

# The Single Plan for Student Achievement

**School:** Century Academy  
**CDS Code:** 56 73759 0123349  
**District:** Conejo Valley Unified School District  
**Principal:** Martin Manzer  
**Revision Date:** November 30, 2016

The Single 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.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Martin Manzer  
**Position:** Principal  
**Phone Number:** 805-496-0286  
**Address:** 1025 Old Farm School Rd.  
Thousand Oaks, CA 91360-4941  
**E-mail Address:** mmanzer@conejousd.org

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Century Academy's Vision and Mission Statements

We believe in students...

We believe they want to be inspired and involved.

We believe they need varied approaches to learning.

We believe their world is a digital world and that we can meet them there.

We believe in teachers...

We believe there is no shortage of daily heroics.

We believe great teachers are also quick learners.

We believe that there is a new model for education and teachers are the heart of it.

We believe in partnership...

We believe in the intersection of ideas.

We believe in balancing independence and collaboration.

We believe parents play a vital role in their student's education.

We believe there is a lot to believe in...

We believe that if we inspire our students, they will return the favor.

Mission:

"To provide a modern, personalized approach to learning that will inspire our students to reach their full academic potential."

## 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 Mission Statement and SLOs (School wide Learner Outcomes) are: All Century Academy graduates will be Technologically prepared to participate in the global community, be Engaged in a process of personal and academic growth, be Critical thinkers, Hold the keys to unlock the opportunities of life-long learning, be Independent learners who understand the value of collaboration, be Empowered to manage the time demands of a multimedia culture, and be Socially responsive to our local global communities. Students are taught to embody the schools mission: To provide a modern, personalized approach to learning that will inspire students to reach their full academic potential. The SLOs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. All instruction is aligned with state and district content and performance standard. Century Academy has a clearly stated vision and mission statement that is based on student needs, educational research and the belief that all students can achieve at high levels.

Century Academy is a student-centered public school, grades 6-12, that partners students, parents, and staff to provide a dynamic learning environment that promotes high academic achievement, personal and social responsibility. Century Academy actively engages and empowers the student in the process of learning so that they may be better prepared to responsibly participate in a diverse, complex, and ever-changing democratic society. 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 we must meet students where they are academically and take them beyond their current limitations. The individualization of our curriculum is evidence of this philosophy. Through a blend of learning modalities including digital learning, direct small group, and individual instruction; Century Academy provides a rigorous curriculum that meets the needs of all levels of students in search of a successful alternative to the rigid schedule and demands of a traditional high school.

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 not only the highest performing students, but also lower performing students struggling to graduate from high school. Visits were made to Independent Study programs and alternative schools within and outside the county. Virtual schools and on-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 the perfect way 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 all levels of students with very diverse backgrounds. With a dedicated, qualified and professional staff in place Century Academy proudly opened its doors on August 25, 2010 with the mission of providing a customized, flexible, and rigorous online learning opportunity for the students and families in the Conejo Valley Unified School District.

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.

The teachers are observed by administration twice a year. Administration also conducts in-formal class visits throughout the school year. Administration also observes the Master Teacher Student appointment as a part of the classroom experience as this is the opportunity the teachers have to meet students and keep them on track with their courses.

### **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. After discussion administration met with the math department to go over the findings more closely. We were analyzing the strengths and weaknesses that were indicated from the test results. Our math department is meeting and discussing ways to focus on the areas of weakness and continue growing in the areas of strength for the students.

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

All teachers use the assessment tools in APEX and Edgenuity to identify the areas of need as well.

### **Staffing and Professional Development**

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

Teachers attend district wide articulation meetings based on their subject matter. Century Academy teachers have weekly staff meeting with administration and counseling.

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

Teachers are trained and updated on an annual basis with APEX and Edgenuity training.

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

Site development workshops/discussions are based on APEX and Edgenuity testing results and students needs in both academic and emotional support

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 and Edgenuity instructional model.

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. Teachers also attend articulation meetings based on their subject area.

## 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. Century Academy also started using the Edgenuity platform for the 2016-2017 school year primarily for the 8th grade program but we are also using Edgenuity for Algebra 2CP for the high school students. We are using the Edgenuity platform for all middle school students this school year (grades 6-8)

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.

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

With our unique flexibly scheduling we have tutoring opportunities for English, math, science and Social Science courses.

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

Century Academy utilizes APEX Digital Learning Platform and Edgenuity Platform.

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 and Edgenuity Platform.

