School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

2. Purpose and Description

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

Schoolwide Program

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

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

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

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

towards accomplishing the goals

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

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

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4. Comprehensive Needs Assessment Components

1. Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

2. Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
83% of parents/guardians reported that their student(s) seem eager to attend school each day.
85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
86% of parents/guardians reported that their student's school was physically safe.
92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
93% of parents/guardians reported that teachers and staff treat them respectfully.
98% of elementary students reported they feel their teachers care about them.
93% of elementary students reported that their school is inclusive.
90% of middle and high school students reported feeling their teachers care about them.
89% of middle and high school students reported that their counselors care about them.
79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
91% of staff reported that working for CVUSD is a positive experience.
87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
92% of school site staff reported that students feel at school.
83% of school site staff reported that students are engaged and motivated.
95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

SITE specific Survey Data

3. Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements

conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

At Century Academy, the Instructional Leadership Team (ILT) observes each teacher in their department once per semester and provides feedback. ILT members are trained on the process and purpose of instructional rounds by administration annually. Each year, two focus CSTPs are selected as a campus-wide focus aligning with district priorities. Observation cycles consist of informal observation and note taking followed by sharing of notes, feedback, opportunity for reflection and coaching. ILT members follow a similar cycle of observation and debrief with site administration and TOSA (teacher on special assignment) providing feedback and coaching.

4. Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

1. Standards, Assessment, and Accountability

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

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

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

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

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

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

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

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

2. Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

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

At Century Academy, professional development and collaboration is scheduled twice monthly. Professional development focuses on building teacher knowledge of pedagogy and developing practice to implement in the classroom setting. Collaboration focuses on school culture and tiered intervention for students facing challenged with academics or social-emotional health. The administration and counseling team (ADCO) meet weekly to debrief on collaboration notes and analyze student progress with intervention. This team monitors student progress and schedules increasing or decreasing levels of support as appropriate for each student's case.

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

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

Century Academy plans to focus on specific strategies to promote social-emotional health in the 2023-2024 school year. Specifically, survey data and teachers report that ongoing social-emotional crises account for a large portion of student academic under-performance and chronic absenteeism. Professional development plans for the school year include building teacher skill set to provide tier 1 universal interventions as well as building familiarity and knowledge with processes and procedures in place to refer students to tier 2 and tier 3 levels of intervention available on campus and through district resources.

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

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

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

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

3. Teaching and Learning

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

For grades TK-5, CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

For grade 6-12, CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

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

Finally, high schools successfully piloted an optional elective Ethnic Studies course that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

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

For grades TK-5 CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

For grades 6-12 CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

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

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

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

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

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

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

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

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

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

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

4. Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

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

5. Parental Engagement

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

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

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

Fiscal support (EPC)

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

5. Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

They reviewed the school's progress in all goals
The SSC team made requests for data points to review academic progress during the 22-23 school year. On 03/09 the SSC team reviewed MAP NWEA data and the implications on goals set in the SPSA for the previous year. On 04/13 SSC members provided feedback on goal progress from the 22-23 SPSA plan and made recommendations for the 23/24plan. On 06/19 teachers met to discuss key areas of focus in the 22/23 SPSA plan and finalize areas of focus for the working 23/24 SPSA.

6. Resource Inequities

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

Century Academy conducted a needs analysis based on Dashboard data from the 21/22 and 22/23 school year and determined the following areas of resource inequities for Hispanic, SED, and SWD subgroups of students:

Chronic Absenteeism:
Resource inequity includes time/resource allocation for classified and certificated staff to confirm parent/guardian contact information, check on availability of adequate school supplies, confirm reliable transportation to campus, confirm reliable access to hardware technology and internet access to participate in independent learning.

Additionally, Century is focusing on building relationships with targeted families through personal phone calls, home visits, and immediate communication regarding changes in affect or behavior. This is paired with positive messaging to stress the importance of regular and on-time attendance and daily participation in academics and executive function planning such as organizing and prioritizing academic tasks.

ELA & Math performance:
Resource inequity includes time/resource allocation for certificated staff to verify that integrated ELD practices are taking place school wide with fidelity, ensure that content is aligned with grade-level outcomes with utilizing the ELD standards, scheduling and providing access to grade-level peers/models and exemplars, and providing opportunities throughout the year to familiarize students with ELPAC released test questions.
For ELA and Math performance, there will be a targeted focus on participation rate in both benchmark assessments and CAASPP to ensure immediate and precise adjustments to interventions throughout the academic year. Feedback will include goal setting with students to focus on improvement of specific targeted skill sets.

7. School and Student Performance Data

1. Student Enrollment

1. Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.91%	0%	1	4	0
African American	1.5%	3.42%	3.08%	4	15	8
Asian	6.2%	6.83%	4.23%	16	30	11
Filipino	1.2%	1.37%	0.77%	3	6	2
Hispanic/Latino	21.5%	23.01%	27.31%	56	101	71
Pacific Islander	%	0.91%	0.77%		4	2
White	60.8%	57.40%	58.85%	158	252	153
Multiple/No Response	8.5%	6.15%	5%	22	27	13
			Total Enrollment	260	439	260

Student Enrollment

2. Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		28	10
Grade 1		21	5
Grade 2		31	8
Grade3		22	6
Grade 4		34	3
Grade 5		35	11
Grade 6	13	22	12
Grade 7	30	23	15
Grade 8	23	27	18
Grade 9	24	22	25
Grade 10	41	34	20
Grade 11	42	56	33
Grade 12	87	84	94
Total Enrollment	260	439	260

Conclusions based on this data:

1. While enrollment has increased over the previous two years, the ratio of subgroups represented has remained largely unchanged.

2. Families of middle school students are showing increased interest in blended learning. Lack of opportunity for Honors cohorts due to increased virtual sections has lead to a decrease in enrollment for grades 6-8.

