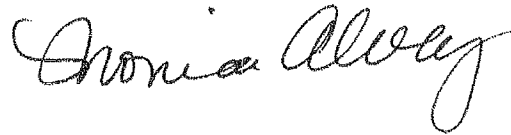


Centennial Elementary

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature:

A handwritten signature in cursive script that reads "Monica Alvarez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

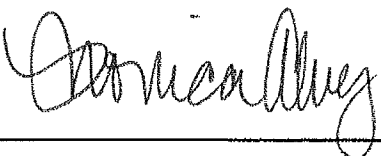

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Monica Alvarez	X				
2. Chairperson - Mahkefa Brown		X			
3. Cindy Borg		X			
4. Debra Redelfs		X			
5. Elizabeth Williams			X		
6. Olga Nunez				X	
7. Amy Ford				X	
8. Anaberta Rodriguez				X	
9. Mana Ceden				X	
10. Tyseer Au				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/23/17</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Monica Alvarez		3/23/17
SSC Chairperson	Mahkefa Brown		3/23/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Centennial - 0090

ON-SITE ALLOCATION

3010	Title I	\$62,243 *
7090	LCFF Supplemental & Concentration	\$225,301
7091	LCFF for English Learners	\$79,248
TOTAL 2017/18 ON-SITE ALLOCATION		\$366,792

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,169
Remaining Title I funds are at the discretion of the School Site Council	\$61,074
Total Title I Allocation	\$62,243

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	52/68	N/A ³	17.33%	20.61%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	35/68	N/A ³	17.33%	19.20%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	48/66	N/A ³	19.13%	19.59%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	52/68	0.00% ⁴	53.37%	59.05%	46.82%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	25/63	N/A ⁶	12.17%	41.88%	0.78%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	35/63	N/A ⁶	27.83%	50.43%	10.85%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	41/67	N/A ⁷	N/A ⁷	19.05%	27.51%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	21/67	N/A ⁸	N/A ⁸	25.64%	25.85%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	48/68	8.43%	16.47%	13.33%	12.79%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	52/68*	16.15%	18.63%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	60/68	34.31%	45.54%	51.28%	38.22%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	49/68	94.99%	94.88%	94.48%	94.55%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	39/69	14.42%	15.65%	16.44%	16.24%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	53/68	N/A ¹⁰	N/A ¹⁰	45.44%	40.31%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	6.56%	0.24%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	40/68	6.44%	4.91%	8.04%	5.34%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	44/68	0.00%	0.00%	0.12%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	63/67	14.18%	19.00%	14.99%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	6/68	N/A ¹³	N/A ¹³	80.40%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	53/69	N/A ¹³	N/A ¹³	60.86%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	12/68	N/A ¹³	N/A ¹³	63.64%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	16/68	N/A ¹³	N/A ¹³	73.77%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Centennial Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20.6	26	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will implement a comprehensive literacy program to include foundational skills, access to rigorous text, rigorous tasks aligned to rigorous text, differentiated instruction in a three tiered system of support, vocabulary and language development (ELD), and instruction that is aligned to grade level standards.

The foundational skills taught will be aligned to the reading foundations standards for the grade. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Differentiated instruction will ensure that all students receive instruction that meets their assessed needs.

Frequent monitoring of student progress will drive the instruction and content. Feedback will be provided to students to ensure understanding of learning targets. Instruction and materials will provide multiple opportunities for all students to practice reading and writing, newly acquired foundational skills.

Study skills, to include organizational strategies, note taking, and goal setting, will be taught in all grade levels with an emphasis on students in grades 4-6.

SMART Goals

By the end of the 17-18 school year, there will be a 5% increase (from 20.6% to 26%) in the percentage of students scoring Standard Exceeded or Standard Met on the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Quarterly Essential Standards will be identified by AC teams and common formative assessments and assignments will be developed and analyzed.

Owner(s):

AC teams, Lead Teachers, Admin team

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Interim Assessment data will be analyzed twice yearly to determine progress and assess needs.

Owner(s):

AC teams, Lead Teachers, Admin team

Timeline:

2x yearly following assessment administration

Details: Explain the data which will specially monitor progress toward each indicator target

Common formative assessments, from the Guaranteed and Viable Curriculum and teacher created, will be used to assess progress and plan intentional instruction that meets the needs of students and leads to mastery of standards.

Owner(s):

AC teams, Lead Teachers

Timeline:

Weekly, Bi-Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Classroom Walk-throughs using the Instructional Practice Guide, Formal and Informal lesson observations, AC observations, AC minutes, data analysis, and the Multi-Assessment Monitoring Tool will be used to determine effective implementation and monitor progress. IPG data will be shared with staff for both the site and the Hoover region.

Owner(s):

Vice Principal
Principal

Timeline:

Weekly, Bi-Weekly, Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent engagement through Parent University, School Site Council, ELAC, Back to school night, and parent meetings will focus on reading and understanding the SBAC parent report, importance of reading and literacy, and the importance of attendance on academic achievement.

