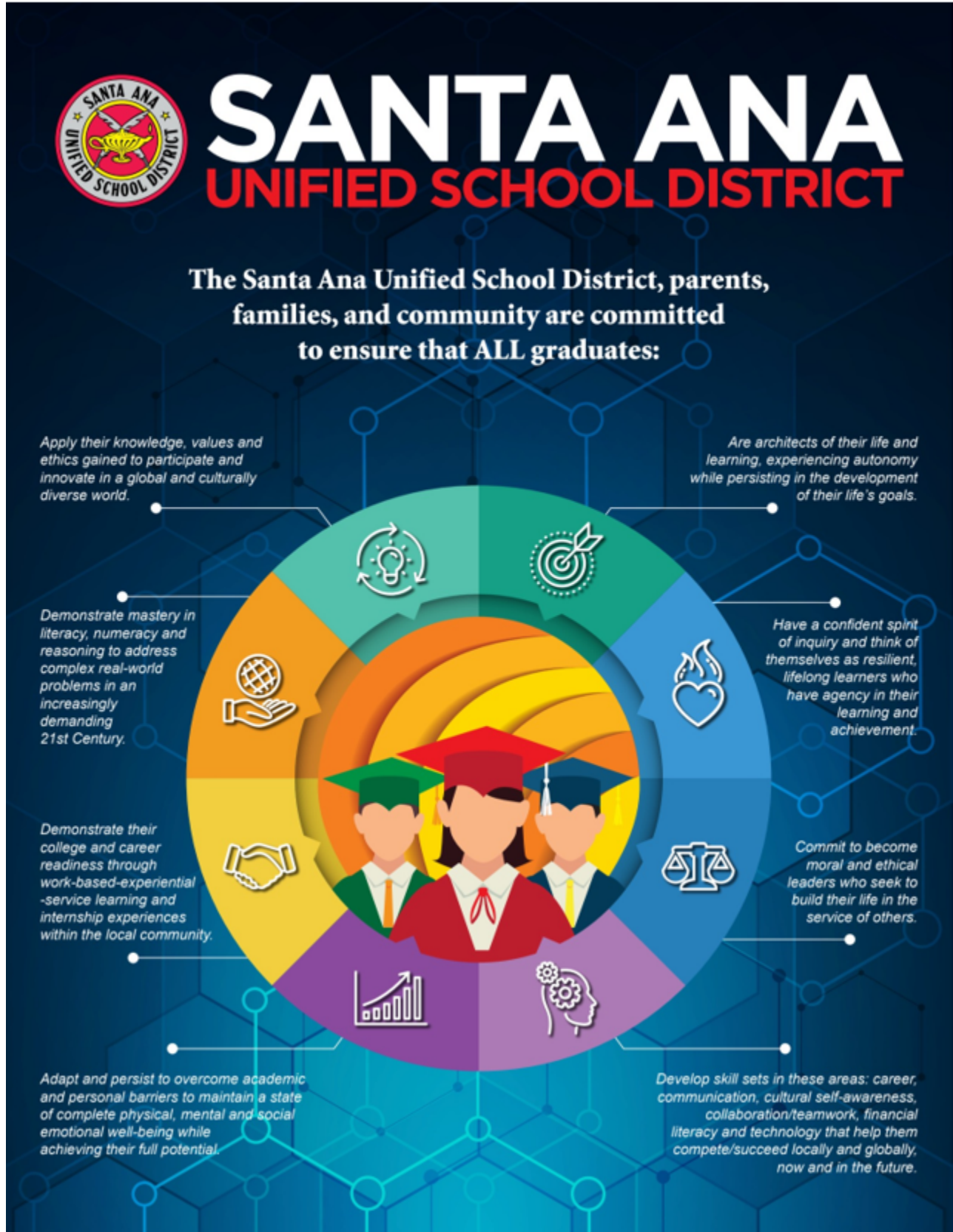


Century High

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

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



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

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

School Climate and Vision Goal:

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

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

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

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

Strategy/Activity 1

#1 Attendance and student engagement

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

(Tier-II) Century students at risk of becoming disengaged in school and showing poor attendance or negative behavior will be supported through our counseling referral system, COST, Project Kinship, and our Outreach consultant and appropriate interventions will be determined. We have hired two additional school counselors at ratio of 250 to 1 to better support the needs of our students. Small group counseling has been implemented such as Xinatchli, Anxiety and depression, anti-bullying, as well as mentorship, and tutoring groups that meet after school. Referrals are received from the teacher COST form. The school also has the Centurion club that offers enrichment opportunities for students that have a variety of interests outside of the school day. These groups include: Polynesian, E Sports Club, Leadership club, and tutoring on all subjects five days a week from after school-6:30pm.

(Tier III) Students demonstrating chronic absenteeism and are persistently disengaged will be put on a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and engagement. Chronic absenteeism is addressed via the Student Attendance Review Board process. Outreach Consultant

schedules and holds an individual SART (Student Attendance Review Team) conference with family to address the school's attendance concern and set in place an intervention plan. Families are connected with staff personnel/programs available at our school site to help students improve school attendance. If attendance continues to be a concern, families are required to attend a meeting with District Attorney and a SARB Hearing follows to ensure students' attendance improves. Families are connected with various community agencies in order to provide the support necessary to help students improve school attendance. Students with improved and/or perfect attendance are recognized at the end of each semester.

Budgeted Amount:

Strategy/Activity 2

#2 21st Century Learning and College and Career Readiness

(Tier 1) Century promotes 21st Century Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas, and to create lessons using the technology available. Counselors and support staff are trained to promote college and career readiness. Teachers are being trained in technology-based instructional strategies such as Google Docs, Google classroom/Canvas, Study Sync, and CPM (College Prep Math). In addition, all teachers are part of several Professional Learning Communities (course-alike and department) and meet regularly to improve instructional strategies based on student results on common assessments and benchmark results. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices support 21st-century learning. During registration, counselors meet individually with every student to review transcripts and enroll them in a-g courses. Students are offered and given the opportunity to enroll in honors, AP, and Dual-enrollment courses. During the school year, the Higher Ed Coordinator organizes a Junior and Senior Conference at separate times of the year, to inform all students of college requirements, options, financial aid, and career readiness. To begin the college going mentality early on there is fall and spring presentations that are presented to sophomores and freshman through their classes by the HEC coordinator and counseling staff. During the college application season, the Higher Ed coordinator and academic counselors provide "late nights"-set times during the evening to assist students in completing college and FAFSA/scholarship applications. The Higher Ed Center also assists students before, after school, and at lunch. The CHS counseling department is committed to supporting student needs and a creating a college-going culture. All of these efforts are also supported through Parent University. The counseling team also uses part of the 30 hour intervention time to inform parents of college expectations.

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

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

Budgeted Amount:

9,684

Strategy/Activity 3**#3 Student Social Emotional Wellness**

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

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

(Tier III) Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. Approximately 15% of extremely high-risk students utilize this program. The program staff meets with students on a weekly basis. Depending on the students need they are met with individually to follow up on challenges the student is experiencing at home or in the city, they receive mentorship, encouragement, and anger management; or the student is part of restorative circles that have 4 to 8 students participating, they cover topics such as challenges at home or in the community, family traditions, college, and self-esteem. Each student has an opportunity to talk using a talking piece that assists students in participating. Several academic and socio-emotional counselors were hired to help with one on one academic and socio-emotional needs of students. Title I funds will be used to hire support service personnel- Restorative Practice Intervention, Conexiones for drug prevention, and Violence Prevention Specialist to provide youth development, support, and leadership enhancement among Latino youth. Project Kinship has been incorporated into the discipline process and PBIS.

Budgeted Amount:82,000

Total Expenditures

91,684.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

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

School English Language Arts Goal:

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

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

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

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

Strategy/Activity 1

Tier 1

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

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

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

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

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

These strategies will be monitored through administrator walkthroughs and reinforced at staff meetings to ensure schoolwide practices support engagement. All students have equitable access to a high-quality curricular and instructional reading program that is accessible from school and home. Department-wide pacing charts and standards-aligned instructional materials will be used. Common Core reading comprehension and instructional strategies such as academic language building, Cornell note-taking, and Thinking Maps will be utilized school-wide.