School and Student Performance Data

Student Enrollment

3. English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	3	23	6	1.2%	5.2%	2.3%
Fluent English Proficient (FEP)	29	51	37	11.2%	11.6%	14.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12	6		7	4		7	4		58.3	
Grade 4		30	3		13	7		13	7		43.3	66.7
Grade 5		25	11		7	9		7	9		28.0	
Grade 6	15	24	12	0	7	11	0	7	11	0.0	29.2	81.8
Grade 7	26	25	15	0	6	11	0	6	11	0.0	24.0	91.7
Grade 8	22	40	18	0	14	17	0	14	17	0.0	35.0	73.3
Grade 11	39	74	33	8	21	35	8	21	35	20.5	28.4	94.4
All Grades	102	230	98	8	75	94	8	75	94	7.8	32.6	95.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	2459.		*	75.0		*	0.0		*	0.0		*	25.0
Grade 4		2486.	2496.		38.46	42.9		15.38	14.3		23.08	14.3		23.08	28.6
Grade 5		*	2520.		*	44.4		*	22.2		*	0.0		*	33.3
Grade 6		*	2594.		*	54.5		*	18.2		*	18.2		*	9.1
Grade 7		*	2585.		*	18.2		*	45.5		*	27.3		*	9.1
Grade 8		2592.	2546.		28.57	11.8		35.71	41.2		14.29	17.6		21.43	29.4
Grade 11	*	2592.	2586.	*	19.05	14.3	*	52.38	40.0	*	19.05	28.6	*	9.52	17.1
All Grades	N/A	N/A	N/A	*	30.67	26.6	*	41.33	33.0	*	16.00	20.2	*	12.00	20.2

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	25.33		*	64.00		*	10.67	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	20.27		*	66.22		*	13.51	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	26.67		*	69.33		*	4.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	30.67		*	60.00		*	9.33	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12	6		7	4		7	4		58.3	66.7
Grade 4		30	3		13	7		13	7		43.3	
Grade 5		25	11		7	9		7	9		28.0	81.8
Grade 6	15	24	12	0	7	11	0	7	11	0.0	29.2	91.7
Grade 7	26	26	15	0	6	11	0	6	11	0.0	23.1	93.3
Grade 8	22	42	18	0	11	17	0	11	17	0.0	26.2	94.4
Grade 11	39	74	34	8	15	34	8	15	34	20.5	20.3	100.0
All Grades	102	233	99	8	66	93	8	66	93	7.8	28.3	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	2471.		*	25.0		*	25.0		*	50.0		*	0.0
Grade 4		2461.	2470.		15.38	0.0		15.38	57.1		38.46	28.6		30.77	14.3
Grade 5		*	2481.		*	11.1		*	33.3		*	22.2		*	33.3
Grade 6		*	2576.		*	45.5		*	18.2		*	27.3		*	9.1
Grade 7		*	2545.		*	9.1		*	36.4		*	36.4		*	18.2
Grade 8		2554.	2555.		9.09	41.2		18.18	0.0		45.45	11.8		27.27	47.1
Grade 11	*	2524.	2585.	*	6.67	11.8	*	20.00	23.5	*	20.00	17.6	*	53.33	47.1
All Grades	N/A	N/A	N/A	*	25.76	20.4	*	18.18	23.7	*	27.27	22.6	*	28.79	33.3

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	21.54		*	58.46		*	20.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	22.73		*	54.55		*	22.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	24.24		*	50.00		*	25.76	

Conclusions based on this data:

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

School and Student Performance Data

2. ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
All Grades										*	17	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	2
2		*	*		*	*		*	*		*	*		*	1
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	23.53	33.3	*	64.71	50.0	*	11.76	1.67	*	0.00	0.0	*	17	6

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	47.06		*	41.18		*	11.76		*	0.00		*	17	6

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	5.88		*	52.94		*	35.29		*	5.88		*	17	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
All Grades	*	29.41		*	64.71		*	5.88		*	17	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
All Grades	*	58.82		*	41.18		*	0.00		*	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
All Grades	*	17.65		*	76.47		*	5.88		*	17	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	94.12		*	5.88		*	17	

Conclusions based on this data:

1.

School and Student Performance Data

3. Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**24.6**	**5.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Century Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	5.2
Foster Youth		
Homeless	6	1.4
Socioeconomically Disadvantaged	108	24.6
Students with Disabilities	71	16.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.4
American Indian	4	0.9
Asian	30	6.8
Filipino	6	1.4
Hispanic	101	23.0
Two or More Races	27	6.2
Pacific Islander	4	0.9
White	252	57.4

Conclusions based on this data:

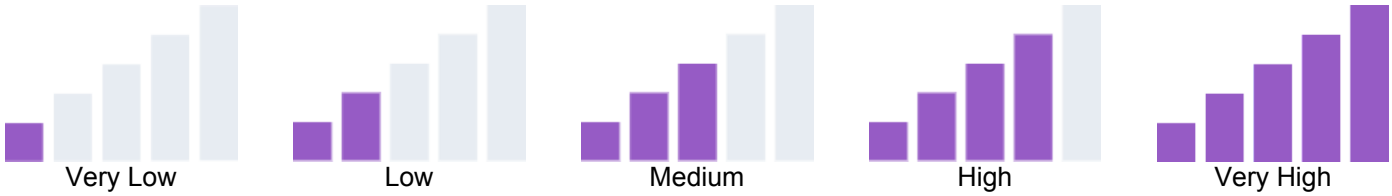
1. Students with disabilities represent 8.1% of our student population in grade 6-12.
2. Students identifying as Hispanic make up the largest subgroup outside of the majority of students identifying as White.

School and Student Performance Data

4. Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Medium	**Suspension Rate** Very Low
Mathematics Very Low	**Chronic Absenteeism** Very High	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

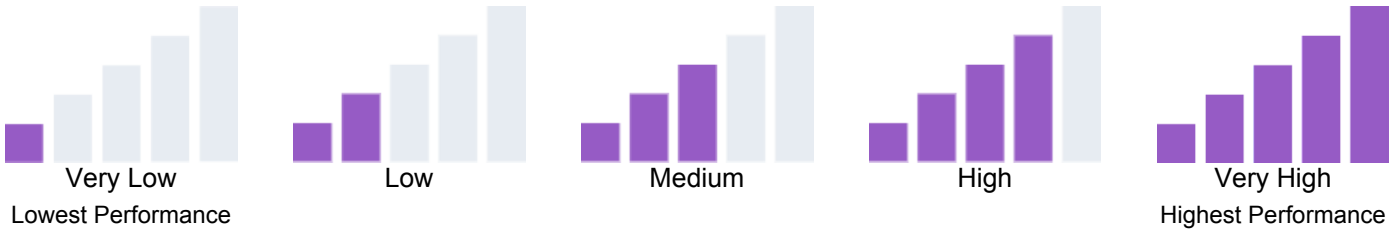
1. Limited data is available through the dashboard for Century Academy. The suspension rate has remained low as a result of two commitments: restorative practices and building relationships with trusted adults on campus.

