



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------|-----------------------------------|--|---------------------------|
| Century Academy | 56 73759 0123349 | 08/27/25 | September 17, 2025 |

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Century Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Century Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC team made requests for data points to review academic progress during the 24-25 school year. On 03/26 the SSC team reviewed MAP NWEA data and the implications on goals set in the SPSA for the previous year. On 04/30 SSC members provided feedback on goal progress from the 24-25 SPSA plan and made recommendations for the 25-26 plan. On 05/28 teachers met to discuss key areas of focus in the 24-25 SPSA plan and finalize areas of focus for the working 25/26 SPSA. SSC met on 8/27/25 to finalize our SPSA plan for the 25-26 school year.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Century Academy conducted a needs analysis based on Dashboard data from the 23/24 and 24/25 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In the area of chronic absenteeism all students fall within the orange performance category. Target groups include SES (socioeconomically disadvantaged), HIS (Hispanic) students. In the category of graduation rate, all students fall within the orange performance category. In the category of college/career readiness, all students fall within the orange performance category. Target group includes White students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Century Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.91% | 0% | % | 4 | 0 | |
| African American | 3.42% | 3.08% | 1.74% | 15 | 8 | 4 |
| Asian | 6.83% | 4.23% | 3.91% | 30 | 11 | 9 |
| Filipino | 1.37% | 0.77% | 0.87% | 6 | 2 | 2 |
| Hispanic/Latino | 23.01% | 27.31% | 23.48% | 101 | 71 | 54 |
| Pacific Islander | 0.91% | 0.77% | 0.43% | 4 | 2 | 1 |
| White | 57.40% | 58.85% | 63.48% | 252 | 153 | 146 |
| Multiple/No Response | 6.15% | 5% | 6.09% | 27 | 13 | 14 |
| Total Enrollment | | | | 439 | 260 | 230 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 28 | 10 | 5 |
| Grade 1 | 21 | 5 | 11 |
| Grade 2 | 31 | 8 | 6 |
| Grade3 | 22 | 6 | 6 |
| Grade 4 | 34 | 3 | 6 |
| Grade 5 | 35 | 11 | 5 |
| Grade 6 | 22 | 12 | 11 |
| Grade 7 | 23 | 15 | 15 |
| Grade 8 | 27 | 18 | 10 |
| Grade 9 | 22 | 25 | 16 |
| Grade 10 | 34 | 20 | 25 |
| Grade 11 | 56 | 33 | 31 |
| Grade 12 | 84 | 94 | 80 |
| Total Enrollment | 439 | 260 | 230 |

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. The majority of 5th grade SHINE families are continuing with alternative education in the Century blended model within the CP and accelerated cohorts.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 23 | 6 | 6 | 1.2% | 5.2% | 2.6% |
| Fluent English Proficient (FEP) | 51 | 37 | 30 | 11.2% | 11.6% | 13.0% |
| Reclassified Fluent English Proficient (RFEP) | | | | 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 10 | 10 | 5 | 4 | 5 | 3 | 4 | 5 | 3 | 40.0 | 50 | 60.0 |
| Grade 4 | 8 | 9 | 6 | 7 | 5 | 3 | 7 | 5 | 3 | 87.5 | 55.6 | 50.0 |
| Grade 5 | 11 | 5 | 5 | 9 | * | 3 | 9 | * | 3 | 81.8 | 60.0 | 60.0 |
| Grade 6 | 14 | 11 | 11 | 12 | 8 | 5 | 12 | 8 | 5 | 85.7 | 72.7 | 45.4 |
| Grade 7 | 15 | 20 | 21 | 12 | 16 | 17 | 12 | 16 | 17 | 80.0 | 80 | 80.9 |
| Grade 8 | 22 | 17 | 44 | 17 | 14 | 22 | 17 | 14 | 22 | 77.3 | 82.4 | 50.0 |
| Grade 11 | 38 | 36 | 40 | 34 | 30 | 32 | 33 | 30 | 32 | 89.5 | 83.3 | 80.0 |
| All Grades | 118 | 108 | 132 | 95 | 81 | 84 | 94 | 81 | 85 | 80.5 | 75 | 64.4 |

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 6 | 2585. | * | | 50.00 | * | * | 16.67 | * | * | 25.00 | * | * | 8.33 | * | * |
| Grade 7 | 2588. | 2517. | | 16.67 | 18.75 | * | 50.00 | 18.75 | * | 25.00 | 25.00 | * | 8.33 | 37.50 | * |
| Grade 8 | 2546. | 2578. | | 11.76 | 28.57 | * | 41.18 | 28.57 | * | 17.65 | 14.29 | * | 29.41 | 28.57 | * |
| Grade 11 | 2599. | 2576. | | 15.15 | 16.67 | 37.5 | 42.42 | 23.33 | * | 30.30 | 50.00 | * | 12.12 | 10.00 | * |
| All Grades | N/A | N/A | N/A | 26.60 | 22.22 | 28.2 | 34.04 | 27.16 | 21.2 | 21.28 | 29.63 | 16.5 | 18.09 | 20.99 | 24.7 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 27.27 | 23.33 | | 57.58 | 56.67 | | 15.15 | 20.00 | |
| All Grades | 34.04 | 24.69 | | 48.94 | 53.09 | | 17.02 | 22.22 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 15.63 | 10.00 | | 68.75 | 76.67 | | 15.63 | 13.33 | |
| All Grades | 26.88 | 13.58 | | 51.61 | 62.96 | | 21.51 | 23.46 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 15.15 | 20.00 | | 69.70 | 70.00 | | 15.15 | 10.00 | |
| All Grades | 17.02 | 23.46 | | 69.15 | 60.49 | | 13.83 | 16.05 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 24.24 | 13.33 | | 69.70 | 60.00 | | 6.06 | 26.67 | |
| All Grades | 22.34 | 20.99 | | 63.83 | 56.79 | | 13.83 | 22.22 | |

Conclusions based on this data:

1. Grades 4,6 and 8 need significant support to reach higher percentage of students participating in testing so that we continue to have statistically significant data.
2. Grades 4 and 7 have the highest percentage of students not meeting the standard. Additional analysis of student scores and specific areas of need would assist in planning precise interventions for those grade levels.
3. Percentage of students participating in CAASPP testing decreased overall in 24-25. Additional efforts to gain participation from each grade level is needed.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 10 | 10 | 5 | 4 | 5 | 3 | 4 | 5 | 3 | 40.0 | 50 | 60.0 |
| Grade 4 | 8 | 9 | 6 | 7 | 6 | 3 | 7 | 6 | 3 | 87.5 | 66.7 | 50.0 |
| Grade 5 | 11 | 5 | 5 | 9 | * | 3 | 9 | * | 3 | 81.8 | 60 | 60.0 |
| Grade 6 | 14 | 11 | 11 | 12 | 8 | 5 | 12 | 8 | 5 | 85.7 | 72.7 | 54.5 |
| Grade 7 | 15 | 20 | 21 | 11 | 16 | 17 | 11 | 16 | 17 | 73.3 | 80 | 80.9 |
| Grade 8 | 22 | 18 | 44 | 17 | 14 | 22 | 17 | 14 | 22 | 77.3 | 77.8 | 45.4 |
| Grade 11 | 38 | 36 | 40 | 33 | 30 | 32 | 33 | 30 | 32 | 86.8 | 83.3 | 80.0 |
| All Grades | 118 | 109 | 132 | 93 | 82 | 85 | 93 | 82 | 85 | 78.8 | 75.2 | 64.4 |