Budgeted Amount:8,781

Strategy/Activity 2

Tier 2

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

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

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

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

Budgeted Amount:114,329.70

Strategy/Activity 3

Tier 3- Individualized students who are not making progress

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

Budgeted Amount:

Total Expenditures

123,110.70

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

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

School English Learner Progress Goal:

All Century High School English Learners will improve English proficiency by at least one level and reclassify within 5 years of entering the English Learner program by continuing to have access and receive high-quality core curricular instruction. In addition, English learners will continue to receive support that will foster language development and mastery of rigorous content standards in order to ensure access to college preparatory coursework and the fulfillment of a-g requirements.

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

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

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

Strategy/Activity 1

Tier I -All English Learner Students:

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum to help them acquire English Language proficiency. iLit/iLit ELL, an A-G approved curriculum will be used in English 1 and English 2 to close the achievement gap for English Learners, as well as prepare them for College and Career readiness. All English Learners are provided technological resources such as iPads carts and software to help increase language development in all classes. All students will have a Chromebook to use in class and at home. Bridge Elective Support classes in ELA/Math and tutorial support by various content area teachers and the Centurion Club (Engage 360) before school and after school are provided. Teachers will be trained on best practices to support and differentiate instruction for English Learners. Supplemental texts and software programs will be used to differentiate instruction and make the content accessible to all English Learners. Supplemental instructional materials may be purchased to support EL students in acquiring and incorporating academic English skills (reading, writing, listening, speaking) across all content areas and providing them access to the grade-level curriculum. Century has added an AVID Excel class to the master schedule to help our English Learners access content and acquire language proficiency faster. Also, a 30-hour intervention program is implemented across subject areas with selected teachers to help all English Learner students catch up with grades.

Budgeted Amount:

Strategy/Activity 2

Tier II ELD Program

English Learners identified at -risk of becoming long-term English Learners and show signs of academic struggles due to limited English Language Fluency will be placed in the Tier II ELD program. Newcomers, English learners who have recently arrived or have less than 5 years in the United States are placed in ELD A and ELD A support classes which utilize the iLit ELL curriculum. All Newcomers access the Core instructional program including classes in VAPA, physical education, and other elective courses. The Newcomer Teacher team uses an intensive curriculum and research-based English Language learning methodologies and strategies. The team collaborates bi-monthly to promote language and academic skills that provide the necessary basis for participation in comprehensive classrooms. The team meets regularly to discuss and care for

the socio-emotional needs of the students and takes a team approach in assisting students with available resources. Century continues to offer on the master schedule an ADV ELD to decrease the achievement gap and allow for more options for our English Learners, that have been in the United States for less than 5 years. The Advanced ELD class will implement 9th-grade StudySync with EL supports embedded in the curriculum and will be used as a gateway to English 10, 11, and English 12. Century teachers of English Learners implement progress monitoring growth assessments by analyzing ELPAC data to determine linguistic accommodations, which must be integrated during lesson planning and delivery of instruction in order to scaffold and make the school's priority goal of designing and implementing a rigorous and relevant instructional program inclusive of English Language Learners including LTELs. Also, student progress on DWA, MAP, as well as core/supplemental embedded assessments, will be monitored by each ELA/ELD teacher as part of regular data chats. RFEP students will continue to be monitored and receive services to ensure college readiness. Professional development, planning time, and time for data chats are provided for teachers. As part of the CA Schools Dashboard Support, Century will hire Instructional Providers called CHS Mentors to conduct one on one mentoring meetings with 9-10th grade English Learners on a bi-weekly basis. Each Mentor will have a caseload of approximately 25 students and will meet individually to discuss grades, test scores, set goals, and teach them study skills as well as a tutor during class time. Century HS will use funds to increase the Mentor program and also use funds to provide professional development and planning time for teachers to learn new methodologies, look over data and collaborate. ELD & EL Program provides reading, writing, and math intervention before/after school program for selected ELD & EL students

Provide interventions for students with Ds & Fs such as parent/teacher/counselor conferences, small groups, 1 on 1 counseling sessions, CHS Tutors/Mentors program.