School and Student Performance Data

5. Academic Performance
1. English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

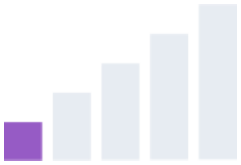
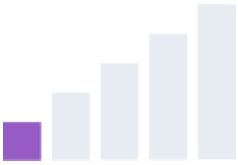
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
180.4 points below standard	157.2 points below standard	0 Students
204 Students	13 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
3 Students	200.6 points below standard	210.0 points below standard
	54 Students	29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 2 Students	No Performance Level 10 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 212.2 points below standard 46 Students	No Performance Level 10 Students	No Performance Level 3 Students	 Very Low 176.8 points below standard 124 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	5 Students	186.3 points below standard 179 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
2. Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

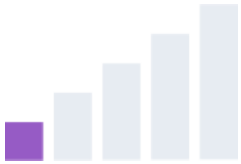
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Very Low

185.4 points below standard

208 Students

English Learners

No Performance Level

169.4 points below standard

14 Students

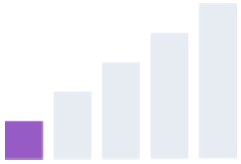
Foster Youth

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged

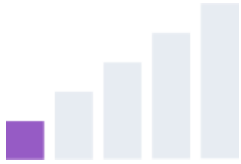


Very Low

214.8 points below standard

56 Students

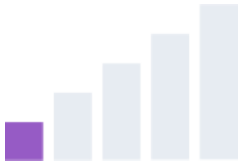
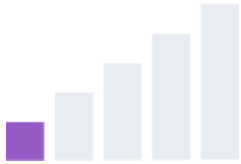
Students with Disabilities



Very Low

219.8 points below standard

30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 2 Students	 No Performance Level 10 Students	 No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 212.0 points below standard 47 Students	 No Performance Level 167.0 points below standard 11 Students	 No Performance Level 3 Students	 Very Low 181.2 points below standard 126 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	5 Students	186.1 points below standard 181 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
3. English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

57.1 making progress towards English language proficiency

Number of EL Students: 14 Students

Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4%	21.4%	14.3%	42.9%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
4. College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

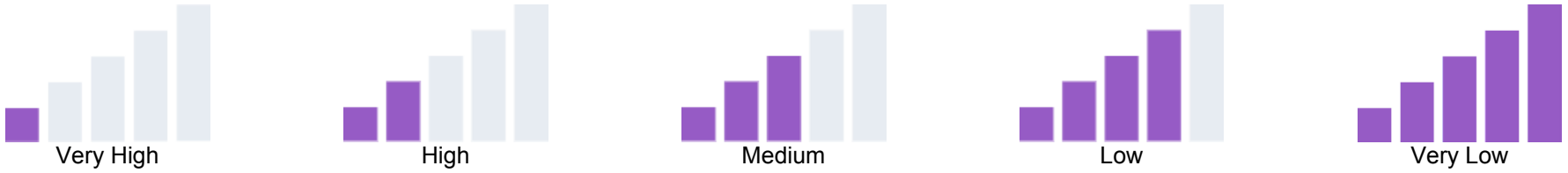
1. Due to the small number of students representing subgroups, data is not available to differentiate performance apart from the general population.

School and Student Performance Data

6. Academic Engagement
1. Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



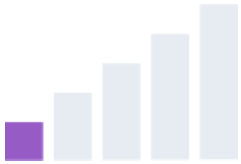
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Very High

21.4% Chronically Absent

294 Students

English Learners

No Performance Level

32% Chronically Absent

25 Students

Foster Youth

No Performance Level

Less than 11 Students

1 Student

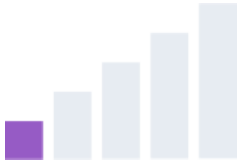
Homeless

No Performance Level

Less than 11 Students

6 Students

Socioeconomically Disadvantaged

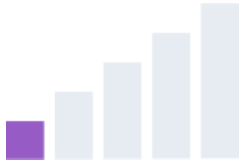


Very High

44.3% Chronically Absent

79 Students

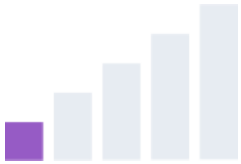
Students with Disabilities



Very High

32.4% Chronically Absent

37 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	9.1% Chronically Absent	Less than 11 Students
9 Students	1 Student	22 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	High
28.4% Chronically Absent	19% Chronically Absent	Less than 11 Students	19.4% Chronically Absent
67 Students	21 Students	4 Students	165 Students

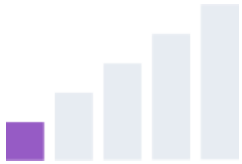
Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
2. Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

Medium

89.9% graduated

69 Students

English Learners

No Performance Level

Less than 11 Students

2 Students

Foster Youth

Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

No Performance Level

88% graduated

25 Students

Students with Disabilities

No Performance Level

72.7% graduated

11 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
2 Students	2 Students	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		Very High
80% graduated	Less than 11 Students		95.3% graduated
20 Students	1 Student		43 Students

Conclusions based on this data:

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

School and Student Performance Data

7. Conditions & Climate
1. Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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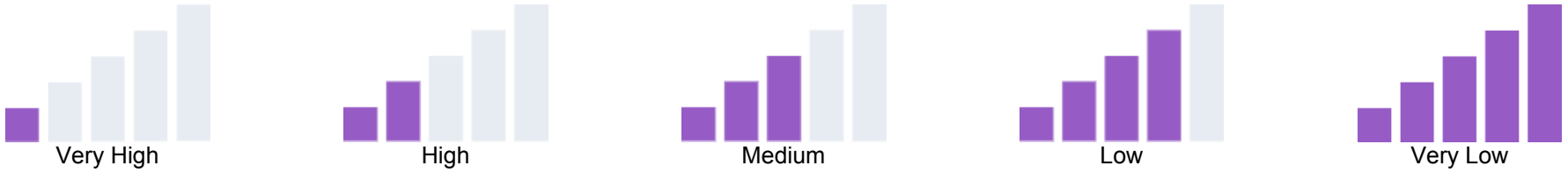


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.3% suspended at least one day

627 Students

English Learners

Very Low

0% suspended at least one day

32 Students

Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

No Performance Level

Less than 11 Students

9 Students

Socioeconomically Disadvantaged

Very Low

0% suspended at least one day

158 Students

Students with Disabilities

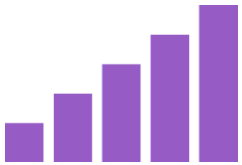
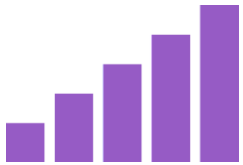
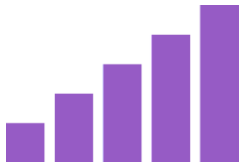
Very Low

0.9% suspended at least one day

109 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
5.6% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
18 Students	4 Students	35 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Very Low	No Performance Level	Very Low
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
160 Students	35 Students	4 Students	364 Students

Conclusions based on this data:

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

8. Goals, Strategies, & Proposed Expenditures

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

1. Goal Subject

Narrow the Achievement Gap

2. LEA/LCAP Goal

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

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2. Goal 1

1A. By Spring 2024, raise the percentage of students achieving a C or better in all courses.
1B. By Spring 2024, raise the percentage of students meeting or exceeding the standard in ELA and Mathematics on MAP-NWEA scores.