## Opportunity and Equal Educational Access

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

The APEX and Edgenuity learning platforms offer opportunities for a variety of different levels to meet with the needs of students learning needs. Every student is able to attend additional tutoring in all core subject areas.

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. Teachers will also be using the assessment tools in Edgenuity to monitor progress of students.

## 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.

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.

## 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**

Century Academy has noted (based on test scores both state wide and APEX (CST/TST's) that other vendors may need to be looked at. Other vendors make give the flexibility within the digital platform for teachers to adjust content to ensure that teachers are meeting the needs of students that are struggling with the content.

While additional academic support and college and career guidance is available to our students through tutoring, school based information nights for students and parents, our school website and Naviance, we struggle to get many of our students and parents to access these additional resources. We will continue to promote these resources through direct student/teacher contact, the weekly school newsletter, our website and through mass email, text and phone messages. We will also continue to look for additional methods to make these resources more accessible to our students.

With our current staffing and the APEX curriculum we are unable to provide as many elective options we would like. We are investigating other online providers who offer an additional selection of quality elective courses.

With our program growing every year, even with the addition of two classrooms this year to our program we are already growing out of these rooms. Rooms will be an area of concern as we continue to grow and look at creating more opportunities on our campus.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

#### Conclusions based on this data:

1. With only 27 students testing our sample was not considered statistically significant so a complete analysis of data is not available.
2. However, we have attached an overall summary of the available ELA results to this document. That summary shows 75% of are students tested met or exceeded the ELA standard and no students have not met the standard.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			

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					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			

Communicating Reasoning Demonstrating ability to support mathematical conclusions												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			

#### Conclusions based on this data:

1. With only 27 students testing our sample was not considered statistically significant so a complete analysis of data is not available.
2. However, we have attached an overall summary of the available math results to this document. That summary shows that nearly 50% of our students tested have not met the standard. This is a significant discrepancy from our ELA results and validates our growing concern regarding the APEX math courses and our overall instructional delivery methods relating to math content. We are continuing to evaluate other online programs for potential implementation and are adjusting instructional delivery and support to meet the needs of our students.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

#### Conclusions based on this data:

1.

## 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:

<b>SUBJECT: Narrow the Achievement Gap</b>
<b>LEA/LCAP GOAL:</b>
Improve Learning for All Students Maximize Student Potential Through Effective Intervention
<b>SCHOOL GOAL #1:</b>
Century Academy will increase the number of students performing at or above standard in Mathematics and English Language Arts on state approved standardized tests.
<b>Data Used to Form this Goal:</b>
APEX testing data; CAASPP, Edgenuity testing data, NWEA data
<b>Findings from the Analysis of this Data:</b>
The CAASPP math results revealed that nearly 50% of students tested had not met the standard.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"> <li>• State approved standardized testing</li> <li>• AYP results</li> <li>• Math course pass rate</li> <li>• Math end of course exam results</li> <li>• Staff meetings</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Explore different online curricula to determine which is best aligned with the Common Core State Standards	Ongoing	Principal Assistant Principal Counselor Teachers	Compare and contrast the degree of alignment with the Common Core State Standards	0001-0999: Unrestricted: Locally Defined	5EEF	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Work with District Office for other online platforms	0001-0999: Unrestricted: Locally Defined	5EEF	500
2.Continue to offer classes on the yearlong calendar system	Ongoing	Assistant Principal Counselor Teachers	Administration will make appropriate changes to master schedule of classes to continue offering new classes in the yearlong calendar system model.  Science teacher will collaborate with math teacher where it is appropriate to focus on math skills in certain science courses.	4000-4999: Books And Supplies  0001-0999: Unrestricted: Locally Defined	OCBG  Science Supplemental	1000  1000
3.Explore providing math support by levels	Ongoing	Teachers Administration	Century Academy is utilizing Edgenuity as an additional online platform. We are currently using this platform for Algebra 2CP.	4000-4999: Books And Supplies	TPGR	200
4.Continue math tutoring	Ongoing	Teachers Administration	Calendar math tutoring session on the master calendar of classes/services available on campus  Obtain information from: Attendance roster Test scores Student Feedback Teacher Feedback	4000-4999: Books And Supplies	0860	160

