

The School Plan for Student Achievement

School: Century Academy
CDS Code: 56 73759 0123349
District: Conejo Valley Unified School District
Principal: Martin Manzer
Revision Date: December 1, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Century Academy's Vision and Mission Statements

Vision:

There is a "Century Way". It is about customizing learning for the student, family, and community. Century's fundamental belief in academic rigor, multicultural perspective, and critical literacy are the keys to inspiring a passion for life-long learning.

Mission:

Century Academy seeks to be an exemplary blended-learning school. We build the foundation of this community through meaningful relationships, rigorous, relevant, and engaging learning, and effective communication. We challenge ourselves to continuously evolve to meet the needs of our stakeholders. In order to prepare students to contribute to the global community, Century Academy delivers a balanced and varied school curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse community.

School Profile

Century Academy, an alternative school of choice, is located in the Conejo Valley. A suburban community, the Conejo Valley is just 35 miles northwest of Los Angeles and 12 miles inland from the Pacific Ocean, nestled against the Santa Monica Mountains. The community consists of Thousand Oaks, Newbury Park, and Westlake Village and has a population of approximately 132,000. Approximately 21,000 students are enrolled in the Conejo Valley Unified School district with grades K-12. The district consists of seventeen elementary schools, five middle schools, three comprehensive high schools, an online/on ground hybrid college prep school (Century Academy,) one continuation school, and an adult school.

Our Vision and Mission are:

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Mission:

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Century Academy is a student-centered public school serving grades 6-12. Century partners students, parents, and staff to provide a dynamic and customized learning environment that promotes high academic achievement as well as personal and social responsibility. Century Academy actively engages and empowers the student in the process of learning to responsibly participate in a diverse, complex, and ever-changing global community. We understand the importance of establishing a guiding vision and philosophy that directs and nurtures student growth and achievement and supports our expected school wide learning results. The school vision communicates our belief that students learn in a variety of ways and that we are in a shared partnership with parents and students. We are aware that our world has become a global community and that technology is one of the pathways to participation. We further understand that productivity in this community will require collaboration as well as independence. Century Academy provides unique opportunities for students to achieve high standards of academic achievement and success. We believe in creating customized learning plans which guide students in consistent academic and social growth. The individualization of our curriculum is evidence of this philosophy. A blend of learning modalities including digital learning, direct small group, and individual instruction allows Century Academy to differentiate the learning experience for all student. This practice also allows us to provide a

rigorous curriculum that meets the academic needs of all students in search of a comprehensive alternative to the traditional high school setting.

An alternative education task force was created in 2009 in order to fully assess the student need, research the best possible programming, and implement a cutting edge educational opportunity to successfully lead our students into a technology driven 21st century society. Led by the Assistant Superintendent of Instruction, the Director of Secondary Education, the Alternative Education Principal, Independent Study Coordinator, and Alternative Education Counselor; discussions began taking place with school principals and other invested district staff about the creation of a school that would serve students with a wide range of academic ability and need. Visits were made to Independent Study programs and alternative schools within and outside the county. Virtual schools and on-line curriculum were researched, and the students in the CVUSD Independent Study Program were surveyed. With a thorough investigation, the team concluded that a digital curriculum supplemented with traditional teacher support would be an appropriate model to meet the needs of students and parents who desired an alternative to the traditional high school while still obtaining the highest quality education. Student coursework would be customized and designed to meet the personal goals and interests of each individual student. Plans for the school were finalized in 2010 and accepted by the Board in June of that year. Over the summer, facilities were redesigned and upgraded and APEX on-line curriculum was purchased and tested. A principal, coordinator, counselor, and four highly qualified teachers with comprehensive backgrounds in their subject area were hired. The importance of our teaching staff to our success cannot be overemphasized. Since the Century Academy staff was so small and the establishment of protocols and procedures so critical, it was essential that each member of the staff have a large breadth of knowledge and the skills to work with a diverse group of students. With a dedicated, qualified, and professional staff in place, Century Academy proudly opened its doors on August 25, 2010. Our mission remains to customize learning for the student, family, and community. Century's fundamental belief in academic rigor, multicultural perspective, and critical literacy are the keys to inspiring a passion for life-long learning.

Century Academy received a six year WASC accreditation in the fall of 2017 as well as the California Distinguished School Award in 2013.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Century Academy we survey our students at the end of the academic year. The results of the survey showed that the students at Century Academy stated that teacher were very helpful with keeping them on track in order for them to complete their classes on time, teachers provided support and made recommendations on how students were able to raise their grades. The survey also showed that students took advantage of the following resources at the school: tutoring, studying in the computer lab and counseling meetings. Students also responded positively with having many opportunities for college workshops and career workshops for after high school.

Classroom Observations

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

Teachers and administrators engage in a collaborative coaching process which includes goal setting, classroom observations, and coaching sessions. All teachers being formally evaluated participate in a goal setting meeting with their evaluating administrator to identify an area of focus for their professional practice. The teacher and administrator engage in a collaborative process to create markers for success and opportunities for improvement. Teachers who are not in the formal evaluation cycle in a particular year engage in a coaching session to decide whether they should continue pursuing growth in a previous goal or work toward a new and mutually identified area of growth opportunity. All teachers engage in an observation and debrief cycle for two types of settings: formal classroom instruction and individual teaching and collaboration during advisory meetings. Within 48 hours, the observed teacher and administrator meet to discuss scripted notes, make note of trends relating to the teacher's professional growth goal, and plan precise and measurable actions for improvement.

Teacher progress is reviewed during quarterly administrative team meetings to evaluate effectiveness of the current professional development cycle or potential need for changes or additional supports.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the start of the school year, Century Academy received the testing results from the CAASSP and reviewed the result with the math department and the English teacher. Since the number of students taking standardized testing does not yield statistically significant trends additional data points were necessary to analyze student achievement. Century Academy contracts with the Northwest Evaluation Association (NWEA) to administer the MAP test (Measures of Academic Progress). Students take the MAP English and Math screening test at the start of semester 1 and the English and Math progress monitoring exam at the start of semester 2. The results from MAP testing are analyzed during staff collaboration time to develop a plan for intervention and acceleration. The mid-year exam serves as a data-point informing student progress and the success or lack of progress resulting from interventions and accelerations. Students scoring more than two standard deviations below the mean are tracked for tier 2 and tier 3 interventions. The data gathered from MAP testing also informs our Tier 1 universal strategies for start of the year and mid-year success seminars.