* 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 6 | 2566. | * | | 41.67 | * | * | 16.67 | * | * | 25.00 | * | * | 16.67 | * | * |
| Grade 7 | 2545. | 2510. | | 9.09 | 31.25 | * | 36.36 | 6.25 | * | 36.36 | 18.75 | * | 18.18 | 43.75 | * |
| Grade 8 | 2555. | 2542. | | 41.18 | 28.57 | * | 0.00 | 21.43 | * | 11.76 | 7.14 | * | 47.06 | 42.86 | * |
| Grade 11 | 2594. | 2550. | | 12.12 | 6.67 | 37.5 | 24.24 | 20.00 | * | 18.18 | 16.67 | * | 45.45 | 56.67 | * |
| All Grades | N/A | N/A | N/A | 20.43 | 20.73 | 25.9 | 23.66 | 21.95 | 32.9 | 22.58 | 14.63 | 16.5 | 33.33 | 42.68 | 24.7 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 18.18 | 13.33 | | 51.52 | 43.33 | | 30.30 | 43.33 | |
| All Grades | 18.28 | 18.29 | | 54.84 | 47.56 | | 26.88 | 34.15 | |

| 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 9.09 | 3.33 | | 66.67 | 63.33 | | 24.24 | 33.33 | |
| All Grades | 18.28 | 24.39 | | 59.14 | 40.24 | | 22.58 | 35.37 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | | * | * | | * | * | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | * | | * | * | | * | * | |
| Grade 6 | * | * | | * | * | | * | * | |
| Grade 7 | * | * | | * | * | | * | * | |
| Grade 8 | * | * | | * | * | | * | * | |
| Grade 11 | 15.15 | 6.67 | | 66.67 | 73.33 | | 18.18 | 20.00 | |
| All Grades | 16.13 | 19.51 | | 65.59 | 54.88 | | 18.28 | 25.61 | |

Conclusions based on this data:

1. Students in the middle school program (grades 6-8) have the highest rates of participants not meeting the math standard. Additional analysis of scores across those grade levels is needed to plan precise interventions.
2. Grades 4,6 and 8 need significant support to reach higher percentage of students participating in testing so that we continue to have statistically significant data.

3. Percentage of students participating in CAASPP testing decreased overall in 24-25. Additional efforts to gain participation from each grade level is needed.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | | * | |
| All Grades | | | | | | | | | | 17 | 7 | 8 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | 23.53 | * | * | 64.71 | * | * | 11.76 | * | * | 0.00 | * | * | 17 | * | * |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | 47.06 | * | * | 41.18 | * | * | 11.76 | * | * | 0.00 | * | * | 17 | * | * |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 7 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 10 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | | * | * | | * | * | | * | * | | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * |
| All Grades | 0.00 | * | * | 94.12 | * | * | 5.88 | * | * | 17 | * | * |

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2023-24 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 230 | 26.5% | 2.6% | 0.0% |
| 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. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 6 | 2.6% |
| Foster Youth | 0 | 0.0% |
| Homeless | 3 | 1.3% |
| Socioeconomically Disadvantaged | 61 | 26.5% |
| Students with Disabilities | 68 | 29.6% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 1.7% |
| American Indian | 0 | 0.0% |
| Asian | 9 | 3.9% |
| Filipino | 2 | 0.9% |
| Hispanic | 54 | 23.5% |
| Two or More Races | 14 | 6.1% |
| Pacific Islander | 1 | 0.4% |
| White | 146 | 63.5% |

Conclusions based on this data:

1. Students with disabilities represent 26.2.1% of our student population in grades TK-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

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Blue

Mathematics



Red

Chronic Absenteeism



Red

English Learner Progress



No Performance Color

College/Career



Yellow

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.
2. An area of focus and one of goals for Century Academy is to decrease our Chronic Absenteeism rates.

School and Student Performance Data

Academic Performance English Language Arts

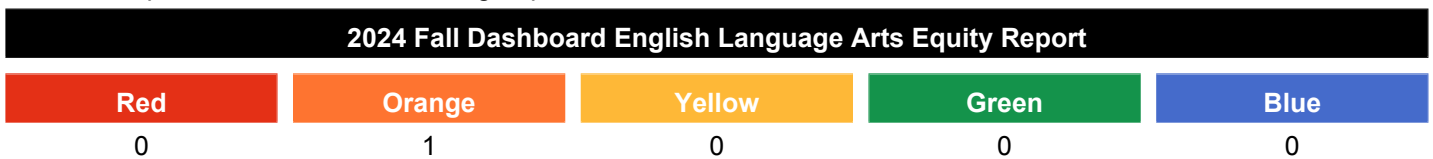
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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Orange</p> <p>63.1 points below standard</p> <p>Declined 21.4 points</p> <p>82 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>78.1 points below standard</p> <p>Declined 25.3 points</p> <p>27 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>No Performance Color 186.3 points below standard 12 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 4 Students</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color Less than 11 Students 2 Students</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> | <p>Hispanic</p>  <p>No Performance Color 7.7 points below standard Increased 9.5 points 19 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 6 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>Orange 65.0 points below standard Declined 11.1 points 52 Students</p> |

Conclusions based on this data:

1. ELA performance increased significantly for White and Hispanic subgroups of students yielding a growth of 161.7 and 238.9 points respectively.