1. Identified Need

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

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

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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of semester grades for core classes. Q1 and Q3 NWEA-MAP scores	Percent of Student Meeting or Exceeding the Standard in Math: 75.1% Percent of Students Meeting or Exceeding the Standard in English: 77% Percent of students achieving a C or better in all classes:91.6%	Expected Percent of Students Meeting or Exceeding the Standard in Math: 80% Expected Percent of Students Meeting or Exceeding the Standard in ELA: 82% Percent of students achieving a C or better in all core classes: 95%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Consistently identify students who are not meeting or exceeding grade level expectations	Quarter 1 (2023) Quarter 2 (2023) Quarter 3 (2024)	Principal Assistant Principal Counselor Teachers	Distribute and discuss MAP ELA and Math data Analyze D/F/I data for all students as well as target groups identified in ATSI (HIS,SED, SWD) Review rate of intervention needed for executive function (organizing and prioritizing). Collect data on improved students to identify factors in improvement Examine student annual academic growth for all students as well as target groups identified in ATSI (HIS, SED, SWD)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Monitor attendance for weekly tutoring sessions Collect anecdotal data on tutoring and student experience Review SST recommendation notes from grade-span monthly breakout sessions with teachers			
2. Expand and advertise tutoring available through the school site	September 2023-May 2024	Assistant Principal Counselor Teachers	Advertise tutoring as weekly event via print and online communications Create a formal tutor-training program with designated meeting times Visit tutoring centers of elementary, middle and high school in the district. Monitor attendance for advertised tutoring times Track expenses and effectiveness of tutor training program Analyze student grades prior to attending and post 8 weeks engaging with a tutor to measure effectiveness.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	0010 0090	300.00 256.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Maximize the effects of current programs for groups identified through MAP and grade data.	October 2023-May 2024	Teachers Administration	Support class scheduling process to ensure students are starting the grading period in a least restrictive environment. Refine SST (student success team) process to identify interventions for struggling students as identified by NWEA and grade report data. Increase outreach to parents by maximizing use of existing resources such as live and recorded workshops, success seminars, and advisory meetings Audit core class enrollment at the start of the term and student performance at the quarter Monitor number of students needing 504 and/or SPED referrals from the SST process Track number of families utilizing recommended intervention resources Provide progress updates to case manager of SWDs to include in quarterly goal updates.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Conduct coaching session for SWD case manager Provide progress updates to ADCO (administrator and counseling) and ILT (instructional leadership team) regarding progress of target groups identified by ATSI (HIS, SED, SWD)			
4. Increase the number of targeted school sponsored activities for GATE students.	September 2023-May 2024	Teachers Administration	Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students	1000-1999: Certificated Personnel Salaries	Other	1500.00
			Plan for GATE students to set individual learning goals with a case manager Monitor GATE student standardized testing twice yearly to ensure continued academic growth and adjust acceleration or intervention options accordingly.			
			Develop supplemental reading list targeting books which are: high interest, high lexile, and age appropriate.	4000-4999: Books And Supplies	0010	560.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Host parent training sessions on selecting appropriate reading materials for their GATE student	1000-1999: Certificated Personnel Salaries	0TRM	500.00
			Publish semester enrichment calendar and facilitate family participation through online reservation portal	4000-4999: Books And Supplies	0010	500.00
			Publish summer enrichment calendar and facilitate family participation through online reservation portal.	4000-4999: Books And Supplies	0010	500.00
			Host twice-yearly parent workshops focused on annotation and processing of text within the instructional range.	4000-4999: Books And Supplies	0TRM	500.00
			Facilitate team meetings for GATE students who are also a SWD including the advisor, case manager, parents, and administration to plan for access to accelerated curriculum, instruction, and enrichment calendar.			
			Conduct GATE coordinator quarterly coaching session.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Evaluate and revise support course offerings and interventions. Improve or end unsuccessful programs: use effective programs as models	August 2023, January 2024, May 2024	Administration Teachers	Compile and evaluate grade and MAP data for students in support classes (Oasis, tutoring, SAI) Compile and evaluate grade and MAP data for students in the SST and/or 504 plan process. Use compiled data to evaluate effectiveness of each item in T1-T3 interventions. Monitor support course enrollment and plan for changes in section size Schedule collaboration time on a twice-monthly basis to plan out and execute accommodations and differentiation strategies for SWD and ELs in support courses.	1000-1999: Certificated Personnel Salaries	0TRM	1500.00
6. Provide professional development for teachers and counseling	August 2023-June 2024	Administration Teachers Counseling	Provide a structure for faculty peer observation and debrief and facilitate the sharing of best practices via observation weeks, peer coaching, review during faculty meetings	4000-4999: Books And Supplies	0010	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Research best methods for executive function instruction and provide findings to staff			
			Continue training for teachers in district technology platforms	4000-4999: Books And Supplies	0TRM	2000.00
			Continue PLC model with focus on Universal Design in the online setting			
			Survey faculty on PD value and usefulness in immediate application			
			Survey teacher learning needs after PD sessions			
7. Provide a range of interventions for students identified in sub-goal 1.	September 2023-May 2024	Administration Teachers	Based on data from Goal 5, revise the 3 Tiers of intervention to eliminate unsuccessful programs and precisely partner every identified student with intervention needed			
			Research and compile proven intervention strategies; replace items deleted from Tiers 1-3 with proven effective strategies			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Explore modifying on-ground course offerings to ensure students are successful in academic core classes	4000-4999: Books And Supplies	4EEF	600.00
			Develop a tracking mechanism to evaluate progress of all students receiving T2 and T3 intervention and their progress.			
			Conduct case conference with case managers of SWDs and ELs on a quarterly basis			
			Publicly celebrate students showing improvement in academic or executive function skills	4000-4999: Books And Supplies	0010	1000.00
			Monitor students for enrollment in newly proposed interventions if their previously assigned program has been phased out			
			Review enrollment in on-ground classes once course requests are submitted			
			Monitor amount of time a student is engaged in T2 or T3 supports. Analyze data in quarterly data dives.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Provide additional built-in time for staff to create, review, and revise targeted interventions	August 2023-June 2024	Administration Teachers	Develop systems for accountability of department working teams through clear objectives and result monitoring Collaborate on schedule to include PD time into the weekly meeting schedule. Review department meeting dates, agendas, and deliverables with admin and department chair team Monitor alignments between PD and department chair meeting sessions			
9. Expand course offerings to better meet students' interests and needs	September 2023-May 2024	Administration Teachers	Review student grade data annually to review program effectiveness Survey students annually to shape course offerings for the next academic year Increase career technical education (CTE) course offerings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Review number of core, intervention, and elective courses offered to students annually Summarize and report student survey results to stakeholder groups			
10. Targeted services for SWDs	August 2023-June 2024	Administration SPED case manager Advisors	Master schedule will be created with all SAI support minutes occurring outside of scheduled classes to ensure all SWDs have access to general education classes for 100% of the school day. Administration and case manager will conduct data audits twice per semester on MAP ELA and Math scores. Based on S2 data dives, SPED department will host monthly support workshops for parents of students scoring more than 1 deviation below the target to improve comprehension and fluency and ensure access to general education courses and materials.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			SPED case managers will work with advisors of SWDs weekly to modify instruction, assignments, and assessments per IEP Administration will meet with SPED case manager weekly to monitor academic progress of SWDs. Administration will meet with school counselor weekly to coordinate peer tutoring for SWDs struggling to meet academic standards. All SWD scheduled in 100% general education classes, with SAI supplemental minutes as dictated in the IEP (LRE)			
11. Targeted services for ELs	August 2023-June 2024	Administration Advisor Counselor	Administration and counselor will conduct data audits twice per semester on MAP ELA and Math scores to analyze current performance and growth over time. Administration will meet with advisor of EL students to plan accomodations for assignments and assessments targeted at content knowledge.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Administration will meet with ELA department at the start of each semester to customize opportunities for language acquisition for each EL in courses. 1 staff meeting at the start of each semester will be allocated to review SDAIE strategies and implementation across courses. Administration and counseling meet with EL students, parents, and advisor twice yearly to review grades in courses, progress on NWEA-MAP testing, and review available resources. Administration will meet with school counselor weekly to coordinate peer tutoring for ELs struggling to meet academic standards. Collaborate with director of Multilingual learners and Equity Guide parents and students to use preferred language in curriculum (APEX)	4000-4999: Books And Supplies	0TRM	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Equitable access to curriculum and technology	August 2023-June 2024	Counseling Admin	Distribute chrome-books to all students enrolled at Century Academy			
			Schedule 0 period intervention for ELA	1000-1999: Certificated Personnel Salaries	0010	3500.00
			Schedule 0 period intervention for Math	1000-1999: Certificated Personnel Salaries	0010	3500.00
			Wellness counselor will schedule daily engagement to help with planning			
13.College and Career Readiness	August 2023-June 2024	Counseling Admin	Assist students in participation with dual enrollment with local community college			
			Counselors guide students to register for AP courses and participate in yearly AP exams			
			Administer PSAT on campus for all students yearly			
			Counselor will make library of videos for each grade level to guide course selection			
			Advisory reviews PSAT results with students			