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Added test review days as additional support days to review material with students.	4000-4999: Books And Supplies	003R	200
			Student tutor used in the Middle School Program		003R	800
5.Recommend the use of online resources to support improved math proficiency	Ongoing	Administration Teachers	Khanacademy.com Purplemath.com Hotmath.com Slader.com  Obtain information from: Formal and informal student surveys Student performance data  Schoology was implemented in all math classes as an additional support			
6.Encourage students to utilize the local library online tutoring	Ongoing	Teachers Counseling	Thousand Oaks Library Brainfuse Help Now Program			
7.Require students to demonstrate steps necessary to master math concepts	Ongoing	Teachers Administration	Apex Learning assignments and tests Edgenuity assignments and tests			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Explore using supplemental material/instruction	Ongoing	Administration Teachers	Collaboration time - Teacher time to develop final exams  Student performance data	1000-1999: Certificated Personnel Salaries	5EEF	750
9. Assign struggling math students to the math teacher as the Master Teacher when possible	Ongoing	Counselor Teacher	Teacher schedule availability			
10. Provide professional development opportunities to support the teacher and CCSS training	Ongoing	Administration Teachers	Release time District trainings Funds for professional development	0001-0999: Unrestricted: Locally Defined	5EEF	500
11. Identify and implement an alternative assessment tool that can assist in placement of students, targeting academic intervention and evaluating our educational program	Winter 2017	Administration Teachers	Establish a testing schedule. Provide professional development in the administration of the test and how to use the data to influence instruction and intervention.			

## 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:

<b>SUBJECT: Enrichment and Intervention</b>
<b>LEA/LCAP GOAL:</b>
Maximize Student Potential through effective Intervention
<b>SCHOOL GOAL #2:</b>
Century Academy will engage all students in a process of exploring and developing a wide range of skills for success in post-secondary education and career opportunities.
<b>Data Used to Form this Goal:</b>
End of the Year Survey Senior Survey
<b>Findings from the Analysis of this Data:</b>
In alignment with the Common Core State Standards, students will be prepared to meet college and work expectations. The results from the "End of the Year Survey" revealed that some of the students would have liked more information and guidance in the area of post-secondary planning. The "Senior Survey" also revealed that some students reported a desire for more college and career guidance
<b>How the School will Evaluate the Progress of this Goal:</b>
This school goal will be evaluated on an annual basis as part of the SPSA evaluation process End of the Year Survey Senior Survey Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Adopt curricula aligned with the Common Core State Standards	Ongoing	CVUSD Principal Assistant Principal Teachers	District Training Digital Curriculum Common Core State Standards  SBAC Assessments Course Grades  Edgenuity Platform was added	4000-4999: Books And Supplies	None Specified	
2. Implement teaching strategies aligned with the Common Core State Standards	Ongoing	CVUSD Principal Assistant Principal Teachers	District Trainings Conferences Professional Learning Communities  SBAC Assessments Course Grades	0001-0999: Unrestricted: Locally Defined	None Specified	
3. Continue to explain graduation requirements and college entrance requirements at the Student Success Seminars and Registration Nights	Ongoing annually at the beginning of each school year and each registration night.	Counselor Assistant Principal	CVUSD High School Directory UC Counselor Conference CSU Counselor Conference  Results on quiz assessing knowledge of graduation requirements and college entrance requirements	4000-4999: Books And Supplies	OCBG	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.Establish and implement a “Career Plan Questionnaire”	ongoing	Counselor Assistant Principal	CA Career Resource Network Mapping Your Future CA Career Zone  Student completion of the “Career Plan Questionnaire”	5000-5999: Services And Other Operating Expenditures	SEP	125