School and Student Performance Data

Academic Performance Mathematics

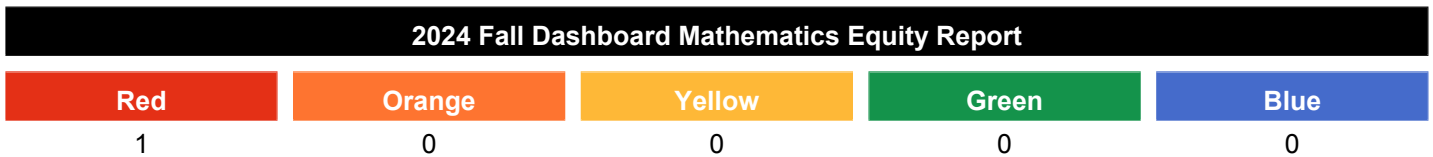
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Red</p> <p>108.3 points below standard</p> <p>Declined 26.8 points</p> <p>82 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>105.7 points below standard</p> <p>Maintained 1.6 points</p> <p>26 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>196.6 points below standard</p> <p>12 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>No Performance Color</p> <p>74.9 points below standard</p> <p>Increased 32.3 points</p> <p>19 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Red</p> <p>102.8 points below standard</p> <p>Declined 17.4 points</p> <p>53 Students</p> |

Conclusions based on this data:

1. Mathematics scores increased significantly for the two subgroups yielding statistically significant results, Hispanic and White, which grew 185.1 points and 170.4 points respectively.

School and Student Performance Data

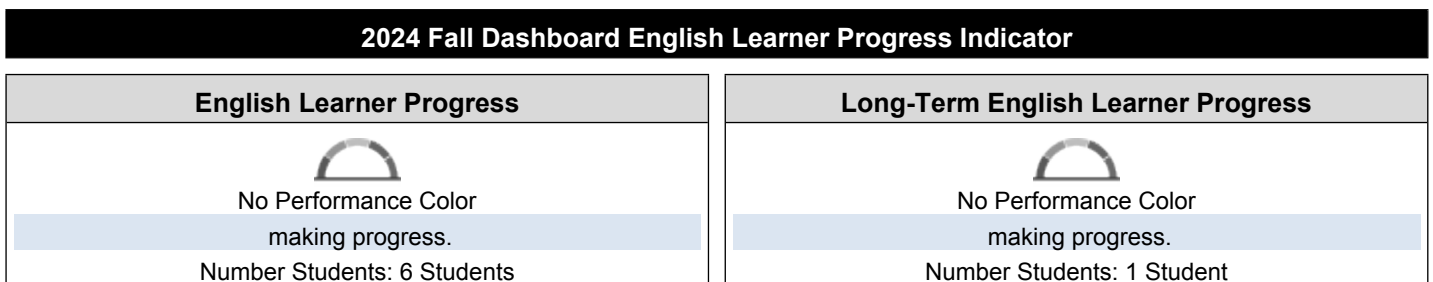
Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

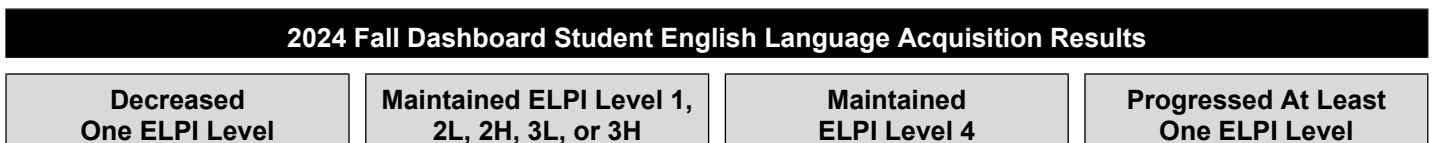
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest 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.



Conclusions based on this data:

- Five English Language Learners were attending Century Academy during the 2023-2024 school year.
- 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 College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

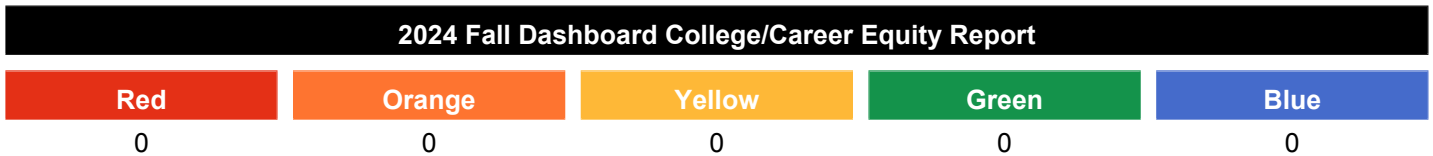
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> <p>Yellow</p> <p>28.6 Prepared</p> <p>Increased 15.7</p> <p>35 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>27.3 Prepared</p> <p>Increased 22</p> <p>11 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>Filipino</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>Hispanic</p>  <p>No Performance Color Less than 11 Students 0</p> <p>9 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>38.1 Prepared</p> <p>Increased 18.6</p> <p>21 Students</p> |

Conclusions based on this data:

1. Due to the small number of students representing subgroups, data is not available to differentiate performance among most subgroups in the student population.
2. Both Hispanic and White students had low number of students on the college/career report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Red</p> <p>23% Chronically Absent</p> <p>Increased 2.7</p> <p>113 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>43.2% Chronically Absent</p> <p>Increased 13</p> <p>37 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p> <p> No Performance Color</p> <p>58.3% Chronically Absent</p> <p>Increased 19.4</p> <p>12 Students</p> | <p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p> <p> No Performance Color</p> <p>32% Chronically Absent</p> <p>Declined 4.8</p> <p>25 Students</p> |
| <p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p> | <p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>White</p> <p> Orange</p> <p>14.9% Chronically Absent</p> <p>Increased 3.8</p> <p>67 Students</p> |

Conclusions based on this data:

1. Overall, chronic absenteeism declined across the student population by 1.1%.
2. Two subgroups of students (Hispanic, and SWD) saw marginal increases in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

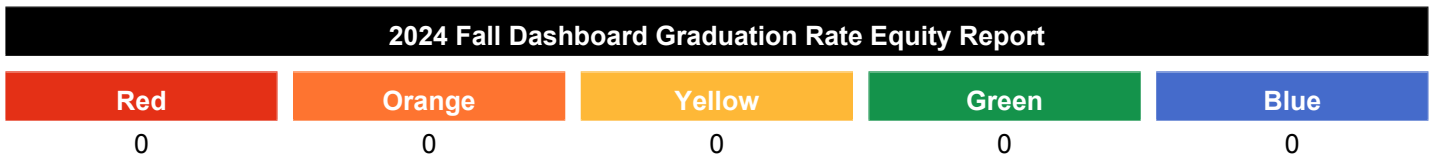
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|---|---|
| All Students Orange 83.3% graduated Declined 5.4% 36 Students | English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student | Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student |
| Foster Youth No Performance Color 0 Students | Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student | Socioeconomically Disadvantaged No Performance Color 90.9% graduated Increased 1.4% 11 Students |

| | | |
|---|--|---|
| <p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p> | <p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color 86.4% graduated Declined 6.3% 22 Students</p> |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