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

Making intervention and instructional decisions based on data has allowed the teaching staff to create individual learning plans for students as well as adjust their instructional approach when group wide trends are present. Specifically, during data dives which occur every quarter, the team is focused on monitoring student improvement in addition to hitting grade level goals. While one set of interventions is appropriate to help students reach the set academic targets dictated by the Common Core Standards, the team has had a large rise in students becoming stagnant in their growth or showing learning loss. As a team, the Century staff have collaborated with the CVUSD to increase availability of social-emotional supports in addition to academic interventions.
This goal in the 2023-2024 SPSA includes additional action items targeting improvement in ELA and Mathematics performance for target groups required by ATSI (HIS, SED, SWD). These actions include data analysis of identified groups, intervention planning, and personalized intervention plans.

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

No major budget differences occurred in the 2022-2023 academic year. The 22/23 school year was the last year in which 100% remote online options were offered as the campus transitioned out of the pandemic model. Hence, funding allocations will focus on the blended learning model as it did prior to Covid-19 pandemic changes.

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

This goal has been reviewed to consider impact of action items as related to decreasing the learning loss from the school closures and remote learning caused by the Covid-19 pandemic. Specific interventions for learning loss are a focus of Goal 5 which has been revised for the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Internal Focus

4. LEA/LCAP Goal

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

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3. Goal 2

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

Specific focus for ELA and Mathematics performance include three subgroups as identified by ATSI: Hispanic students, SED, and SWD.

1. Identified Need

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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F/ I rate in core courses	8.4% of grades in core courses were assigned a "D", "F" or "I" by the end of semester 2 in the 2022-2023 school year	5% of grades in core courses will be assigned a "D" , "F" or "I" by the end of semester 2 in the 2023-2024 school year