5.Activate the “Course Planner” tab in Naviance and have students utilize this function	Ongoing	Counselor Computer Tech	Naviance Course Planning  Active Naviance Course Planner			
6.Counselor-student meetings to discuss high school planning and post-secondary planning	Ongoing	Counselor Students Parents	CVUSD High School Planner Naviance College Admission Requirements  Student Surveys/Parent Surveys Counselor feedback	5000-5999: Services And Other Operating Expenditures	003R	260
7.Assign students the task of completing a career interest inventory	Ongoing as a quarter one assignment	Counselor	Naviance CA Career Zone Who Do U Want 2B  Completion of the interest inventory and the activity sheet	5000-5999: Services And Other Operating Expenditures	003R	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Assign students the task of researching careers and the schooling required	Ongoing as a quarter three assignment	Counselor	Naviance CA Career Zone Road Trip Nation  Completion of the career activity form	5000-5999: Services And Other Operating Expenditures	003R	100
9. Encourage students to attend the CVUSD College Information Night & College Fair	Ongoing	Counselor Teacher	Naviance emails Flyers All Calls  Attendance at the CVUSD College Information Night and College Fair	5000-5999: Services And Other Operating Expenditures	003R	100
10. Continue to provide the College Application Workshop Night	Ongoing	Counselor Assistant Principal	UC & CSU Counselor Conference Financial Aid Night  Attendance at the College Application Workshop Night	None Specified	None Specified	0
11. Encourage students to attend the district Financial Aid Night	Ongoing every January	Counselor Teacher	Naviance emails/Flyers/All Calls Attendance at the Financial Aid Night	5000-5999: Services And Other Operating Expenditures	SEP	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Create a guide for students applying to community college	Update annually	Counselor	Moorpark College website Moorpark College Counselors  Students successful registration into community college	5000-5999: Services And Other Operating Expenditures	OPGR	30
13. Develop a resource guide for local career technical education options	Update annually	Counselor	Local Community College Programs Local Technical Education Programs  Creation and utilization of the resource guide	0001-0999: Unrestricted: Locally Defined	OTRM	182
14. Implement cross curricular writing research project for Juniors.	Spring Semester	Teachers Counselor Assistant Principal	Teacher Collaboration MLA/APA guidelines  Student Grades Graduate Survey	0000: Unrestricted	003R	500
15. Explore the creation of a Senior Project as a graduation requirement	ongoing	Teachers Counselor Assistant Principal	Teacher supervision and support  Completion of the Senior Project Senior Project Evaluations	0000: Unrestricted	003R	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			School site visits	5000-5999: Services And Other Operating Expenditures	003R	500
16.Continued focus on student collaboration and communication	Ongoing	Administration Counselor Teachers	Apex Learning Discussion Boards Schoology.com Group Projects  Teacher evaluations of discussion board activity Student surveys			
17.Encourage students to attend the Money & Me Conference at Moorpark College	Every fall workshop	Administration Counselor Teachers	Moorpark College Money & Me Conference Student/Counselor feedback	5000-5999: Services And Other Operating Expenditures	003R	200
18.Encourage students to attend the Career Fair at Moorpark College	Ongoing	Administration Counselor Teachers	Moorpark College Career Fair Student Feedback Counselor Feedback			
19.Continue to provide field trips for real world experiences	Ongoing Every Spring semester	Administration Teachers	District Funding Grants Student Feedback Teacher Feedback	5000-5999: Services And Other Operating Expenditures	SEP	375
20.Survey graduates on the quality of preparation they received from Century Academy	Spring Semesters And then ongoing annually	Administration Counselor	Naviance Student feedback	5000-5999: Services And Other Operating Expenditures	OCBG	50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
21. Provide trainings in the CCSS and professional development in post-secondary planning and preparation	Ongoing	CVUSD Principal Assistant Principal Counselor Teachers	Conferences Trainings Workshops  Attendance at conferences, trainings, and workshops	0001-0999: Unrestricted: Locally Defined	003R	500