A monthly calendar highlighting parent meetings, testing windows, and student and family activities will be sent home at the beginning of each month.

Parents will be trained during coffee hours on how to use Edutext and the Parent Portal to monitor student progress and assignments

Describe Related Professional Learning:

- *Essential standards identification and planning*
- *Alignment of rigorous text and complex tasks*
- *Developing and Maintaining Accountable Communities with purpose*
- *Differentiated instruction*
- *Developing and analyzing common formative assessments*
- *Feedback to students*
- *Writing for various purposes and audiences*
- *Writing, Inquiry, Collaboration and Organization (Study Skills and Metacognition, Visible Learning pg. 188-199)*
- *Blended learning to support K-3 literacy, EL redesignation and Technology standards*
- *Designated and Integrated ELD*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- *Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards*
- *Materials to support differentiated instruction, foundational skills practice, and content area instruction to include on-line, and web based text and materials*
- *Student organizational materials that support study skills, record keeping, and goal setting to include but not limited to: Binders, agendas, dividers, notebooks*
- *Materials to support instruction to include: Paper, ink, pencils, crayons, markers, chart paper, notebooks, post-its, highlighters, and related items*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

To increase English Learner redesignation from 13.33% (15-16 EOY) to 19% (16-17 EOY), students will be engaged in the following:

- *Integrated and Designated ELD*
- *Explicit vocabulary instruction in context of text and tasks*
- *RTI to support students meeting borderline eligibility criteria for re-designation provided by classroom teachers and support staff*

Centennial Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Sub-Planning, peer observation, SST	\$ 6,102.00	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental-Planning, AC collaboration	\$ 6,010.00	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				PLI Package B-20 hrs. PL for 4 teachers	\$ 3,441.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental-Tutoring and planning	\$ 2,959.00	
1	1	Sup & Conc	Instruction	Books & Other Reference				Professional Learning Books	\$ 1,000.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies	\$ 7,864.00	
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance/repair	\$ 1,500.00	
Total									\$ 28,876.00	

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19.2	37	
3752 - Students scoring maximum on the KAIG in Math	50.43	65	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will implement a comprehensive program for mathematics that includes conceptual and procedural understanding and opportunities for application to real world problems to include digital application using technology. The program shall be aligned to CCSS standards and encompass focus, coherence and rigor within the standards. These are defined as:

- Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
- Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
- Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Students will be given the opportunities to engage in productive struggle, mathematical investigations, modeling with mathematics, collaboration, and presentation using mathematical language. Students will learn to present and defend their solutions and build viable arguments.

Students who are not meeting current grade level standards will receive additional instructional support through RTI and Blended Learning.

SMART Goals

By the end of the 17-18 school year, the percentage of students scoring Exceeded and Meeting standards will increase from 19.20% to 37.4% with an increase of 5% for those subgroups that are negatively disproportionate as evidenced by Spring 2017 SBAC data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target
 Accountable community agendas, Essential Standards Planning Charts, data analysis, and minutes

Owner(s):
 AC teams, TSA, Admin Team

Timeline:
 Weekly, Bi-Weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Common formative assessments and performance tasks, to include quarterly common performance tasks

Owner(s):

AC teams, TSA, Admin Team

Timeline:

On-going Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Interim assessment data and analysis

Owner(s):

AC teams, TSA, Admin Team

Timeline:

2x annually

Details: Explain the data which will specially monitor progress toward each indicator target

KAIG assessment data and analysis

Owner(s):

AC teams, TSA, Admin team

Timeline:

2x annually

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent University and Coffee hours to inform parents of state standards and how to support their child in mathematics at home. Family Math Night to be held to engage parents and students in mathematics

Describe Related Professional Learning:

- Focus, Coherence, and Rigor
- Number Talks
- Differentiated instruction using the components of Go Math to include Personal Math Trainer, Test preparation, and Performance Tasks to meet the assessed needs of students
- Writing in math
- Integrated and Designated ELD in Math for English Learners
- Blended Learning

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

English learners will receive additional support through:

- Integrated and designated instruction in Math
- Explicit vocabulary instruction for Math
- Use of manipulatives and models

- Technology to include hardware, projectors, light bulbs, interactive white boards, and document cameras.
- Student white boards, Collaborative large white boards, dry erase markers, erasers
- Notebooks, index cards, paper, graph paper and construction paper
- Supplemental contracts for tutoring students not meeting standard
- Blended learning opportunities to allow for online tutorials, fluency practice, extension activities for gifted students and creating digital models

Centennial Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$	38,623.00	
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$	3,051.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	\$	7,097.00	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology / Equipment	\$	10,217.00	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology-Tablets, doc cams, projectors, etc.	\$	6,504.00	
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Tech-Tablets, projectors, doc cameras, etc.	\$	5,817.00	
										\$	71,309.00

Action # 3

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	19.59	30	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	41.88	51	Other - Please specify within action
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21.61	27	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19.2	37	
3752 - Students scoring maximum on the KAIG in Math	50.43	65	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will provide tiered levels of support to ensure all students are performing on grade level and reading by third grade. Accountable Community teams will plan instruction aligned to essential standards, assess the students through common formative assessments and determine areas of need after analyzing assessments. Students will receive tiered levels of support to meet their needs and on going progress monitoring using multiple measures will determine best next steps. Students who demonstrate consistent struggle academically and/or behaviorally after receiving intervention will be referred to the Student Success Team. The Student Success team will meet to determine if further intervention or additional supports will be needed to help individual students to meet standards.