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

Century Academy works with all stakeholders to monitor multiple data points in order to modify instruction and refine interventions. Since students work on APEX for approximately 30 to 35 hours weekly and take all formative and summative assessments on the software teachers and administrators are able to gauge student growth in procedural knowledge and conceptual knowledge. Each stakeholder group analyzes the data from a different perspective to develop an understanding of student progress and adjust accordingly. Specifically, administration conducts monthly data audits to monitor student progress in coursework as well as time spend on software. Parents receive a weekly email called a "coach report" which details how much time students are spending on software. This report allows parents to compare how much time is being spent on studying content, working on assignments, or completing assessments. Lastly, teachers are gathering student performance information through common formative and summative assessments. Assessment data informs two opportunities to modify instruction: on-ground instruction strategy as well as one-on-one coaching during a student's advisory session.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

In order to ensure that Century Academy employs highly qualified staff, multiple levels of screening and continued professional development are in place. When expanding staff or reviewing current staff members, the CVUSD district office supports our campus in reviewing credentialing and professional development hours. Teachers attend district wide articulation meetings based on their subject matter. as well as professional development sessions offered by the district and Ventura County office of Education. Century Academy teachers also have weekly staff meeting with administration and counseling paired with bi-monthly collaboration sessions.

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

Teachers are offered professional development through multiple avenues on a yearly basis. School site professional development includes addressing curriculum delivery through APEX as well as teaching strategies, development of rigorous curriculum, and differentiation for sub-groups. Teachers also self-select from a variety of professional development workshops offered through the school district. Lastly, teacher evaluations are specifically designed to progress toward a mutually identified goal. This is largely accomplished through direct coaching which occurs within 48 hours of teacher observations.

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

Site development workshops/discussions are based on APEX and MAP assessment data. While MAP data is accessed twice yearly, APEX assessment data is ongoing as students complete summative and formative assessments. Data is audited by administration monthly, by parents on a weekly basis, and by teachers on a daily basis to inform instruction as well as professional development needs for the staff. APEX curriculum as well as assessments are updated yearly to ensure rigor and alignment with content standards.

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

Teachers collaborate across the curriculum on a weekly basis at staff meetings to ensure that they have ongoing support of the APEX instructional model. All staff also engages in bi-monthly collaboration sessions which cover two major areas: access to rigorous content and curriculum intervention /acceleration. Administrators meet with teachers within 48 hours of the observation cycle in order to provide instructional coaching.

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

All teachers collaborate on a weekly basis during staff meetings. Additionally, the middle school program meets for their own collaboration session on a weekly basis. Twice a month, all teachers engage in collaboration sessions. When collaboration sessions are focus on instructional strategies or interventions, teachers participate through cohorts. Each cohort focuses on one tier of intervention (1-3). Teachers also attend articulation meetings based on their subject area which are hosted by the school district.

Teaching and Learning

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

Century Academy uses APEX Digital Learning Platform. APEX has implemented the Common Core State Standards. While APEX provides as strong foundation, data analysis has revealed the need for multiple courses having on-ground weekly sessions to support student learning. Where data supports the need, teachers conduct weekly seminars focused on conceptual content knowledge in their area of expertise.

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

For all students, teachers follow the pacing guidelines for recommended Productive Hours for attendance purposes and instructional pacing. Students who are not making adequate academic progress are offered group as well as individual tutoring sessions as well as additional time with their advisory teacher in order to meet the demands of the pacing guide.

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

Century Academy delivers the majority of subject area content online through APEX. In addition to online course-work, on-ground sessions are offered for courses on a weekly basis. This is supplemented with tutoring sessions built into the school day which are held Monday through Friday. MAP testing allows advisory teachers to customize student learning and work collaboratively with administration and families to plan additional intervention or acceleration minutes as necessary. Given Century's curriculum delivery model, students have extensive opportunities throughout the week to engage in group or individual interventions as necessary.

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

Century Academy utilizes APEX Digital Learning Platform paired with on-ground teaching sessions to ensure equitable access to rigorous content for all students. As dictated by student need, teachers provide accommodations for students to meet the expectations of learning objectives in the curriculum.

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

Century Academy utilizes APEX Digital Learning Platform which meets district content and pacing requirements. Additional materials are maintained on campus for students as appropriate. Each department determines the need for additional instructional and intervention materials based on results from formative and summative assessments.

Opportunity and Equal Educational Access

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

The APEX platform offers courses in a variety of rigor levels to meet the needs of learners. Every student also has the opportunity to attend additional tutoring in all core subject areas. Based on 2018-2019 MAP data, the staff has also determined the need for additional support in the areas of note-taking and persuasive writing. A universal writing and note-taking strategy workshop is being delivered to all students during weekly advisory meetings. After a 6 week cycle, the staff meets to discuss findings and make recommendations for students who should be offered a targeted intervention. This cycle repeats throughout the school-year to meet trends identified by data gathered from assessments.

14. Research-based educational practices to raise student achievement

Based on APEX CST's and TST's teachers are able to identify the areas of weakness for students and focus on those areas to intervene and raise student achievement. Additionally, students participate in MAP testing at the start of every semester. This data informs staff about student present levels of performance in comprehension, reading fluency, as well as computational ability. Teachers engage in an intervention analysis protocol to address potential learning gaps. Administration works with the teaching staff to mutually develop teaching strategies to address common trends emerging from the data.