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Recruit and retain effective teachers with a focus on a background in universal access and literacy.	September 2023-June 2024	CVUSD Principal Assistant Principal Teachers	Deliver recruitment presentations to local teacher credentialing programs in spring of each academic year Host writing analysis workshops with local credentialing programs comparing anchor writing samples to subgroup samples. (yearly) Complete writing analysis workshop with faculty comparing anchor writing samples to subgroup samples. Refine interview and screening process to target applicants with literacy background, understanding of rigor, and universal access for subgroups of students identified by ATSI including HIS,SED and SWD.	4000-4999: Books And Supplies	0TRM	250.00
2. Teachers will attend professional development workshops once monthly focused on developing universal access to online content.	September 2023-May 2024	CVUSD Principal Assistant Principal Teachers	Utilize Monday collaboration sessions to conduct book study (Feldman Pillar 4: Motivation). (once monthly)	4000-4999: Books And Supplies	0TRM	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Utilize Monday collaboration sessions to run data-analysis protocol. (once quarterly) Staff will examine best practices of other blended learning programs and analyze for implementation English department will review and evaluate the literature selection in Schools PLP for upcoming adoption. English department will research literature which reflects authors and protagonists of color. English department will develop proposal for novel adoption to highlight protagonists and authors of color.	1000-1999: Certificated Personnel Salaries	Other	1000.00
3. Increase teacher and administrator effectiveness through job performance evaluations.	Ongoing annually at the start of the school year, to be completed by March	Assistant Principal Principal	Calendar quarterly observation and debrief sessions based on 3 focus indicators Record and review teacher quarterly performance data on focus indicators Collaboratively create SMART goal for following academic year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Analyze lesson plans with a focus on prior knowledge, known misconceptions, and other identifiable barriers to learning. Identify differences, if any, between subgroups such as English learners and/or SWDs.			
4. Utilizing the performance evaluation protocol, increase teacher fluency in differentiating content to ensure equity of access to rigorous curriculum	August 2023-March 2024	Counselor Assistant Principal	Review lesson plan as evidence during yearly evaluation cycle Co-plan lesson with sub-group differentiation, observe, and debrief on effectiveness and creation of access to rigorous content. Align professional development and coaching to specific target indicators on the evaluation rubric. Execute observation cycles by department chairs focused on universal access for all subgroups of students including those identified by ATSI (HIS, SED, SWD, EL).			
5. Ensure ongoing development of best practices and robust professional learning community	August 2023-June 2024	Principal	Design professional development sessions to differentiate for developing and highly effective teachers.	4000-4999: Books And Supplies	0TRM	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Base professional development sessions in theoretical framework, opportunities for application, and clear next steps for teachers Teachers participate in peer observation, lesson analysis and lesson for study to develop proficiency in focus areas Utilize multiple data sources to determine school's professional development focus such as student achievement data, teacher evaluation data, stakeholder feedback Include a review of specific subgroup populations as identified by ATSI (ELD,SED, ethnicity, and SWD) in program analysis. School-wide intervention approach will consider areas of relative weakness for specific populations of students .			
6. Provide training enabling teachers to address multiple learning styles, SWD, students with special learning needs, and students with limited English proficiency.	September 2023-May 2024	Principal Assistant Principal	Ensure that data analysis and action planning are incorporated into ongoing professional development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Staff development days focused on implementing universal access in classroom environment, resources, interactions with peers, and assignments. Meet with DAC representative monthly to analyze data trends and adjust school intervention and acceleration plans Meet with SEDAC representative monthly to analyze data trends and adjust school intervention and acceleration plans	4000-4999: Books And Supplies	0TRM	500.00
7. Provide training enabling teachers to understand and use data and assessment to improve classroom practice and student learning with parents as part of the educational team.	September 2023-May 2024	Principal Assistant Principal	Foster parental involvement through monthly parent meetings, parent education programs, parent service hours, access to Q and School Site Council Post success seminar notes for parents to access best practice presented to students twice per year at the start of each semester.	4000-4999: Books And Supplies	0TRM	500.00

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

During the 2022-2023 academic year, Century Academy has had an increase in enrollment to nearly 280 students. The majority of that increase occurred in the elementary program (grade TK-5). While we have traditionally conducted group meetings, data analysis, and professional development as one large group, we have made the shift to spending 50% of our time as a team, followed by breakout sessions into high school and middle school teachers.
This has allowed us to discuss pedagogy which is developmentally appropriate for two distinct groups of students.
Additionally, department chairs are meeting twice monthly to review meeting topics and professional development plans.
This goal in the 2023-2024 SPSA includes additional metrics to regularly assess the academic performance of students HIS, SED, and SWD subgroups of students as required by ATSI.

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

There were no major changes in intended budgeting.

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

Goal has been adjusted to focus on subgroups identified by ATSI included students in the HIS, SED, and SWD sub-groups.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Community Outreach Focus

4. LEA/LCAP Goal

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

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

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4. Goal 3

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

1. Identified Need

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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students attending at least 2 on-campus or virtual social events yearly. % of parents engaging in at least 2 school sponsored opportunities yearly	% of students attending at least 2 on-campus or virtual social events yearly: 47%	% of students attending at least 2 on-campus or virtual social events yearly: 52%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% of parents engaging in at least 2 school sponsored opportunities yearly: 63%	% of parents engaging in at least 2 school sponsored opportunities yearly: 68%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Host parent workshops addressing student data and wrap around intervention strategies	February 2023-June 2024	CVUSD Administration Counselor Teachers	Publish calendar of parent and student workshops Distribute calendar for semester and individual events via phone, email, and social media Survey parents for topics of high interest for yearly workshops	4000-4999: Books And Supplies	0010	200.00
			Create recorded and edited versions of workshops for asynchronous participation	5000-5999: Services And Other Operating Expenditures	0010	250.00
2.Promote opportunities for parent leadership roles	August 2023, October 2023, January 2024	CVUSD- District Support Administration	Create and distribute ongoing communication regarding committee opportunities including: SSC, SEDAC, ELDAC, GATEDAC, AAAC, LGBTQ+AC Summarize leadership meeting outcomes and communicate availability/ opportunities to engage to all families in monthly news letter.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.Create monthly student events focused on socialization and building campus culture	October 2023-March 2024	Administration Teachers	Collaborate with ASG (associated student government) to schedule monthly on campus student events.	4000-4999: Books And Supplies	0010	2000.00
			Advertise monthly events through print, social media, monthly newsletter and email	5000-5999: Services And Other Operating Expenditures	0010	350.00
			Survey student interest in a menu of events			
			Budget for field trips for each department yearly	5000-5999: Services And Other Operating Expenditures	0010	3000.00
			Create and publicize procedures for sponsoring clubs on campus			
4. Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media.	March 2023-June 20234	District Office Administration Teachers	Host yearly art show through fine art course in MPR and virtually	4000-4999: Books And Supplies	0010	500.00
			Communicate event details through social media in monthly newsletter.			

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

A major focus of the 22/23 school year was creating more opportunities for families to engage with Century Academy. We planned to facilitate this engagement through ongoing communication about student academic progress, workshops available to families, and on-campus events. Implementation gave us valuable data regarding both the organizational needs and content needs of value for our families. Based on parent feedback, we found that families appreciate receiving multiple forms of communication from the school to help them plan for attending as well as having easy access to the times, dates, and topics. We have also begun the process of recording workshops to give parents access to presentations and school-specific information to post them on our website. This allows for families joining us in the middle of the school year to see valuable and detailed information about Century Academy and make informed decisions.

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

As the site completed the final transition year out of the pandemic model, budget allocations have shifted back to providing live and on-campus opportunities for both students and families to engage in the alternative education community.