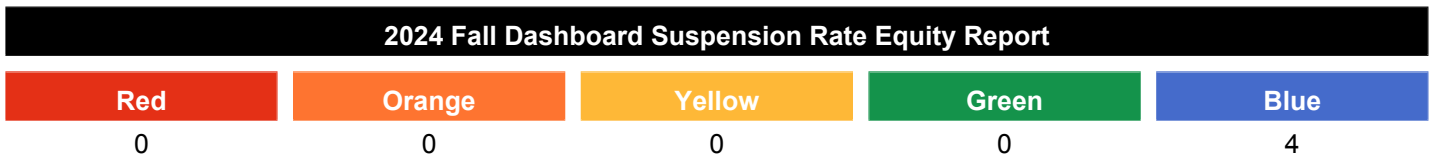
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>305 Students</p> | <p>English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>85 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>82 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>74 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>179 Students</p> |

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive Student Outcomes

- 1A. By Spring 2026, raise the percentage of students meeting the college ready indicator. (specifically focusing on target subgroups including SED, HIS, SWD)
- 1B. By Spring 2026, raise the percentage of students meeting A-G completion requirements.
- 1C. By Spring 2026, raise the percentage of students meeting or exceeding the standard in ELA and Mathematics on annual CAASPP exam.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| End of semester grades for core classes. | Percent of students achieving a C or better in all classes: 83% | Percent of students achieving a C or better in all core classes: 93% |
| CAASPP Scores in ELA and Math | Distance to standard in ELA: -41.7 (all students) -SED: -52.7 DFS -HIS: -17.1 DFS Distance to standard in Math: -81.5 (all students) -SED: -107.4 -HIS: -107.2 | Expected DFS for all students in ELA: -11.7 Expected DFS for all students in Math: -51.5 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 1.1 | Consistently identify students who are not meeting or exceeding grade level expectations | All Students | <p>A. Analyze D/F/I data for all students as well as target groups identified in ATSI (HIS, SED, SWD) monthly during ADCO (admin/counselor) and quarterly during ILT (instructional leadership team) meetings.</p> <p>B. Examine student annual academic growth for all students as well as target groups identified in ATSI (HIS, SED, SWD). Outline individual growth goals for targeted students and log on individual student passport documents. 1000.00 OTRM 4000-4999: Books And Supplies</p> <p>C. Monitor targeted student achievement via monthly formative online learning assessment (personal learning platform/ PLP) and update passports with each student advisor.</p> |

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| | | | <p>D. Collect and analyze data points to determine factors leading to improvement in academic performance</p> <p>E. Distribute and engage in analysis protocol of CAASPP data during meeting with each department.</p> <p>F. Survey and analyze anecdotal student data reflecting on academic performance</p> |
| 1.2 | Expand and advertise tutoring available through the school site | All Students | <p>800.00 0010 5000-5999: Services And Other Operating Expenditures</p> <p>A. Advertise tutoring as weekly event via print and online communications 5000.00 Other</p> <p>B. Create a formal tutor-training program with designated meeting times (0H0M)</p> <p>C. Visit tutoring centers of elementary, middle and high school in the district.</p> <p>D. Monitor attendance for advertised tutoring times</p> <p>E. Track expenses and effectiveness of tutor training program</p> <p>F. Analyze student grades prior to attending and post 8 weeks engaging with a tutor to measure effectiveness. 7500.00 Other</p> |

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| | | | 1000-1999: Certificated Personnel Salaries After school tutoring and academic monitoring opportunities (0H0M) |
| 1.3 | Maximize the effects of current programs for groups identified through CAASPP and grade data. | All Students | <p>A. Support class scheduling process to ensure students are starting the grading period in a least restrictive environment.</p> <p>B. Refine SST (student success team) process to identify interventions for struggling students as identified by NWEA and grade report data. 480.00 4EEF</p> <p>C. Increase outreach to parents by maximizing use of existing resources such as live and recorded workshops, success seminars, and advisory meetings</p> <p>D. Audit core class enrollment at the start of the term and student performance at the quarter</p> <p>E. Monitor number of students needing 504 and/or SPED referrals from the SST process</p> <p>F. Track number of families utilizing recommended intervention resources</p> <p>G. Provide progress updates to case manager of SWDs to include in quarterly goal updates.</p> |

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| | | | <p>H. Conduct coaching session for SWD case manager</p> <p>I. Provide progress updates to ADCO (administrator and counseling) and ILT (instructional leadership team) regarding progress of target groups identified by ATSI (HIS, SED, SWD)</p> |
| 1.4 | Increase the number of targeted school sponsored activities for GATE students. | All Students | <p>3000.00 Other 4000-4999: Books And Supplies A. Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students (0H0M)</p> <p>B. Plan for GATE students to set individual learning goals with a case manager 1000.00 0010 4000-4999: Books And Supplies C. Monitor GATE student standardized testing twice yearly to ensure continued academic growth and adjust acceleration or intervention options accordingly. 866.00 0TRM 4000-4999: Books And Supplies D. Develop supplemental reading list targeting books which are: high interest, high lexile, and age appropriate. 700.00 0TRM 1000-1999: Certificated Personnel Salaries E. Host parent training sessions on selecting appropriate reading materials for their GATE student 600.00 Other 4000-4999: Books And Supplies F. Publish semester enrichment calendar and facilitate family participation</p> |

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| | | | <p>through online reservation portal (OHOM) 500.00 0010 4000-4999: Books And Supplies G. Publish summer enrichment calendar and facilitate family participation through online reservation portal. 800.00 OTRM 4000-4999: Books And Supplies H. Host twice-yearly parent workshops focused on annotation and processing of text within the instructional range.</p> <p>I. 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.</p> <p>J. Conduct GATE coordinator quarterly coaching session.</p> |
| <p>1.5</p> | <p>Evaluate and revise support course offerings and interventions. Improve or end unsuccessful programs: use effective programs as models</p> | <p>All Students</p> | <p>A. Compile and evaluate grade and CAASPP data for students in support classes (Oasis, tutoring, SAI)</p> <p>B. Compile and evaluate grade and CAASPP data for students in the SST and/or 504 plan process.</p> <p>C. Use compiled data to evaluate effectiveness of each item in T1-T3 interventions. 2000.00 OTRM 1000-1999: Certificated Personnel Salaries</p> |

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| | | | <p>D. Monitor support course enrollment and plan for changes in section size</p> <p>E. Schedule collaboration time on a twice-monthly basis to plan out and execute accommodations and differentiation strategies for SWD and ELs in support courses. 11,333 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Additional art sections added to master schedule and on ground classes</p> |
| 1.6 | Provide professional development for teachers and counseling team | All Students | <p>1000.00 0010 4000-4999: Books And Supplies</p> <p>A. 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</p> <p>B. Research best methods for executive function instruction and provide findings to staff 3000.00 Other 4000-4999: Books And Supplies</p> <p>C. Continue training for teachers in district technology platforms (OHOM)</p> <p>D. Continue PLC model with focus on Universal Design in the online setting</p> <p>E. Survey faculty on PD value and usefulness in immediate application</p> |