Parental Involvement

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

A weekly bulletin is sent home via Naviance and smore.com sharing the school resources to offer assistance to all students. Parents are also emailed weekly by the master teacher and the APEX program to assist in their students education across all levels. Teachers have created different "pull back days". These are subject specific workshops to give an opportunity for students to come on to campus and have a more structured hour of time for tutoring and lesson delivery by the teacher. The need of these pull back days are based on information gathered by: Master Teacher appointments and test scores. Additionally, administration conducts a monthly data audit to monitor student progress on APEX. If students are not making adequate academic progress, parents and teachers are invited to join administration for a student success team meeting to address under-achievement. Agreed-upon interventions are carried out for a 6 week cycle before the team re-assesses student progress and evaluates the need to continue or modify interventions.

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

Students and parents are invited to a monthly School Site Council meeting where we discuss school goals. This meeting notification is posted on our website so it is visible to all community stakeholders. Additionally, Century Academy communicates with parents through Naviance to inform them of upcoming meetings. In 2018-2019, Century will also be hosting parent focus groups to review school-wide goals and gather feedback about student and family experience while at Century. The information gathered will inform planning for the following academic school year.

Funding

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

Intervention Funds, Program Improvement Funds

18. Fiscal support (EPC)

The site funding is based on LCFF.

Description of Barriers and Related School Goals

In order to ensure the continued success of Century Academy, we are responding to student assessment data as well as survey results to address four specific areas of need:

1. The need to customize curriculum pace and differentiation of intervention and/or acceleration. With Century's unique curriculum delivery model which mixes online content with on-ground coursework, several trends have emerged in student needs. Specifically, MAP testing has demonstrated the large range in student abilities across the school and within the same grade level. Subgroups of students needing intervention to maintain adequate academic progress are addressed through weekly staff meetings, bi-monthly staff collaboration sessions and monthly administrative data audits.

2. The need to engage in an ongoing professional development protocol focused on data-driven decision making and teacher ability to plan for universal access of rigorous content. Century Academy is a small school which does not always have the ability to analyze traditional standardized data due to our limited sample size. Traditionally, the results from our students have not yielded statistically significant data which would allow for analysis and data-centered modification to curriculum and teacher practice. In the 2017-2018 school year, Century Academy began gathering data through MAP testing. This data source has allowed us to analyze standardized data and have immediate impact on curriculum and instruction. The method for ongoing data gathering and analysis needs refinement and codification in order to be implemented on an ongoing basis with fidelity.

3. The need for ongoing communication to current and potential families. Century has made progress in delivering consistent communication to families regarding student progress. However, additional progress needs to be made to effectively communicate how students are functioning within the blended learning model. Additionally, additional communication is needed to provide ongoing and meaningful opportunities for families to contribute to the school community, engage in school events, and access wrap-around services.

4. The need to expand the current model of intervention and acceleration. Century serves a wide range of students from the standpoint of academic ability, socio-economic status, social-emotional needs, and executive functioning skills. Currently, student needs are addressed on an individual basis (tier 3). There is need and opportunity to expand both universal (tier 1) and targeted (tier 2) interventions to increase social, emotional, and physical well-being of students.

Based on identified needs, the following school goals have been developed by Century stakeholders:

Goal 1: (Student Focus) Century will utilize academic achievement data from weekly student workshops and ongoing MAP testing to customize and differentiate monthly intervention and/or extension workshops.

Goal 2: (Internal Focus) Century staff will engage in a professional learning community (PLC) model centered in a lessons for study (LFS) protocol to ensure content delivery is focused on equitable access to rigorous and differentiated academic content for all students.

Goal 3: (Community Outreach Focus) Century will provide ongoing monthly communication to current and potential families which includes highlights of student progress, the advantage of the blended learning model, opportunities for parent engagement and recommended resources to support student learning.

Goal 4: (Social and Emotional Learning Focus) Century will expand the 3-tier model of intervention to include a wider range of universal (tier 1) and selected (tier 2) school-wide programs to increase social, emotional, and physical well-being of students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	0%
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	0%
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	50%
Grade 11	27	16	*	19	9	*	17	9	*	70%	56%	6%
All Grades	27	16	48	19	9	13	17	9	13	70%	56%	27.1

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	2634.8	*	*	24%	*	*	53%	*	*	24%	*	*	0%	*	*
All Grades	N/A	N/A	N/A	24%	*	15.38	53%	*	53.85	24%	*	23.08	0%	*	7.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	*	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	*	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	*	*	N/A	N/A	*
Grade 11	53%	*	*	35%	*	*	12%	*	*
All Grades	53%	*	46.15	35%	*	46.15	12%	*	7.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	29%	*	*	71%	*	*	0%	*	*
All Grades	29%	*	23.08	71%	*	61.54	0%	*	15.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	*	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	*	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	*	*
Grade 11	24%	*	*	71%	*	*	6%	*	*
All Grades	24%	*	30.77	*	*	61.54	6%	*	7.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	41%	*	*	53%	*	*	6%	*	*
All Grades	41%	*	23.08	53%	*	61.54	6%	*	15.38

Conclusions based on this data:

1. The limited number of students participating in CAASPP testing does not yield statistically significant results which can be analyzed for trends.

2. Century is utilized MAP testing through NWEA which allows projections for mastery of standards assessed via CAASPP. MAP data is utilized to inform instruction, intervention, and acceleration models.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	0%
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	0%
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	0%
Grade 11	27	16	*	16	7	*	16	7	*	44%	44%	0%
All Grades	27	16	48	16	7	11	16	7	11	44%	44%	22.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	2568.1	*	*	18%	*	*	6%	*	*	29%	*	*	47%	*	*
All Grades	N/A	N/A	N/A	18%	*	18.18	6%	*	9.09	29%	*	27.27	47%	*	45.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	24%	*	*	24%	*	*	53%	*	*
All Grades	24%	*	18.18	24%	*	27.27	53%	*	54.55

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	12%	*	*	59%	*	*	29%	*	*
All Grades	12%	*	27.27	59%	*	36.36	29%	*	36.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	24%	*	*	47%	*	*	29%	*	*
All Grades	24%	*	18.18	47%	*	63.64	29%	*	18.18

Conclusions based on this data:

1. The limited number of students participating in CAASPP testing does not yield statistically significant results which can be analyzed for trends.