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

The biggest changes to our plan come in the form of modifying our communication to families (increased frequency) and adjusting to accommodate families with set times in which they can engage. Planning committees are looking to ensure there are opportunities for families outside the typical work day to engage on site.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Social and Emotional Learning Focus

4. LEA/LCAP Goal

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

5. Goal 4

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

1. Identified Need

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

2. Annual Measurable Outcomes

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

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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for staff on executing T1 (universal) mental health supports	September 2023-June 2024	Assistant Principal Advisors	Research effective T1 (universal)mental health supports for middle school and high school students	4000-4999: Books And Supplies	0TRM	500.00
			Summarize and evaluate effectiveness of current T1 (universal) supports.			
			Replace ineffective T1 (universal) supports with researched strategies.	4000-4999: Books And Supplies	0TRM	250.00
			Provide faculty with training an opportunities for data analysis to monitor efficacy			
			Establish protocol for sharing of best practices for mental health supports during faculty meetings			
			Review mental health referrals for each grade span (elementary, middle, high) monthly during administration and counseling team meeting.			
Utilize CHKS to develop and deliver targeted parents workshops aimed at identifying student risk factors associated with mental health (Tier 2 supports)	October 2023-June 2024	Assistant Principal Counselor Advisors	Administer CHKS annually and utilize data dive protocol to disaggregate results			
			Revise T1 (universal) and T2 (targeted) supports based on annual needs			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide summary of CHKS data to SSC for review and recommendations Track CHKS areas of concern across academic years			
Utilize attendance intervention structure with SART/SARB process	August 2023-June 2024		Admin and counseling team will screen attendance for students monthly for SART/SARB referrals Teachers communicate work completion (productive hours) weekly to parents			

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

Due to school closures as a result of the Covid 19 pandemic, we saw a dramatic decrease in students accessing and engaging in small group (Tier 2 services). While we did have a developed system to engage families and students in Tier 2 interventions, the number of students engaging and benefiting consistently was significantly below planned targets. During the previous school year (2022-2023) we offered both remote and on-campus opportunities for T1, T2 and T3 interventions. Data review suggested that on-campus services yielded the largest benefit to student-reported mental health progress. Therefore, we are shifting the majority of allocated resources to on-campus supports for the planned 2023-2024 school year.

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

While budgeting and implementation remained consistent to the plan, engagement did not meet projected targets. As a result, we will continue implementation for the 2023-2024 school year with adjustments to make actions steps appropriate for a distance learning model. With 95% of students returning to campus, we are providing on-campus options supports for each Tier of intervention.

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

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Closing the learning gap

4. LEA/LCAP Goal

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

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6. Goal 5

5.1. By June 2024, 90% of Century students will increase MAP ELA and math raw scores 6-8 points, denoting 1.5 years of academic growth.
5.2. 90% of English learners and SWD will demonstrate growth rates matching their peer group

1. Identified Need

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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math benchmark exams	Percent of Students who made 1 year of academic progress in the 22/23 school year in English: 83% Percent of Students who made 1 year of academic progress in the 22/23 school year in Math: 68%	Expected percent of students who will make 1.5 years of academic growth in English: 88% Expected percent of students who will make 1.5 years of academic growth in Math: 73%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. MAP quarterly data dive focused on raw score growth	November 2023, February 2024	Assistant Principal Department Chairs	Utilize 1 department chair meeting per quarter to analyze raw growth scores in ELA and Mathematics for each student. Utilize 2 special education & administrator meeting per quarter to analyze raw growth score of SWD in ELA and Mathematics Hold meetings with advisor of students who are LEP to analyze raw score growth in ELA and Mathematics and set goals for next semester of growth. Meet with ELA department to analyze growth in lexile and comprehension to plan next intervention cycle for targeted students. Meet with Math department to analyze growth in mathematics to plan next intervention cycle for targeted students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Identify students falling in the top 25% and bottom 25% of achievement for raw score growth. Provide parents with intervention and/or acceleration resources from the counseling department. Identify students not making progress toward goal as identified in ATSI subgroups including Hispanic students, SWDs and SEDs to outline and schedule intervention approach.	4000-4999: Books And Supplies	0010	500.00
2 Parent workshops-academic progress monitoring	November 2023, May 2024	Assistant Principal Counselor Department Chairs	Host training workshop for the CANVAS and APEX platforms at the end of quarter 1 and quarter 3.	2000-2999: Classified Personnel Salaries	0TRM	400.00
			Record and edit workshops to post on the Century Academy website for future reference. Utilize workshop slides in parent meetings, SSTs and as resource to re-train families on academic monitoring.	5000-5999: Services And Other Operating Expenditures	0010	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3 weekly planner + month at a glance	January 2024	Assistant Principal Advisors	Create school-wide template for daily assignment planning which can be utilized during the advisory appointment or independently.	4000-4999: Books And Supplies	0010	200.00
			Modify monthly calendars to Adobe, PDF and Word format for universal availability for editing.			
			Print stock copies to have on hand for distribution in the main office.	4000-4999: Books And Supplies	0010	500.00
4 Parent resource workshops	February 2024, June 2024	Assistant Principal Counselor	Host resource workshop with acceleration options for parents of students scoring in the top 25% of MAP ELA testing.			
			Host resource workshop with acceleration options for parents of students scoring in the top 25% of MAP Math testing.			
			Host resource workshop with remediation options for parents of students scoring in the bottom 25% of MAP ELA testing.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Host resource workshop with remediation options for parents of students scoring in the bottom 25% of MAP Math testing. Record and edit workshops to post on Century Academy website for future reference Collaborate with the special education department to adjust acceleration and remediation plans for access to SWDs. Collaborate with the advisor of students who are LEP to adjust acceleration and remediation plans to account for language acquisition and content specific learning.			
5 Intervention and acceleration planning committee	February 2024 April 2024 June 2024	Assistant Principal Department Chairs	Include invitation to join acceleration and intervention planning committee in monthly newsletter and email from administration. Host bi-monthly planning meetings based on data from MAP score analysis. Update all Century families on committee agenda, plans, and implementation dates			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor evaluation of graduation progress	August 2023-June 2024	Counseling team	Counselor will evaluate student progress toward graduation requirements on a semester wide basis Counselor will consult with students and parents regarding graduation pathways			

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

All students under the Century model participate in twice yearly academic assessment to track yearly as well as year-over year progress in Mathematics and ELA. Data is reviewed multiple times per year to plan for both acceleration/remediation and master schedule updates for all families. ATSI specifically identifies 3 subgroups which would benefit from additional monitoring and intervention included in the action steps (HIS,SED,SWD). During data analysis, these subgroups will be analyzed individually in addition to a school-wide approach.

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

No significant funding allocation differences are noted for the upcoming 23-24 school year.