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| | | | F. Survey teacher learning needs after PD sessions |
| 1.7 | Provide a range of interventions for students identified in sub-goal 1. | All Students | <p>A. Based on data from Goal 1, revise the 3 Tiers of intervention to eliminate unsuccessful programs and precisely partner every identified student with intervention needed</p> <p>B. Research and compile proven intervention strategies; replace items deleted from Tiers 1-3 with proven effective strategies 408.00 0090 4000-4999: Books And Supplies</p> <p>C. Explore modifying on-ground course offerings to ensure students are successful in academic core classes</p> <p>D. Develop a tracking mechanism to evaluate progress of all students receiving T2 and T3 intervention and their progress.</p> <p>E. Conduct case conference with case managers of SWDs and ELs on a quarterly basis 1000.00 0010 4000-4999: Books And Supplies</p> <p>F. Publicly celebrate students showing improvement in academic or executive function skills</p> <p>G. Monitor students for enrollment in newly proposed interventions if their previously assigned program has been phased out</p> |

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| | | | <p>H. Review enrollment in on-ground classes once course requests are submitted</p> <p>I. Monitor amount of time a student is engaged in T2 or T3 supports. Analyze data in quarterly data dives.</p> |
| 1.8 | Provide additional built-in time for staff to create, review, and revise targeted interventions | All Students | <p>A. Develop systems for accountability of department working teams through clear objectives and result monitoring</p> <p>B. Collaborate on schedule to include PD time into the weekly meeting schedule.</p> <p>C. Review department meeting dates, agendas, and deliverables with admin and department chair team</p> <p>D. Monitor alignments between PD and department chair meeting sessions</p> |
| 1.9 | Expand course offerings to better meet students' interests and needs | All Students | <p>A. Review student grade data annually to review program effectiveness</p> <p>B. Survey students annually to shape course offerings for the next academic year</p> <p>1000.00 0010 4000-4999: Books And Supplies</p> |

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| | | | <p>C. Increase career technical education (CTE) course offerings</p> <p>D. Review number of core, intervention, and elective courses offered to students annually</p> <p>E. Summarize and report student survey results to stakeholder groups</p> <p>F. Add Honors Geometry class (on ground) to provide additional options for students</p> <p>OP28 - Proposition 28</p> <p>G. Add two sections of elective Art classes (on ground) to provide additional options for students</p> |
| <p>1.10</p> | <p>Targeted services for SWDs</p> | <p>All Students</p> | <p>A. 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.</p> <p>B. Administration and case manager will conduct data audits twice per semester on MAP ELA and Math scores.</p> <p>C. 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.</p> |

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| | | | <p>D. SPED case managers will work with advisors of SWDs weekly to modify instruction, assignments, and assessments per IEP</p> <p>E. Administration will meet with SPED case manager weekly to monitor academic progress of SWDs.</p> <p>F. Administration will meet with school counselor weekly to coordinate peer tutoring for SWDs struggling to meet academic standards.</p> <p>G. All SWD scheduled in 100% general education classes, with SAI supplemental minutes as dictated in the IEP (LRE)</p> <p>H.Regular LRE progress meetings with Director and ML Coordinator to review LRE % areas to grow and areas of strength</p> <p>I. Counselors and admin prioritize creating schedules for SWD to allow for 100% access to general education classes with non-conflicting SAI minutes and services</p> |
| 1.11 | Targeted services for ELs | All Students | <p>A. Administration and counselor will conduct data audits twice per semester on MAP ELA and Math scores to analyze current performance and growth over time.</p> <p>B. Administration will meet with advisor of EL students to plan accommodations for</p> |

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| | | <p>assignments and assessments targeted at content knowledge.</p> <p>C. Administration will meet with ELA department at the start of each semester to customize opportunities for language acquisition for each EL in courses. 250.00 OTRM 4000-4999: Books And Supplies</p> <p>D. 1 staff meeting at the start of each semester will be allocated to review universal design strategies and implementation across courses</p> <p>E. 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.</p> <p>F. Administration will meet with school counselor weekly to coordinate peer tutoring for ELs struggling to meet academic standards.</p> <p>G. Collaborate with director of Multilingual learners and Equity to monitor progress of multi-lingual learner and implement interventions as appropriate.</p> <p>H. Guide parents and students to use preferred language in curriculum (PLP)</p> <p>G. Provide Instructional Strategies training for English Learners beyond ELD to enhance learning. Use of</p> |
|--|--|---|

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|------|---|--------------|---|
| | | | <p>CABE strategies to effectively implement strategies with students with limited English proficiency. Focus strategies for CABE include cultivating an asset based mindset and creating a culturally responsive environment.</p> <p>H. Provide visual strategies for English learners to support subject specific vocabulary acquisition including KWL charting, analyzing cognates, and promoting structured productive language opportunities.</p> |
| 1.12 | Equitable access to curriculum and technology | All Students | <p>A. Distribute chrome-books to all students enrolled at Century Academy 3500.00 0010 1000-1999: Certificated Personnel Salaries</p> <p>B. Schedule 0 period intervention for ELA 3500.00 0010 1000-1999: Certificated Personnel Salaries</p> <p>C. Schedule 0 period intervention for Math</p> <p>D. Wellness counselor will schedule daily engagement to improve student planning and executive function skills.</p> |
| 1.13 | 13.College and Career Readiness | All Students | <p>A. Assist students in participation with dual enrollment with local community college</p> <p>B. Administer PSAT on campus for all students yearly</p> <p>C. Advisory reviews PSAT results with students</p> |

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|--|--|--|--|
| | | | <p>D. Counselors guide students to register for AP courses and participate in yearly AP exams</p> <p>E. Counselor will make library of videos for each grade level to guide course selection</p> <p>F. Counselor monitoring for students who are off track. Quarterly data lists of students who are not A-G ready and intervention to follow.</p> <p>G. Credit recovery options to boost A-G rate. Including Dual Enrollment course opportunities and credit recovery through PLP.</p> <p>H. Weekly meeting with administration and counseling to monitor students who are off track with 6-8 weeks interventions planned and monitored.</p> <p>I. Monthly communication from counselor to parents regarding progress of intervention for off-track students.</p> <p>J. Counselors meet with students and parents needing credit recovery to discuss on site, within district, and out of district options for credit recover once per semester</p> |
|--|--|--|--|

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 24-25 school year, student data points shifted from MAP-NWEA results to CAASPP math and ELA metrics. Additionally, tracking student grades were directly tied to progress toward meeting college readiness as measured by the college career indicator. Additional funding was allocated for training, tracking, and reporting of individual student progress on these metrics. Additionally, teachers implementation of intervention strategies provided feedback requesting more frequent opportunities to collaborate with peers regarding effective strategies for intervention, assistance with implementation, and consideration to change approach after 3-4 weeks if necessary. Feedback from parents identified the benefits of having a consistent team working with them to implement, track, and monitor students progress. Specifically, parents and students identified the following factors as most important for a successful team: ability to reach/communicate with the administrator on their case, frequency of updates from advisor, specific plan articulating action steps for both home and school setting.