2. Century is utilized MAP testing through NWEA which allows projections for mastery of standards assessed via CAASPP. MAP data is utilized to inform instruction, intervention, and acceleration models.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1. Century Academy does not currently have students enrolled designated English Language Learners or RFEP students needing monitoring.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Narrow the Achievement Gap
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #1:
1A. By Spring 2020, the percentage of students Meeting/Exceeding Standard on the ELA section of State standardized tests or NWEA-MAP projections will be greater than 68%. Total rate of SWD and/or targeted students Meeting/Exceeding Standard on the ELA section of State tests or NWEA-MAP projections will be within 5% of the general student population. 1B. By Spring 2020, the percentage of students Meeting /Exceeding Standard on the Math section of State standardized tests or NWEA-Map projections will be greater than 60%. Total rate of SWD and/or targeted students Meeting/Exceeding Standard on the math section of State tests or NWEA-MAP projections will be within 5% of the general student population.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Interim assessments will be administered a minimum of 2 times per year in ELA and Math(MAP-NWEA).• End of semester course grades (D/F list)• Correlations between need for academic, social-emotional, and attendance intervention lists• Weekly writing intervention achievement data• WASC student perception survey• Staff will review interim assessments and SSC will examine the results (dis-aggregated by sub-groups) to identify areas of strength and need, and to revise school site plan.
Findings from the Analysis of this Data:
The data suggests that students with lexile scores below the expected range for their grade level struggle with appropriate access to both content and with their ability to write persuasively with textual evidence. Teacher anecdotal data from weekly writing intervention sessions identifies students with the largest learning gaps.

How the School will Evaluate the Progress of this Goal:

Ongoing data analysis and intervention cycles should drive the number of students needing tier 2 focused intervention in areas of need progressively down. If the number of students with gaps in learning is not decreasing, Century must analyze the effectiveness of interventions and whether they are being carried out with fidelity for the appropriate amount of time. When analyzing student achievement, scores will be considered from a growth standpoint with an expectation of 100-150 annual lexile point growth for students targeted with reading and writing intervention.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1A. Increase reading achievement and improve literacy to ensure opportunities for academic success, access to core curriculum, and to equip students with 21st Century skills that lead to high school graduation and college/career readiness. (goal 1a and 1b)	Ongoing	Principal Assistant Principal Counselor Teachers	1.a.1. Administer MAP quarter 1 and quarter 3 1.a.2. Utilize teacher collaboration time to investigate effectiveness of 21st Century skills 1.a.3. Create yearly (grades 6-12) conceptual understanding guidelines for college/career readiness.	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded Other	6000.00
1B. Utilize data to drive the development of targeted academic interventions for students falling below the grade level lexile threshold. (goal 1a)	Ongoing	Assistant Principal Counselor Teachers	1.b.1. Engage in quarterly data analysis for students in 1st (bottom 25%) achievement quartile. 1.b.2. Run 6 week reading intervention cycles 1.b.3. Meet with parent teams to review data and adjust intervention cycle	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	
1C. Increase writing achievement through targeted small group instruction based on data gathered from weekly writing workshops. (goal 1a)	Ongoing	Teachers Administration	1.c.1 Utilize collaborative planning time to design writing mini-workshops			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.c.2. Implement writing workshops through weekly advisory meetings 1.c.3. Log writing workshop progress for further intervention planning	4000-4999: Books And Supplies	Instruction	1600.00
			1.c.4. Offer additional literacy enrichment courses open to span of grade levels with explicit entrance and exit criteria to ensure students reach college readiness	1000-1999: Certificated Personnel Salaries	Other	12000.00
1D. Increase the number of targeted school site activities for GATE students. (goal 1a and 1b)	Ongoing	Teachers Administration	1.d.1. Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students 1.d.2. Plan for students to set individual learning goals 1.d.3 Monitor GATE student standardized testing twice yearly to ensure continued academic growth and adjust acceleration or intervention options accordingly.	1000-1999: Certificated Personnel Salaries	Other	1200.00
				1000-1999: Certificated Personnel Salaries		1600.00
1E. Utilize standard aligned instructional materials and assessment tools. (goal 1a and 1b)	Ongoing	Administration Teachers	1.e.1. Norm formative and summative assessment tools for each course			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.e.2. Engage in a data analysis protocol to run collaborative analysis resulting in data-based instructional planning 1.e.3 Schedule collaboration time on a monthly basis to plan out and execute accommodations and differentiation strategies for SWD and ELs.			
1F. Align instruction with content standards (goal 1a and 1b)	Ongoing	Administration Teachers Counseling	1.f.1.Align curriculum to standards 1.f.2. Incorporate data from formative assessments to inform student learning about plan for ongoing achievement 1.f.3. Incorporate interim assessments to measure student learning (Interim assessment selection will reflect all students' needs, including EL students and SWD)	4000-4999: Books And Supplies	Other	2800.00
			1.f.4. Offer a writing program which can be adapted across content areas.	4000-4999: Books And Supplies	Other	3600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1G. Use of standard aligned instructional materials and strategies (goal 1a and 1b)	Ongoing	Administration Teachers	<p>1.g.1. Utilize diagnostic and interim data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs.</p> <p>1.g.2. Adopt instructional strategy which includes structure to clearly identify learning objective, build learner expertise, and allow multiple methods to demonstrate mastery.</p> <p>1.g.3 Incorporate explicit teaching of speaking, listening, writing, and reading strategies to ensure language acquisition and content comprehension for ELs.</p>	1000-1999: Certificated Personnel Salaries	OCBG	3480.00
1H. Increased access to technology (goal 1a and 1b)	Ongoing	Administration Teachers	<p>1.h.1 Computer lab provides instructor led instructional opportunities at all grade levels.</p> <p>1.h.2. Learning center provides instructor led instructional opportunities at all grade levels.</p>	2000-2999: Classified Personnel Salaries	Instruction	12500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.h.3 All learning spaces equipped with class set of wireless devices (ipad/chromebook)	4000-4999: Books And Supplies	Other	8700.00
			1.h.4. Utilize mobile technology devices to accommodate multiple learning styles and allow for demonstration of content mastery.	4000-4999: Books And Supplies	Other	4400.00
			1.h.5. Incorporate the use of chromebooks and ipads to increase access to content for ELs and SWD.			
1.I Staff development and professional collaboration aligned with standards-based instructional materials (goal 1a and 1b)	Ongoing	Administration Teachers	1.I.1.Annual school-wide professional development focused on how to support the teaching of literacy and analytical writing skills	5000-5999: Services And Other Operating Expenditures	OPGR	450.00
			1.I.2.Twice monthly collaboration sessions practicing data-based planning protocol.			
1J. Supplemental services for students and parents (goal 1a)	Ongoing	Teachers	1.J.1.The school will offer a 2 day induction program for all incoming 6th grade, 9th grade, and transfer students the first week of each semester.			
			1.J.2. The school will offer transitional services for SWD			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
			1.J.3. The school will offer additional workshop sessions focused on literacy enrichment				
			1.J.4 Individual advisory session will cycle through lessons focused on executive skills, academic meta-cognition, and academic planning.	5000-5999: Services And Other Operating Expenditures	OPGR		510.00
			1.J.5. The school will offer designated student workshops for SWD to offer intervention and/or literacy enrichment.				
			1.J.6. The school will offer designated parent workshops for SWD families in order to offer intervention and/or literacy enrichment.				
			1.J.7. Students in 11th grade with a lexile score of 1000 or below will participate in reading intervention course.	4000-4999: Books And Supplies	5EEF		1000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Internal Focus
LEA/LCAP GOAL:
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #2:
Century staff will engage in a professional learning community (PLC) model centered in a lessons for study (LFS) protocol to ensure content delivery is focused on equitable access to rigorous and differentiated academic content for all students.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Job performance evaluation data trends (1 year, 3 year, and 5 year analysis)• Rate of “highly qualified” teachers on staff• Rate of “highly qualified” applicants to posted positions• Rate of student achievement tracked by cohort year and advisor• Staff personal performance goals
Findings from the Analysis of this Data:
The data suggests that a wide range of professional practice and goals are evident across the teaching staff at Century. As a result, students are experiencing a large variation in teaching strategies, level of instructional rigor, and depth of knowledge in subject area expertise. Teacher professional performance goals have also been frequently changed between evaluation cycles without alignment to school professional development content.
How the School will Evaluate the Progress of this Goal:
Century will continue to engage in the PLC model and monitor teacher ability to engage in the LFS protocol independently with minimal facilitation from administration. The PLC model should lead to common threads in professional development goals as well as instructional and intervention strategies across the campus.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2A. Recruit and retain effective teachers with a focus on a background in literacy.	Ongoing	CVUSD Principal Assistant Principal Teachers	2.a.1. Deliver recruitment presentations to local teacher credentialing programs in spring of each academic year	5000-5999: Services And Other Operating Expenditures	Instruction	250.00
			2.a.2. Host writing analysis workshops open to district staff and potential applicants.	5000-5999: Services And Other Operating Expenditures	OTRM	600.00
			2.a.3. Edit interview and screening process to target applicants with literacy background			
2B. Teachers will attend professional development workshops including professional learning community (PLC) development	Ongoing	CVUSD Principal Assistant Principal Teachers	2.b.1. Utilize Friday collaboration sessions to run LFS protocol.			
			2.b.2. Utilize Friday collaboration sessions to run data-analysis protocol.			
			2.b.3 Staff attends PLC development	2000-2999: Classified Personnel Salaries	Other	1900.00
2C. Increase teacher and administrator effectiveness through job performance evaluations.	Ongoing annually at the beginning of each school year and each registration night.	Counselor Assistant Principal	2.c.1. Calendar quarterly observation and debrief sessions based on 3 focus indicators 2.c.2. Record and review teacher quarterly performance data on focus indicators 2.c.3. Collaboratively create SMART goal for following academic year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2D. Utilizing the performance evaluation protocol, increase teacher fluency in differentiating content to ensure equity of access to rigorous curriculum	ongoing	Counselor Assistant Principal	2.d.1. Review lesson plan as evidence during yearly evaluation cycle			
			2.d.2. Co-plan lesson with sub-group differentiation, observe, and debrief on effectiveness and creation of access to rigorous content.	5000-5999: Services And Other Operating Expenditures	Instruction	390.00
			2.d.3 Align professional development and coaching to specific target indicators on the evaluation rubric.			
2E. Ensure ongoing development of best practices and robust professional learning community	ongoing	Principal	2.e.1 Design professional development sessions to differentiate for developing and highly effective teachers.	5000-5999: Services And Other Operating Expenditures	OTRM	500.00
			2.e.2 Base professional development sessions in theoretical framework, opportunities for application, and clear next steps for teachers	5000-5999: Services And Other Operating Expenditures	OTRM	500.00
			2.e.3 Teachers participate in peer observation, lesson analysis and lesson for study to develop proficiency in focus areas			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2.e.4 Utilize multiple data sources to determine school's profession development focus such as student achievement data, teacher evaluation data, stakeholder feedback</p> <p>2.e.5. The analysis of student achievement data will include a review of specific subgroup populations (ELD,SES, ethnicity, and SWD). School-wide intervention approach will consider areas of relative weakness for specific populations of students .</p>			
2F. Provide training enabling teachers to address multiple learning styles, SWD, students with special learning needs, and students with limited English proficiency.	ongoing	principal	<p>2.f.1 Ensure that data analysis and action planning are incorporated into ongoing professional development</p> <p>2.f.2 Staff development days focused on implementing universal access in classroom environment, resources, interactions with peers, and assignments.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2G. Provide training enabling teachers to understand and use data and assessment to improve classroom practice and student learning with parents as part of the educational team.	ongoing	principal	2g1. Foster parental involvement through monthly parent meetings, parent education programs, parent service hours, access to Q and School Site Council	5000-5999: Services And Other Operating Expenditures	Other	700.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community Outreach Focus
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #3:
3. Century will provide ongoing monthly communication to current and potential families which includes highlights of student progress, the advantage of the blended learning model, opportunities for parent engagement and recommended resources to support student learning.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Frequency of individual student or parent meetings with administration and counseling.• Rate of website inquiry capture• Rate of district return and/or district conversion• Parent workshop and focus group attendance• Perceptual data: climate, beliefs, focus discussion
Findings from the Analysis of this Data:
Parent communication is limited to academic progress of the student. Students who are making adequate academic progress receive limited communication if no intervention is necessary. Parent feedback is limited to yearly surveys and -parent ability to attend school site council meetings on a monthly basis. Of families returning to the district, or those registering with Century prior to looking for alternatives outside the district, feedback given during cold-calls from administration suggests satisfaction with the academic program and the level of social-emotional support for students.
How the School will Evaluate the Progress of this Goal:
Century will continue to measure the number of families enrolling the program who are either returning to the district or choosing Century before pursuing alternative education elsewhere. The addition of focus groups and meaningful engagement opportunities for families should result in higher parent feedback forms and engagement even attendance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3A. Increase Century's exposure in the local and surrounding communities through print and digital/social media	Ongoing	CVUSD Administration Counselor Teachers	3.a.1. Review current digital media presence	5900: Communications	Other	250.00
			3.a.2. Assess current reach of digital media and set target groups for outreach.			
			3.a.3. Design quarterly media campaigns and align with district media platforms.	5900: Communications	Other	2400.00
3.a.3. Design quarterly media campaigns and align with district media platforms.	Ongoing	CVUSD- District Support Administration	3.b.1. Review components of current school tour and codify with all outward facing staff			
			3.b.2. Establish norms of customer service and program talking points in customer service room			
			3.b.3. Maintain records of all visits and parent feedback.			
3C. Create an individual learning plan for all students through a collaborative process between staff, counseling, student, and family.	Ongoing	Administration Teachers	3.c.1. Meet with all stakeholders during enrollment process to outline ILP			
			3.c.2. Review ILPs with advisors on 3 month rotating basis.			
			3.c.3. Increase frequency of family ILP reviews to address teacher & counseling updates.	5000-5999: Services And Other Operating Expenditures	OTRM	1040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3D. Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media.	Ongoing	District Office Administration Teachers	3.d.1. Host yearly art show through fine art and 3D course	5000-5999: Services And Other Operating Expenditures	Other	612.56
			3.d.2. Communicate event details through social media in monthly newsletter.	5000-5999: Services And Other Operating Expenditures	Other	400.00
3E. Host parent workshops addressing student data and wrap-around intervention strategies.	Ongoing	Administration District Personnel Union Personnel	3.e.1. Publish calendar of parent workshops for spring 2019. 3.e.2. Distribute calendar through phone, email , and social media.	5000-5999: Services And Other Operating Expenditures	Other	100.00
3F. Promote parental and community participation in LEP programs	quarterly	Administration English learner coordinator School Site Council	3.f.1 Invite parents to review student achievement data and make recommendations for programmatic improvements. 3.f.2.Co-create a vision for the year through SSC 3.f.3 Educate families on the daily opportunities they have to engage their students with literacy in the home. 3.f.4. School site will provide workshop opportunities to parents to focus on developing parents' capacity to engage in their child's educational experience.	5000-5999: Services And Other Operating Expenditures	Other	500.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social and Emotional Learning Focus
LEA/LCAP GOAL:
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #4:
4. By Spring of 2020, Century will expand the 3-tier model of intervention to include a wider range of universal (tier 1) and selected (tier 2) school-wide programs to increase social, emotional, and physical well-being of students. 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.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Attendance data tracked monthly by subgroup (executive function/ depression-anxiety/ socialization)• Academic performance data tracked monthly by subgroup (executive function/ depression-anxiety/ socialization)• CHKS student survey• Success seminar feedback survey data
Findings from the Analysis of this Data:
Data informing this goal suggests multiple sub-groups of students (specifically students with severe depression/anxiety and struggles with socialization skills) have a lower rate of attendance in on-ground classes and advisory appointments than the school average. Academic data analysis was not conclusive in the impact of sub-group membership and student ability to excel academically. Success seminar feedback suggests there is a wide range in student academic and social-emotional experience as a Century student.
How the School will Evaluate the Progress of this Goal:
Sub-group data will be analyzed on a quarterly basis to assess if interventions for sub-groups are enabling students to have equitable access and success with rigorous content. Student survey data will inform how interventions and supports will be further modified to meet the needs of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4A. Increase the number of individual learning plans (ILPs) with at-risk student groups.			<p>4.a.1. Restructure and codify alternative education enrollment and intake process.</p> <p>4.a.2. Conduct cumulative record analysis for all students accessing Tier 3 interventions for each of target subgroups.</p> <p>4.a.3. Review all 10th grade student profiles during their 2nd semester to determine possible eligibility for an ILP.</p>			
4B. Increase the services of the GATE Program within the 6-8 program.			<p>4.b.1. Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students</p> <p>4.b.2. Promote an extracurricular calendar of activities with an intellectual focus</p> <p>4.b.3. Promote choice of supplementary learning tools</p> <p>4.b.4 Utilize collaboration time to plan and implement universally designed classroom environments.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.b.5. Utilize collaboration time to plan universally designed lesson plans allowing access for ELs and SWD to advanced level course content.			
4C. Utilize CHKS to develop and deliver targeted parent workshops aimed at identifying student risk-factors associated with mental health functioning.			4.c.1. Administer CHKS spring of 2019	4000-4999: Books And Supplies	District Funded	
			4.c.2. Conduct CHKS result data analysis with School Site Council 4.c.3. Build Tier 1 (2018/19) and Tier 2 (2019/2020) supports for families.			
			4.c.4 Hold focus groups for families of twice exceptional students and deliver notes and insights to SSC for review.	5000-5999: Services And Other Operating Expenditures	Other	300.00
4D. Expand frequency of current success seminar and adjust delivery method to include digital media			4.d.1 Conduct success seminars every semester 4.d.2. Differentiate content through digital media 4.d.3. Build resource awareness and campus culture through on-going digital media campaign			
4E. Review subgroup academic schedules, academic marks, and social-emotional supports to ensure offer to student and family is in the least restrictive environment.			4.e.1. Counseling team reviews target subgroup academic marks, social emotional supports in place, and attendance			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>4.e.2. Administration and counseling meets with individual families to offer least restrictive schedule and maximum appropriate access to rigorous coursework.</p> <p>4.e.3 Administration and counseling monitors sub-group student progress quarterly to screen for necessary program adjustments.</p>			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide yearly training on designated and integrated English Language development theory and professional practice.	Ongoing	English Learner coordinator Principal	certificated staff	1000-1999: Certificated Personnel Salaries	District Funded	
			support staff	2000-2999: Classified Personnel Salaries	District Funded	
			professional development materials			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide designated ELD instruction	ongoing	English learner coordinator Principal	<p>All ELs will receive a designated support based on their level of proficiency and grade level which may include an on-ground course supplement or EL group advisory.</p> <p>Designated ELD teachers will receive PD and planning days that focus on effective use of ELD standards and ELA/ELD framework</p> <p>Supplemental instructional coaching will be provided by administration to ensure teachers are receiving differentiated supports.</p>			
Provide integrated ELD instruction based on content common core state standards in conjunction with the ELD standards while using appropriate strategies to ensure language and content acquisition.	ongoing	English learner coordinator	<p>All ELs will receive integrated ELD in all content classes throughout their on-ground instructional hours.</p> <p>Integrated ELD teachers will receive professional development that focuses on the ELD standards focused on developing proficiency in reading, writing, listening and speaking within the content area.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration, counselor, and English learner coordinator will review progress of EL students twice per year	September and February	English learner coordinator, Administration Counselor	<p>Advise and assist principal and staff on development, implementation and evaluation of programs for English Learners</p> <p>Recommend a budget with sufficient funds for the implementation of programs for English Learners for 2019-2020</p> <p>Make parents aware of the importance of regular school attendance and maintenance of home language literacy</p>			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	3480.00	0.00
OPGR	960.00	0.00
Other	45,862.56	0.00
OTRM	2640.00	0.00
Instruction	14740.00	0.00
5EEF	1000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	1,600.00
OPGR	960.00
OTRM	2,640.00
5EEF	1,000.00
Instruction	14,740.00
OCBG	3,480.00
Other	45,862.56