## 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:

<b>SUBJECT: Meeting the Needs of All Students</b>
<b>LEA/LCAP GOAL:</b>
Engage Students Through Quality Student Activities
<b>SCHOOL GOAL #3:</b>
As Century Academy grows in enrollment, we will adapt to accommodate the growth and evolve to meet the needs of all students. .
<b>Data Used to Form this Goal:</b>
Enrollment reports On Ground Elective enrollment
<b>Findings from the Analysis of this Data:</b>
Each year the enrollment numbers have grown and we have surpassed our enrollment capacity with the current teacher staffing. We engage in an ongoing process of evaluating our students' needs and adapting accordingly..
<b>How the School will Evaluate the Progress of this Goal:</b>
School Accountability Report Card Single School Plan Enrollment numbers Student Participation in School Activities Facility growth and improvements Student survey Graduation rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.Advertise and promote the alternative education opportunity of Century Academy	Ongoing	CVUSD Administration Counselor Teachers	District Funding Flyers Staff time Enrollment numbers Quantity of advertisements and promotions Century Academy Information clips for Channel 20 Promotional Alternative Education Video	None Specified	None Specified		
			Student/Parent Testimonials Video	5000-5999: Services And Other Operating Expenditures	OCBG	209	
			Update Website Twitter Account Facebook Account				
			School posters	5000-5999: Services And Other Operating Expenditures	None Specified	500	
			Postcard Mailer	5000-5999: Services And Other Operating Expenditures	None Specified	100	
			Spirit Wear	5000-5999: Services And Other Operating Expenditures	None Specified	1000	
2.As Century Academy grows, expand physical facility to accommodate student growth	Ongoing	CVUSD- District Support Administration	CVUSD Funds  Formal and informal surveys of administration, teachers, and students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Two additional classes were added to the campus with the expansion of middle school. We still need more space as we are using classrooms in the faculty room			
3. Expand on-ground elective offerings	Ongoing	Administration Teachers	Teacher Expertise Teacher Availability Adjunct Faculty Elective Course List and Enrollment Master Schedule  Fall 2017: Forensic Science			
4. Expand online course offerings	Ongoing	District Office Administration Teachers	Apex Learning Other digital providers Course List Master Schedule Edgenuity	None Specified	None Specified	
5. Communicate with the district personnel and define staff ratios as enrollment and on-ground offerings increase	Ongoing	Administration District Personnel Union Personnel	Ongoing communication and problem solving			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Create more events and opportunities for students to collaborate, connect, and build relationships.	Ongoing	Administration Teachers Counselor	ASG Class Teen Center School Site Council Student surveys Parent surveys Teacher feedback Master Schedule Establish an activities calendar	5000-5999: Services And Other Operating Expenditures	OCBG	200
7. Continue to develop opportunities to give back and focus on the larger community	Ongoing	Administration Counselor Teachers ASG Class	Staff Collaboration Time ASG Class Meetings Community Outreach Student surveys Teacher feedback Fall 2014: Community Service class/Peer Mentoring			
8. Develop interventions to help students stay on track.	Ongoing	Administration Counselor Teachers	CVUSD Funding for Summer School School Site Council/DAC/ Parent survey Registration Nights/Naviance	None Specified	None Specified	
9. Continue to support the growth of a parent group	Ongoing	Administration Counselor Teacher	Restructure of SST/Academic Contracts Back to School Night Survey Parents volunteered for SSC/DAC.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10.Continue to stay abreast of the latest technology and integrate to enhance student learning	Ongoing	Administration Counselor Teachers	District Funding Staff Expertise Trainings  Feedback from administration, teachers, counselors, and students.	0001-0999: Unrestricted: Locally Defined	OCBG	200
12.Provide professional development release time to visit other model schools to learn “best practices”	ongoing	Administration Counselor Teachers	Release time Model Schools Feedback from administration, teachers, and counselor	0001-0999: Unrestricted: Locally Defined	003R	240
Provide Leadership Training to our student leadership group to enhance school activities and awareness	2017-2018	Leadership Teacher Administration	Class Leadership Conference	5000-5999: Services And Other Operating Expenditures	OCBG	1000.00

## 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	2859.00	0.00
OPGR	31.87	1.87
TPGR	200.00	0.00
OTRM	182.00	0.00
0860	160.00	0.00
SEP	600.00	0.00
003R	4000.00	0.00
Science Supplemental	1000.00	0.00
5EEF	2000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	4,000.00
0860	160.00
OPGR	30.00
OTRM	182.00
5EEF	2,000.00
None Specified	1,600.00
OCBG	2,859.00
Science Supplemental	1,000.00
SEP	600.00
TPGR	200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	3,372.00
1000-1999: Certificated Personnel Salaries	750.00
4000-4999: Books And Supplies	1,760.00
5000-5999: Services And Other Operating Expenditures	4,949.00
None Specified	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	003R	800.00
0000: Unrestricted	003R	1,000.00
0001-0999: Unrestricted: Locally Defined	003R	740.00
4000-4999: Books And Supplies	003R	200.00
5000-5999: Services And Other Operating	003R	1,260.00
4000-4999: Books And Supplies	0860	160.00
5000-5999: Services And Other Operating	OPGR	30.00
0001-0999: Unrestricted: Locally Defined	OTRM	182.00
0001-0999: Unrestricted: Locally Defined	5EEF	1,250.00
1000-1999: Certificated Personnel Salaries	5EEF	750.00
5000-5999: Services And Other Operating	None Specified	1,600.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	OCBG	200.00
4000-4999: Books And Supplies	OCBG	1,200.00
5000-5999: Services And Other Operating	OCBG	1,459.00
0001-0999: Unrestricted: Locally Defined	Science Supplemental	1,000.00
5000-5999: Services And Other Operating	SEP	600.00
4000-4999: Books And Supplies	TPGR	200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,360.00
Goal 2	3,822.00
Goal 3	3,449.00

## 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				
Karla DiDomizio			X		
Rachel Guyette			X		
Owen Ryan		X			
Rocky Capobianco				X	
Lisa Capobianco				X	
Nick Capobianco					X
<b>Numbers of members of each</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>

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.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):  
Technology Committee

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/18/2015.

Attested:

Martin Manzer

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Rocky Capobianco

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date