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

During the 24-25 school year, there were no significant deviations between the proposed budget and the implemented budget. However, in 25-26 our budget is reduced 40% which will impact expenditures related to this 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.

During the 25-26 school year, tracking student grades will continue to be directly tied to progress toward meeting college readiness as measured by the college career indicator. Additionally, administrators, counselors and Instructional Leadership Team will track student progress and achievement of target groups identified by ATSI (HIS, SED, SWD) on a consistent basis. Additionally, our improvement goal will be measured in 5% gains as opposed to 10%.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Learning

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 5% increase in students meeting productive hour goals on weekly assignment tracking. Specific focus for ELA and Mathematics productivity and performance include three subgroups as identified by ATSI: Hispanic students, SED, and SWD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------------|--|--|
| Weekly productive hour goals (PH) | 92% of students met weekly productive hour goals during the 24-25 school year. | 97% of students will meet weekly productive hour goals during the 25-26 school year. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 2.1 | Recruit and retain effective teachers with a focus on a background in universal access and literacy. | All Students | Deliver recruitment presentations to local teacher credentialing programs in spring of each academic year 250.00 0010 |

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| | | | <p>4000-4999: Books And Supplies Host writing analysis workshops with local credentialing programs comparing anchor writing samples to subgroup samples. (yearly)</p> <p>Complete writing analysis workshop with faculty comparing anchor writing samples to subgroup samples.</p> <p>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.</p> |
| <p>2.2</p> | <p>Teachers will attend professional development workshops once quarterly focused on developing universal access to online content.</p> | <p>All Students</p> | <p>Utilize Monday collaboration sessions to conduct book study (Feldman Pillar 4: Motivation). (once quarterly)</p> <p>Utilize Monday collaboration sessions to run data-analysis protocol. (once quarterly)</p> <p>Staff will examine best practices of other blended learning programs and analyze for implementation</p> <p>English department will continue to review and refine the literature selection in Schools PLP for our 2nd year of implementation</p> <p>Staff will research and implement accurate, not biased & motivational grading practices</p> |

| | | | |
|-----|--|--------------|--|
| | | | <p>English department will research and identify additional literature selection(s) that celebrate diversity</p> <p>UDL training and alignment with AI. Follow up from admin training from August 2025 and implemented strategies/training with staff via monthly PD. 500.00 Other</p> <p>Webinar conference on CCIS and updated policies (0H0M)</p> |
| 2.3 | Increase teacher and administrator effectiveness through job performance evaluations. | All Students | <p>Calendar quarterly observation and debrief sessions based on 3 focus indicators</p> <p>Record and review teacher quarterly performance data on focus indicators</p> <p>Collaboratively create SMART goal for following academic year.</p> <p>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.</p> |
| 2.4 | Utilizing the performance evaluation protocol, increase teacher fluency in differentiating content to ensure equity of access to rigorous curriculum | All Students | <p>Review lesson plan as evidence during yearly evaluation cycle</p> |

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|-----|--|--------------|---|
| | | | <p>Co-plan lesson with sub-group differentiation, observe, and debrief on effectiveness and creation of access to rigorous content.</p> <p>Align professional development and coaching to specific target indicators on the evaluation rubric.</p> <p>Execute observation cycles by department chairs focused on universal access for all subgroups of students including those identified by ATSI (HIS, SED, SWD, EL).</p> |
| 2.5 | Ensure ongoing development of grading practices that are accurate, not biased, and motivational. | All Students | <p>800.00 0010 4000-4999: Books And Supplies Design professional development sessions to differentiate for developing and highly effective teachers.</p> <p>Base professional development sessions in theoretical framework, opportunities for application, and clear next steps for teachers</p> <p>Teachers participate in peer observation, lesson analysis and lesson for study to develop proficiency in focus areas</p> <p>Utilize multiple data sources to determine school's professional development focus such as student achievement data, teacher evaluation data, stakeholder feedback</p> <p>Include a review of specific subgroup populations as</p> |

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|------------|--|--------------|---|
| | | | 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 . |
| 2.6 | Provide training enabling teachers to address multiple learning styles, SWD, students with special learning needs, and students with limited English proficiency. | All Students | <p>Ensure that data analysis and action planning are incorporated into ongoing professional development 1500.00 Other 4000-4999: Books And Supplies Staff development days focused on implementing universal access in classroom environment, resources, interactions with peers, and assignments. (0H0M)</p> <p>Meet with DAC representative monthly to analyze data trends and adjust school intervention and acceleration plans</p> <p>Meet with SEDAC representative monthly to analyze data trends and adjust school intervention and acceleration plans</p> |
| 2.7 | Provide training enabling teachers to engage parents via in person and virtual coaching sessions to support student learning via PLP (personal learning platform). | All Students | <p>4000.00 Other 4000-4999: Books And Supplies Foster parental involvement through monthly parent meetings, parent education programs, parent service hours, access to Q and School Site Council (0H0M)</p> <p>Host virtual parent training sessions to engage in student progress monitoring on PLP.</p> <p>Provide informational video available on Century Academy website for a general overview</p> |

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| | | | and procedures for using the Schools PLP platform. |
| 2.8 | Administration will provide professional development (once every 5 weeks) on restorative practices. | All Students | <p>Develop and provide copies of reader for RP (restorative practice) PD for school staff</p> <p>Build kit of resources for each department to practice RP techniques taught during PD.</p> <p>Observe and debrief on the impact of RP paired with disciplinary matrix.</p> |
| 2.9 | Instructional Strategies training for English Learners. Provide training enabling teachers to effectively implement strategies with students with limited English proficiency. | English Learners | <p>Use of CABE strategies with teachers with a focus on instruction for EL students.</p> <p>Meet with DELAC representative monthly to analyze data trends and adjust school intervention and acceleration plans</p> |
| 2.10 | UDL Training with AI focus | All Staff | <p>Follow up to training in August 2025 re: UDL and AI, monthly PD that is built out over the year for teachers to explore and implement</p> <p>Sharing examples of UDL/AI strategies that teachers are using with students during specific staff meetings</p> |
| 2.11 | UDL training to facilitate LRE for SWDs | All Staff | <p>Engage in monthly professional development which teachers UDL strategies to remove barriers to learning for SWD accessing the general education classrooms</p> |

| | | | |
|--|--|--|--|
| | | | Conduct observation and debrief cycles focused on universal access for SWDs to compound and share data during PLC cycles |
|--|--|--|--|

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Previously, student outcomes based on the practice in this goal were tracked by measuring the grades earned by students in their core classes. During the 24-25 school year, and with the inaugural year of implementation of Schools PLP, the metrics shifted to tracking student productive hours which were reported by advisors on a weekly basis. Productive hours gave the team data on student progress toward course completion, attendance and absenteeism. This also supported analysis of the quality of student work submitted. Data from productive hours gave the team weekly updates to monitor both overall student population as well as targeted subgroups identified by ATSI.