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,280.00
2000-2999: Classified Personnel Salaries	14,400.00
4000-4999: Books And Supplies	22,100.00
5000-5999: Services And Other Operating Expenditures	6,852.56
5900: Communications	2,650.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		1,600.00
5000-5999: Services And Other Operating	OPGR	960.00
5000-5999: Services And Other Operating	OTRM	2,640.00
4000-4999: Books And Supplies	5EEF	1,000.00
2000-2999: Classified Personnel Salaries	Instruction	12,500.00
4000-4999: Books And Supplies	Instruction	1,600.00
5000-5999: Services And Other Operating	Instruction	640.00
1000-1999: Certificated Personnel Salaries	OCBG	3,480.00
1000-1999: Certificated Personnel Salaries	Other	19,200.00
2000-2999: Classified Personnel Salaries	Other	1,900.00
4000-4999: Books And Supplies	Other	19,500.00
5000-5999: Services And Other Operating	Other	2,612.56
5900: Communications	Other	2,650.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,840.00
Goal 2	4,840.00
Goal 3	5,302.56
Goal 4	300.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martin Manzer	X				
Brenda Demotroupleous				X	
Rachel Guyette			X		
Sean MacDonald		X			
Rocky Capobianco				X	
Kelly Cummings				X	
Nick Capobianco					X
Karen Alexander		X			
Miranda Esau				X	
Yuliya Reznikova-Eisenberg			X		
Grant Cole		X			
Numbers of members of each	1	3	2	4	1