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

Budgeted Amount:

101,073.24

Strategy/Activity 3

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

English Learners identified as at-risk of becoming long-term English learners and showing signs of academic struggles due to limited English Language fluency will be placed in the Tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success. For example, EL students will meet one on one with the academic counselor, ELD Coordinator, Title III resource teacher or and /or tutor/mentor.

Support staff reviews and revises the student's academic plan, graduation and college requirements, grades. Parents are notified of any changes and are given strategies to support their children. Parents are given the opportunity to learn how to access the student and parent Aeries portal system. This meeting is followed up with consistent monitoring throughout the school year by one of the following: counselor, ELD Coordinator, Title III resource teacher, or and /or tutor/mentor using bi-weekly check-in/check out. Communication with critical stakeholders, organization, and tutoring are critical. Century has hired additional school counselors at a ratio of 250 to 1. Counselors provide interventions for students with Ds & Fs such as parent/teacher/counselor conferences, small groups, and 1 on 1 counseling sessions to help with this endeavor. AN EL speaking group has been created to support student's practice of the language in collaboration with SAC. Students meet and practice speaking in English every 2 months.

Budgeted Amount:

Total Expenditures

101,073.24

Goal 4 - Math**LCAP Goal and SAUSD Board Priority Alignment**

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

School Math Goal:

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

- 9th-11th grade students who use MasteryConnect regularly will demonstrate a 50% growth in standards “proficiency” from November 2022 through April 2023 as indicated by MasteryConnect data.
- Students who work with IABs at least three times this school year will show 10% growth in “Above Standard” classification as indicated by IAB data.
- The percentage of 11th-grade students who meet/exceed grade level standards in Mathematics on the SBAC will increase 5% from 2022 to 2023.
- Percentage of students who meet/exceed their projected growth from the fall to spring MAP math test will increase by at least 5% from 2021-2022 figures (50.1% last year).
- 60% of Algebra 1, Geometry and Algebra 2 teachers will utilize two or more of the following learner-centered instructional strategies on a daily basis: collaborative groups, group roles, peer-to-peer support, peer teaching.

Strategy/Activity 1

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

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

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

Budgeted Amount:

Strategy/Activity 2

Century High School will utilize MasteryConnect, a paid program within Canvas that allows teachers to create and administer technology-enhanced online assessments and track student mastery of course standard. This data will provide teachers with visibility on areas of strength and need for each student. Dashboard Instructional coach will oversee rollout and implementation of MasteryConnect which will include the following action steps:

- Facilitate training on MasteryConnect to all math teachers.
- Facilitate workshops for teachers to collaboratively write standards-aligned common assessments.
- Run data reports and train teachers on accessing MC data.
- Ongoing teacher support in using MC.

Budgeted Amount:

7,642.50

Strategy/Activity 3

Century High School math teachers will utilize Smarter Balanced Interim Assessment Blocks (IABs) with 11th grade students. IABs are computer-based tests administered within the CAASPP system that use the exact same format as the SBAC. IABs are essentially mini-SBACs, each focused on a smaller set of standards in order to provide students practice on SBAC-like problems that they can complete and review in a relatively short period of time. Teachers will use IAB data to identify student strengths and needs in order to inform their instruction.

Dashboard Instructional Coach will coordinate IAB administration to 11th grade students in Math and English classes with the following action steps:

- Set up teacher CAASPP IAB accounts and student groups.
- Develop training materials on administering IABs.
- Train 11th grade ELA and Math teachers on administering IABs.
- Run data reports and train teachers on accessing IAB data.
- Ongoing teacher support in using IABs

Budgeted Amount:

Total Expenditures

7,642.50

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

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

School Content Area Goal:

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

Engineering, Arts, Mathematics, career investigation, and preparation.