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 differences between expenditures planned and expenditures incurred during the 2024-2025 school year. However, in 25-26 our budget is reduced 40% which will impact expenditures related to this 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.

Our productive hours rates increased from 24-25. As such, we are looking to match the district goal of 97% productive work hours as a goal for our students based on student engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student, parent and community engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| % of students attending at least 2 on-campus or virtual social events yearly. | % of students attending at least 2 on-campus or virtual social events yearly: 61% | % of students attending at least 2 on-campus or virtual social events yearly: 66% |
| % of parents engaging in at least 2 school sponsored opportunities yearly | % of parents engaging in at least 2 school sponsored opportunities yearly: 44% | % of parents engaging in at least 2 school sponsored opportunities yearly: 50% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 3.1 | Host parent workshops addressing student data and wrap around intervention strategies | All Students | 200.00 OTRM 4000-4999: Books And Supplies |

| | | | |
|------------|--|--------------|--|
| | | | <p>A. Publish calendar of parent and student workshops</p> <p>B. Distribute calendar for semester and individual events via phone, email, and social media</p> <p>C. Survey parents for topics of high interest for yearly workshops 1500.00 OTRM 5000-5999: Services And Other Operating Expenditures</p> <p>D. Create recorded and edited versions of workshops for asynchronous participation 4378.00 Other</p> <p>Parent workshops and resources for support in the academic and Social-emotional learning realm. (0H0M)</p> |
| 3.2 | Promote opportunities for parent leadership roles | All Students | <p>A. Create and distribute ongoing communication regarding committee opportunities including: SSC, SEDAC, ELDAC, GATEDAC, AAAC, LGBTQ+AC</p> <p>B. Summarize leadership meeting outcomes and communicate availability/opportunities to engage to all families in monthly news letter.</p> |
| 3.3 | Create monthly student events focused on socialization and building campus culture | All Students | <p>1000.00 0010 4000-4999: Books And Supplies</p> <p>A. Collaborate with ASG (associated student government) to schedule monthly on campus student events. 350.00 Other 5000-5999: Services And Other Operating Expenditures</p> |

| | | | |
|-----|--|--------------|--|
| | | | <p>B. Advertise monthly events through print, social media, monthly newsletter and email (0H0M)</p> <p>C. Survey student interest in a menu of events 5000.00 Other 5000-5999: Services And Other Operating Expenditures</p> <p>D. Budget for field trips for each department yearly (0H0M)</p> <p>E. Create and publicize procedures for sponsoring clubs on campus</p> |
| 3.4 | Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media. | All Students | <p>500.00 0010 4000-4999: Books And Supplies</p> <p>A. Host yearly art show through fine art course in MPR and virtually</p> <p>B. Communicate event details through social media in monthly newsletter.</p> |
| 3.5 | Create and implement attendance awareness campaign for 25-26 school year | All Students | <p>2000.00 0010 0001-0999: Unrestricted: Locally Defined</p> <p>A. Invest in attendance tracking software to track synchronous class time, lab study hours, and event participation.</p> <p>B. Acknowledge and celebrate student attendance or productive hour improvements monthly</p> <p>C. Communicate weekly attendance and productive hour counts for each student via parent email from advisor. 1500.00 Other</p> |

| | | | |
|-----|-------------------------------|------------------|---|
| | | | D. Develop reward system for attendance and/or productive hour improvement awarded monthly. |
| 3.6 | Targeted EL parent Engagement | English Learners | <p>OTRM</p> <p>Distribute calendar for semester and individual events via phone, email, and social media</p> <p>OTRM</p> <p>Survey parents for topics of high interest for yearly workshops</p> <p>OTRM</p> <p>Parent workshops and resources for support in the academic and Social-emotional learning and how parent/guardian can partner with school</p> <p>Meet with counselor and admin team annually to review progress on language acquisition goal and anticipated schedule for the upcoming year</p> |
| 3.8 | | | |

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024-2025 school year implementation of surveys, attendance tracking, and interest in events were facilitated through software to increase the site's ability to run and analyze attendance reports. Software implementation supported the tracking of attendance for synchronous instruction and/or lab time on campus and increased in functionality quarterly. While student engagement and participation increased by 10%, parent participation declined 7%.

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 significant differences between planned and incurred expenditures. However, in 25-26 our budget is reduced 40% which will impact expenditures related to this 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.

Subsequent to our participation data from 24-25 school year, our goal is to continue the trend for students to increase participation by 5%. For parents, our goal is to increase the baseline from last year from 44% to 50%.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social and Emotional Learning Focus

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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 following the Covid 19 pandemic 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. Social/Emotional health is closely tied to student persistence and their ability to persevere and meet high school graduation requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| % of students reporting anxiety and/or depression: | % of students reporting anxiety and/or depression:10% | Expected % of students reporting anxiety and/or depression: 10% |
| % of students accessing T3 mental health support | % of students accessing T3 mental health supports: 13% | Expected % of students accessing T3 mental health supports: 8% |
| % of students meeting graduation requirements (student body, SED, HIS, SWD) | % of students meeting graduation requirements: All students: 88.7% SED: 89.5% HIS: 84.6% SWD: 89.5% | % of students meeting graduation requirements: All students: 93.7% SED: 94.5% HIS: 89.6% SWD: 94.5% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 4.1 | Assist students in identifying and managing stressors while caring for their health and wellness needs (Tier 1) | All Students | 2000.00 Other 4000-4999: Books And Supplies A. Complete and distribute access options for Wellness center B. Consistently communicate availability of supports (wellness counselors, academic counselors) C. Establish referral system for advisors to seek out support for students D. Monitor frequency of use for wellness center E. Monitor number of referrals and percentage of families utilizing suggested supports F. Monitor rate of advisor referrals 2000.00 Other G. Develop rotation of small group wellness workshops for quarterly cycles of 10 weeks. |
| 4.2 | Provide professional development for staff on executing T1 (universal) mental health supports | All Students | 720.00 OTRM 4000-4999: Books And Supplies A. Research effective T1 (universal) mental health supports for middle school and high school students |