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.

Budget By Expenditures

Century Academy

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1.d.3 Monitor GATE student standardized testing twice yearly to ensure continued academic growth and adjust acceleration or intervention options accordingly.	1000-1999: Certificated Personnel Salaries	\$1,600.00	Narrow the Achievement Gap	1D. Increase the number of targeted school site activities for GATE students. (goal 1a and 1b)
Total Expenditures:		\$1,600.00		
Allocation Balance:		\$0.00		

Funding Source: OPGR **\$960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1.I.1. Annual school-wide professional development focused on how to support the teaching of literacy and analytical writing skills	5000-5999: Services And Other Operating Expenditures	\$450.00	Narrow the Achievement Gap	1.I Staff development and professional collaboration aligned with standards-based instructional materials (goal 1a and 1b)
1.J.4 Individual advisory session will cycle through lessons focused on executive skills, academic meta-cognition, and academic planning.	5000-5999: Services And Other Operating Expenditures	\$510.00	Narrow the Achievement Gap	1J. Supplemental services for students and parents (goal 1a)
OPGR Total Expenditures:		\$960.00		
OPGR Allocation Balance:		\$0.00		

Funding Source: OTRM **\$2,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Century Academy

2.e.1 Design professional development sessions to differentiate for developing and highly effective teachers.	5000-5999: Services And Other Operating Expenditures	\$500.00	Internal Focus	2E. Ensure ongoing development of best practices and robust professional learning community
2.e.2 Base professional development sessions in theoretical framework, opportunities for application, and clear next steps for teachers	5000-5999: Services And Other Operating Expenditures	\$500.00	Internal Focus	2E. Ensure ongoing development of best practices and robust professional learning community
3.c.3. Increase frequency of family ILP reviews to address teacher & counseling updates.	5000-5999: Services And Other Operating Expenditures	\$1,040.00	Community Outreach Focus	3C. Create an individual learning plan for all students through a collaborative process between staff, counseling, student, and family.
2.a.2. Host writing analysis workshops open to district staff and potential applicants.	5000-5999: Services And Other Operating Expenditures	\$600.00	Internal Focus	2A. Recruit and retain effective teachers with a focus on a background in literacy.