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

Based on the plan for improving specific categories of students as identified by ATSI, an action step is added to analyze (HIS,SWD, and SED) specific subgroups and their progress toward meeting the overall goal.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Chronic Absenteeism

4. LEA/LCAP Goal

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

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

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

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

7. Goal 6

6.1 By June 2024, Hispanic student rate of chronic absenteeism will improve from 14.08% to 10% or less (4.08% reduction).
6.2. By June 2024, SWD (students with disabilities) student rate of chronic absenteeism will improve from 27.56% to 15% or less (12.56% reduction).
6.3 By June 2024, SED (socio-economically disadvantages) student rate of chronic absenteeism will improve from 12.93% to 10% or less. (2.93% reduction)

1. Identified Need

3 subgroups of student on campus had disproportionate rates of chronic absenteeism for the 2022-2023 school year. At Century Academy, Hispanic, SED students and SWDs had a record of chronic absenteeism significantly higher than the general population of similar peers.
For the 2022-2023 school year Hispanic students had a chronic absenteeism rate of 14.08%, SWDs had a chronic absenteeism rate of 27.56% and SED students had a chronic absenteeism rate of 12.93%. The average rate of chronic absenteeism for the school overall was 12.85%

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish and maintain student support services site team consisting of lead administrator, TOSA (teacher on special assignment), school site attendance liaison, and counselor.	Monthly 2023-2024 school year	Admin, counseling	Monthly training for school site attendance liaison Monthly meeting for SSS team to monitor dashboard data and adjust intervention strategy Review social-emotional /counseling impact on academic hours weekly Audit student schedules to ensure courses match schedule and appropriate productive hours are logged			
Conduct quarterly data review and strategy review meeting with classified and certificated team.	Quarterly during 23-24 school year	Admin, department chairs	Review individual student cases to filter for extenuating circumstances such as hospitalization or mental health crises. School site team will collaborate with families to establish HHI (home-hospital instruction) per doctor recommendation and monitor weekly.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Look for patterns of attendance for chronically absent students and discrepancies between work completion across classes Sharing effective re-engagement strategies among advisors/ or departments Cross reference class progress with attendance/productive hours Review progress of students identified by ATSI (HIS, SWD, SED) and schedule 6 week cycles of intervention and team review	None Specified	Other	2375
Ensure student access needs are met to consistently attend and participate in school.	Monthly	Admin, office management team, student advisors	Confirm accurate contact information for parents/guardians Ensure students have access to technology, internet, school supplies Confirm students have reliable access to transportation Communicating availability of meals (breakfast/lunch) on campus			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Ensure students are trained in process/procedures for turning in completed assignments to earn productive hours. Advisor ensures this is a standing agenda item at weekly advisory meeting.			
Building relationships	Weekly during 23-24 school year	Admin, counseling, student advisors	Initiate personalized outreach to the students and family via personal phone calls home once they accumulate 3 absences or more. Schedule home visits for students who have accumulated 5 absences or more. Immediately notify counseling team, administration, and family of change to affect/ behavior	1000-1999: Certificated Personnel Salaries	Other	500.00
Monitor attendance data and practices	Monthly during 23-24 school year	Admin, counseling	Advisor may assign partial productive hours for progress toward project completion on a weekly basis. Review assigning productive hours for synchronous instruction in addition to individual asynchronous assignments.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Review student productive hours/ attendance patterns to report during quarterly attendance analysis. Review projected amount of productive hours assigned weekly versus actual hours students need for work completion.			
Recognize good and improved attendance	Quarterly, 23-24 school year	Counseling, Advisors	Monthly incentives for consistent monthly attendance	0000: Unrestricted	Other	1500.00
			Monthly incentives for improved monthly attendance	4000-4999: Books And Supplies	0TRM	1500.00
			Monthly updated bulletin boards to celebrate consistent or improved attendance (leader-board) Advisor facilitates attendance goal setting for each target student and monitors on a bi-monthly basis.	4000-4999: Books And Supplies	0TRM	642.00

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

Based on identified subgroups in ATSI (HIS, SWD, SED) this is a new goal developed for the upcoming 2023-2024 school year specifically targeting attendance.

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

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

9. Budget Summary

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

1. Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$39,083.00

2. Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0010	$18,160.00
0090	$256.00
0TRM	$10,692.00
4EEF	$600.00
Other	$9,375.00

Subtotal of state or local funds included for this school: $39,083.00

Total of federal, state, and/or local funds for this school: $39,083.00

10. Budgeted Funds and Expenditures in this Plan

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

1. Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OCBG	00.00	0.00
0090	256.00	0.00
Other	9375.00	0.00
0TRM	10692.00	0.00
0010	18160.00	0.00
4EEF	600.00	0.00

2. Expenditures by Funding Source

Funding Source	Amount
0010	18,160.00
0090	256.00
0TRM	10,692.00
4EEF	600.00
Other	9,375.00

3. Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	400.00
4000-4999: Books And Supplies	18,608.00
5000-5999: Services And Other Operating Expenditures	4,200.00
None Specified	2,375.00

4. Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	7,000.00
4000-4999: Books And Supplies	0010	6,960.00
5000-5999: Services And Other Operating Expenditures	0010	4,200.00
4000-4999: Books And Supplies	0090	256.00
1000-1999: Certificated Personnel Salaries	0TRM	2,000.00
2000-2999: Classified Personnel Salaries	0TRM	400.00
4000-4999: Books And Supplies	0TRM	8,292.00
4000-4999: Books And Supplies	4EEF	600.00
0000: Unrestricted	Other	1,500.00
1000-1999: Certificated Personnel Salaries	Other	3,000.00
4000-4999: Books And Supplies	Other	2,500.00
None Specified	Other	2,375.00

5. Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,466.00
Goal 2	3,650.00
Goal 3	6,300.00
Goal 4	3,250.00
Goal 5	1,900.00
Goal 6	6,517.00

11. School Site Council Membership and Assurances

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

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

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

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

12. Advisory Council Recommendations

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

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

Attested:

Principal, Yuliya Eisenberg on 08.31.2022

SSC Chairperson, Alison Carl on 08.31.2022

13. Instructions

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

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

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

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

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

1. Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

2. Purpose and Description

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

1. Purpose

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

2. Description

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

3. Educational Partner Involvement

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

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

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

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

4. Resource Inequities

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

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

14. Goals, Strategies, Expenditures, & Annual Review

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

1. Goal

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

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

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

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

2. Identified Need

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

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

3. Annual Measurable Outcomes

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

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

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

4. Strategies/Activities

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

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

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

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

5. Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

6. Proposed Expenditures for this Strategy/Activity

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

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

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

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

2. Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from

the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

1. Analysis

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

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

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

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

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

3. Budget Summary

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

1. Budget Summary

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

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

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

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

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

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

4. Appendix A: Plan Requirements

1. Schoolwide Program Requirements

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

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

1. Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

2. Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Appendix B:

1. Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

2. Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

3. Targeted Support and Improvement

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

The TSI plan shall:

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

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

4. Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

5. Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

6. Appendix C: Select State and Federal Programs

1. For a list of active programs, please see the following links:

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019