| | | | |
|-----|--|--------------|--|
| | | | <p>B. Summarize and evaluate effectiveness of current T1 (universal) supports. 550.00 OTRM 4000-4999: Books And Supplies</p> <p>C. Replace ineffective T1 (universal) supports with researched strategies.</p> <p>D. Provide faculty with training an opportunities for data analysis to monitor efficacy</p> <p>E. Establish protocol for sharing of best practices for mental health supports during faculty meetings</p> <p>F. Review mental health referrals for each grade span (elementary, middle, high) monthly during administration and counseling team meeting.</p> |
| 4.3 | Utilize CHKS to develop and deliver targeted parents workshops aimed at identifying student risk factors associated with mental health (Tier 2 supports) | All Students | <p>A. Administer CHKS annually and utilize data dive protocol to disaggregate results</p> <p>B. Revise T1 (universal) and T2 (targeted) supports based on annual needs</p> <p>C. Provide summary of CHKS data to SSC for review and recommendations</p> <p>D. Track CHKS areas of concern across academic years</p> |
| 4.4 | Utilize attendance intervention structure with SART/SARB process | All Students | <p>A. Admin and counseling team will screen attendance for</p> |

| | | | |
|-----|---|---------------------|---|
| | | | <p>students monthly for SART/SARB referrals</p> <p>B. Teachers communicate work completion (productive hours) weekly to parents</p> |
| 4.5 | Ongoing SEL and Mental Health supports | All students | <p>Regular check ins with counselors (Wellness)</p> <p>Small group support groups meeting with counselor in wellness room</p> <p>Parent workshops on wellness and supporting students with mental health.</p> |
| 4.6 | Establish school-wide initiatives for attendance and engagement | Admin & Counseling | <p>Publicize ways for students to earn 5STAR points for attendance and productive hours</p> <p>Host monthly student store hours for students to use accrued points from 5STAR</p> <p>Monitor PH weekly and assign bonus points to top 2 tiers for performers (passing all, passing all but one)</p> |
| 4.7 | T2 supports for small groups (student and parent) | Counselor and Admin | <p>Academic counselor checks in monthly with targeted groups working on same identified skill set on 6-8 week cycles</p> <p>Wellness counselor holds daily "lunch bunch" for all students with weekly invitation extended to targeted groups</p> |

| | | | |
|--|--|--|---|
| | | | <p>Wellness counselor runs quarterly group sessions for self identified, parent identified, or teacher identified students needing skill based support</p> <p>Monthly parent workshops led by administration to target common practices implemented on site and in the the home</p> |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024-2025 school year there was a change in staffing allocation supporting the T1 and T2 interventions for social-emotional health in the wellness room on campus. A wellness clinician was on staff every school day for one-on-one and group sessions as well as drop in supports as needed. The wellness counselor joined the staff regularly during professional development sessions to ensure the matching of strategies across T1 social emotional supports. Lastly, an additional metric was added in 24-25, monitoring student graduation rates for the entire student body as well as subgroups identified by ATSI.

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 not significant differences between planned expenditures and implemented expenditures during the 24-25 school year. However, in 25-26 our budget is reduced 40% which will impact expenditures related to this 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.

Our goal for 25-26 is to maintain our percentage of students reporting anxiety and depression at 10%. While reducing our percentage of students in T3 from 13% to 8%. Additionally, our goal is to increase our graduation rates with our targeted groups (SED, HIS, SWD) in 25-26

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-----------------------------|-----------------------|-----------------------|
| | | | |
| 5.4 | 4 Parent resource workshops | | |

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$77,985.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 | \$16,850.00 |
| 0090 | \$408.00 |
| 0P28 - Proposition 28 | \$11,333.00 |
| 0TRM | \$8,586.00 |
| 4EEF | \$480.00 |
| Other | \$40,328.00 |

Subtotal of state or local funds included for this school: \$77,985.00

Total of federal, state, and/or local funds for this school: \$77,985.00

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.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|----------|----------|
| 4EEF | 600.00 | 120.00 |
| OTRM | 9882.00 | 1,296.00 |
| 0010 | 18828.00 | 1,978.00 |
| | 00.00 | 0.00 |
| | 0 | 0.00 |
| | 0.0 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------|-----------|
| 0010 | 16,850.00 |
| 0090 | 408.00 |
| 0P28 - Proposition 28 | 11,333.00 |
| OTRM | 8,586.00 |
| 4EEF | 480.00 |
| Other | 40,328.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| | 5,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | 28,533.00 |
| 4000-4999: Books And Supplies | 25,944.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,650.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------------|-----------|
| 0001-0999: Unrestricted: Locally Defined | 0010 | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | 0010 | 7,000.00 |
| 4000-4999: Books And Supplies | 0010 | 7,050.00 |
| 5000-5999: Services And Other Operating Expenditures | 0010 | 800.00 |
| 4000-4999: Books And Supplies | 0090 | 408.00 |
| 1000-1999: Certificated Personnel Salaries | 0P28 - Proposition 28 | 11,333.00 |
| 1000-1999: Certificated Personnel Salaries | OTRM | 2,700.00 |
| 4000-4999: Books And Supplies | OTRM | 4,386.00 |
| 5000-5999: Services And Other Operating Expenditures | OTRM | 1,500.00 |
| | 4EEF | 480.00 |
| | Other | 13,378.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 7,500.00 |
| 4000-4999: Books And Supplies | Other | 14,100.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 5,350.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 49,237.00 |
| Goal 2 | 7,050.00 |
| Goal 3 | 16,428.00 |
| Goal 4 | 5,270.00 |

School Site Council Membership

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 current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|------------------|----------------------------|
| Brian Mercer | Principal |
| Yuliya Eisenberg | Other School Staff |
| Laura McDermott | Classroom Teacher |
| Jamie Kay | Classroom Teacher |
| Maxine Moro | Other School Staff |
| Rachel Kelterer | Other School Staff |
| Kris Endo | Parent or Community Member |
| Shannan Haverson | Parent or Community Member |
| Celene Smith | Secondary Student |
| Pandora Smith | Secondary Student |
| Maya Sosa | 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.

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 |
|-------------------|---|
| Kris Endo | District Advisory Committee Representative |
| Shannon Henderson | English Learner Advisory Committee Representative |
| Jamil Kay | Gifted and Talented Education Program Advisory Committee Representative |
| Celene Smith | School Site Representative |
| | Special Education Advisory Committee Representative |
| | African American District Advisory Council Representative |
| | Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative |
| | Other: Celene Smith - Student Rep |

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 08.27.25.

Attested:

| | |
|--------------|--|
| Brian Mercer | Principal, Brian Mercer on 08.27.25 |
| Kris Endo | SSC Chairperson, Kris Endo on 08.27.25 |

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 ATSI planning requirements.

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

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 Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

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

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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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