OTRM Total Expenditures: \$2,640.00

OTRM Allocation Balance: \$0.00

Funding Source: 5EEF

\$1,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.J.7. Students in 11th grade with a lexile score of 1000 or below will participate in reading intervention course.	4000-4999: Books And Supplies	\$1,000.00	Narrow the Achievement Gap	1J. Supplemental services for students and parents (goal 1a)

5EEF Total Expenditures: \$1,000.00

5EEF Allocation Balance: \$0.00

Funding Source: Instruction

\$14,740.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Century Academy

2.a.1. Deliver recruitment presentations to local teacher credentialing programs in spring of each academic year	5000-5999: Services And Other Operating Expenditures	\$250.00	Internal Focus	2A. Recruit and retain effective teachers with a focus on a background in literacy.
1.c.2. Implement writing workshops through weekly advisory meetings	4000-4999: Books And Supplies	\$1,600.00	Narrow the Achievement Gap	1C. Increase writing achievement through targeted small group instruction based on data gathered from weekly writing workshops. (goal 1a)
1.h.2. Learning center provides instructor led instructional opportunities at all grade levels.	2000-2999: Classified Personnel Salaries	\$12,500.00	Narrow the Achievement Gap	1H. Increased access to technology (goal 1a and 1b)
2.d.2. Co-plan lesson with sub-group differentiation, observe, and debrief on effectiveness and creation of access to rigorous content.	5000-5999: Services And Other Operating Expenditures	\$390.00	Internal Focus	2D. Utilizing the performance evaluation protocol, increase teacher fluency in differentiating content to ensure equity of access to rigorous curriculum

Instruction Total Expenditures: \$14,740.00

Instruction Allocation Balance: \$0.00

Funding Source: OCBG

\$3,480.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.g.3 Incorporate explicit teaching of speaking, listening, writing, and reading strategies to ensure language acquisition and content comprehension for ELs.	1000-1999: Certificated Personnel Salaries	\$3,480.00	Narrow the Achievement Gap	1G. Use of standard aligned instructional materials and strategies (goal 1a and 1b)

OCBG Total Expenditures: \$3,480.00

OCBG Allocation Balance: \$0.00

Funding Source: Other

\$45,862.56 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Century Academy

1.a.3. Create yearly (grades 6-12) conceptual understanding guidelines for college/career readiness.	1000-1999: Certificated Personnel Salaries	\$6,000.00	Narrow the Achievement Gap	1A. Increase reading achievement and improve literacy to ensure opportunities for academic success, access to core curriculum, and to equip students with 21st Century skills that lead to high school graduation and college/career readiness. (goal 1a and 1b)
1.h.3 All learning spaces equipped with class set of wireless devices (ipad/chromebook)	4000-4999: Books And Supplies	\$8,700.00	Narrow the Achievement Gap	1H. Increased access to technology (goal 1a and 1b)
1.h.4. Utilize mobile technology devices to accommodate multiple learning styles and allow for demonstration of content mastery.	4000-4999: Books And Supplies	\$4,400.00	Narrow the Achievement Gap	1H. Increased access to technology (goal 1a and 1b)
1.c.4. Offer additional literacy enrichment courses open to span of grade levels with explicit entrance and exit criteria to ensure students reach college readiness	1000-1999: Certificated Personnel Salaries	\$12,000.00	Narrow the Achievement Gap	1C. Increase writing achievement through targeted small group instruction based on data gathered from weekly writing workshops. (goal 1a)
1.d.1. Design a curriculum that addresses the cognitive, physical, emotional, and social needs of gifted students	1000-1999: Certificated Personnel Salaries	\$1,200.00	Narrow the Achievement Gap	1D. Increase the number of targeted school site activities for GATE students. (goal 1a and 1b)
1.f.1.Align curriculum to standards	4000-4999: Books And Supplies	\$2,800.00	Narrow the Achievement Gap	1F. Align instruction with content standards (goal 1a and 1b)
1.f.4. Offer a writing program which can be adapted across content areas.	4000-4999: Books And Supplies	\$3,600.00	Narrow the Achievement Gap	1F. Align instruction with content standards (goal 1a and 1b)
2g1. Foster parental involvement through monthly parent meetings, parent education programs, parent service hours, access to Q and School Site Council	5000-5999: Services And Other Operating Expenditures	\$700.00	Internal Focus	2G. Provide training enabling teachers to understand and use data and assessment to improve classroom practice and student learning with parents as part of the educational team.
3.a.1. Review current digital media presence	5900: Communications	\$250.00	Community Outreach Focus	3A. Increase Century's exposure in the local and surrounding communities through print and digital/social media
3.a.3. Design quarterly media campaigns and align with district media platforms.	5900: Communications	\$2,400.00	Community Outreach Focus	3A. Increase Century's exposure in the local and surrounding communities through print and digital/social media
2.b.3 Staff attends PLC development	2000-2999: Classified Personnel Salaries	\$1,900.00	Internal Focus	2B. Teachers will attend professional development workshops including professional learning community (PLC) development
3.d.1. Host yearly art show through fine art and 3D course	5000-5999: Services And Other Operating Expenditures	\$612.56	Community Outreach Focus	3D. Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media.

Century Academy

3.d.2. Communicate event details through social media in monthly newsletter.	5000-5999: Services And Other Operating Expenditures	\$400.00	Community Outreach Focus	3D. Showcase student programs and activities including student art show, monthly student achievement awards, and recognition through social media.
3.e.1. Publish calendar of parent workshops for spring 2019.	5000-5999: Services And Other Operating Expenditures	\$100.00	Community Outreach Focus	3E. Host parent workshops addressing student data and wrap-around intervention strategies.
3.f.4. School site will provide workshop opportunities to parents to focus on developing parents' capacity to engage in their child's educational experience.	5000-5999: Services And Other Operating Expenditures	\$500.00	Community Outreach Focus	3F. Promote parental and community participation in LEP programs
4.c.4 Hold focus groups for families of twice exceptional students and deliver notes and insights to SSC for review.	5000-5999: Services And Other Operating Expenditures	\$300.00	Social and Emotional Learning Focus	4C. Utilize CHKS to develop and deliver targeted parent workshops aimed at identifying student risk-factors associated with mental health functioning.
Other Total Expenditures:		\$45,862.56		
Other Allocation Balance:		\$0.00		
Century Academy Total Expenditures:		\$70,282.56		