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

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

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

Strategy/Activity 1

Tier I-Core Content Program- All Students

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

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

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

Science teachers at Century follow and use state-approved texts, and as appropriate, supplemental reading selections to support mastery of the CA NGSS (Next Generation Science Standards). Science teachers review pertinent student achievement data to inform instruction as part of the monthly collaboration process. Science teachers have agreed to improve formal

writing skills through the completion of lab reports as well as various writing assignments. In addition, science teachers will promote academic conversations through the use of interactive lectures, lab groups, research papers, and general classroom discussions. Some science teachers participate in professional development to learn new strategies in technology, literacy, and differentiation, classroom management provided by the District office, national science conferences, and at Century HS. The science department will assist in planning and advising professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. Science teachers collaborate formally at monthly meetings and duty days as scheduled, as well as informally throughout the school year. Supplemental materials for hands-on experiments and labs are purchased for student engagement and for equity of materials for all

Budgeted Amount:

82,418.62

Strategy/Activity 2

Tier II-Interventions for students not making adequate progress

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

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

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

Budgeted Amount:

Strategy/Activity 3

Tier III-Individual students who are not making progress.

The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the COST and/or SST team process. Collaborative meetings will be held between teachers, parents, students, counselors, support staff, and administration to plan steps to improve academic outcomes in all subject areas and monitor student progress. The COST process is put in place to review individual student needs and is provided with one or more of the following services: SST, Student monitoring, 504 Plan, referral for academic testing, IEP, referral for additional counseling/therapy services. Students with Socio-emotional needs will be brought to counselors in the process where needed. Tutor/mentors will use a bi-weekly check-in/check-out process with Tier III students. The Transitional Partnership Program (TPP) links seniors with IEPs with the Department of Rehabilitation and prepares students for work and career/college preparation. Two additional school counselors at a ratio of 250 to 1 were hired to help reach more students in a timely matter.

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

Budgeted Amount:

Total Expenditures

82,418.62

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

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

School Parent Engagement Goal:

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

Strategy/Activity 1

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

Century High School will use the available technologies to maintain consistent communication with parents and families and our Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent engagement and communication will be maintained throughout the year. Parents are notified of special events (Back to School Night, Open House, Carnivals, and Parent Opportunities and Engagement Programs) through a variety of means: weekly parent phone calls through Parent Square, monthly parent meetings, teacher contacts, letters, school marquee, email/text messages. Classroom teachers and counselors are expected to communicate on a regular basis with parents. A Wellness Center will be maintained by the Community and Family Outreach Liaison to ensure that parents have a place where they have access to technology, education courses, and host meetings. Implementation of this comprehensive parent and community Wellness center will provide access and training for parents and community members to receive information and support focused on meeting identified student needs. Computers and software will be provided for parent use in the Wellness Center. Century holds regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in the child's accomplishments. We continue to support seasonal festivals, drama performances, music performances, sports activities, and award ceremonies. Along with our teachers, our Family and Community Liaison provides parenting/ family and school support for the well-being of students through parent-identified classes, As well as events for parents based on a survey of interest and need, including College and Career, planned workshops. Century will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their student's accomplishments and celebrate parent and community investment. The Wellness Center will continue to work with the Parent Leadership team to welcome new parent advocates.

Budgeted Amount:

10,015

Strategy/Activity 2

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

Century High School provides parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Century High School ensures access for low-income families to the core instructional program by increasing math and reading interventions programs, expanding credit recovery options, building the Advancement via Individual Determination (AVID) program, continue to evaluate student

needs through team evaluations, including but not limited to COST(coordinated services team) and 504 plans with parents involved in the decisions for their students not making adequate progress.

Based on parent feedback through surveys, parent meetings, and committee suggestions invite community agencies/organizations and District-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Century provides opportunities and encourages parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the volunteer parent groups and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide for childcare as needed. Encourage parent involvement and leadership in the parent group-Padres Lideres.

Budgeted Amount:

Strategy/Activity 3

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

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

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

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

Budgeted Amount:

Total Expenditures

10,015.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	91,684.00
Goal Area 2, English Language Arts	123,110.70
Goal Area 3, English Learner Progress	101,073.24
Goal Area 4, Math	7,642.50
Goal Area 5, Content Area Goal	82,418.62
Goal Area 6, Parent Engagement	10,015.00
Total Funds Budgeted	415,944.06