Tier 1

All students will receive grade level standards aligned instruction in ELA and Math using the Guaranteed and Viable Curriculum for all core subjects. Common formative assessments, unit assessments, Interim assessments, DRP, BAS, KAIG, observational data, and SBAC data will be used to analyze student progress towards grade level standards.

Social Emotional support to students through clear classroom expectations for behavior (CHAMPS), classroom rules, and behavior management plans will be present in every classroom.

Tier 2

Targeted students will receive additional time and support to master grade level, essential learning targets, immediate pre-requisite skills, and extension standards. AC teams will work together to plan differentiated instruction to provide additional support to students in both ELA and Math. Extension activities and instruction will also be planned to meet the needs of gifted and talented students. Blended learning will be used to provide additional opportunities for individualized learning.

Social Emotional support will be provided to students demonstrating difficulty in following classroom expectations in the classroom through counseling support, TSA support, and individualized classroom behavior supports.

Tier 3

In addition to Tier 1 and Tier 2, targeted students will receive intensive support to master universal skills in language arts, math, writing, and academic and social emotional behavior. Students will receive support from the RTI team which shall include but is not limited to the Special Education staff (teachers, aides, psychologist), Certificated Tutor, Teaching Fellows, counselors and TSA. Student progress will be closely monitored to determine if students are in need of specialized services through an Individualized Educational Plan.

Student Success Team Meetings, Accountable Community Meetings, and problem solving team meetings will be held to analyze student data to ensure that students receive supports necessary for academic growth, social emotional growth, and growth in speech and language.

SMART Goals

By the end of the 17-18 school year, Centennial will implement a comprehensive RTI model that addresses the academic and social emotional needs of all students. The percentage of students reading by third grade will increase from 19.59% to 30%. The percentage of students demonstrating grade level proficiency in ELA and Math will increase from 21.61% to 27%, and 19.1% to 37 in ELA and Math. The percentage of Kindergarten students meeting all ELA and Math criteria on the KAIG will increase from 41.88% to 65%.

By the end of the 2017-18 school year, all students identified through data analysis of multiple assessments will receive appropriate individualized interventions to include an Individualized Educational Plan, Speech and Language services, site intervention, counseling, 504 plan and Behavior Support Plans as evidenced by ATLAS reports.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

For Kindergarten, Phonics and Phonemic awareness assessments, formative assessments, BAS, observational and KAIG data will be used to determine student progress.

Owner(s):

AC team, TSA, Certificated Tutor, Teaching Fellows, Admin team

Timeline:

Weekly, Bi-weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Multiple measures will be used to determine student progress and needs to include: BPST, BAS, DRP, Interim Assessments, Common formative assessments, unit assessments, Common Assignments,

Owner(s):

AC teams, TSA, Certificated Tutors, Teaching Fellows, Special Education team, Admin team

Timeline:

Weekly, Bi-Weekly, Quarterly, 2x yearly

Details: Explain the data which will specially monitor progress toward each indicator target

Grade level data meetings, Student Success Team meetings, and IEPs will be used to monitor and discuss student progress and provide information for determining the need for additional supports.

Owner(s):

AC teams, TSA, Certificated Tutors, Teaching Fellows, Special Education team, Admin team

Timeline:

Bi-weekly, Quarterly, On-going

Details: Explain the data which will specially monitor progress toward each indicator target

Student Success Team Referrals

Owner(s):

Teachers, TSA, Admin Team

Timeline:

Monthly, On-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent University
- ELAC
- Title 1 Parent Meeting
- Kindergarten Orientation
- Back to School Night
- Student Success Team Meetings

Describe Related Professional Learning:

- Learning By Doing
- RTI At Work
- Formative Assessments and Feedback
- Developing early literacy through read alouds, close reading, and language development through discussion
- Standards aligned instruction with complex text and tasks

- Parent Conferences
- Parent Literacy workshops to engage parents in working with their child at home

- Differentiated instruction in ELA and MATH
- Blended Learning
- Writing for various purposes and responding to text
- Best practices for Tier 1

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards
- Supplemental Materials for differentiated instruction, foundational skills practice, and content area instruction to include on-line, and web based text and materials for blended learning
- Student organizational materials to include: Binders, agendas, dividers, notebooks
- Materials to support instruction to include: Paper, ink, pencils, crayons, markers, chart paper, notebooks, post-its, highlighters, and related items.
- .4375 Certificated Tutor to support RTI
- Two teaching fellows to support ELA and MATH RTI
- Teacher on Special Assignment to provide support for RTI and progress monitoring.
- Substitutes for teacher release for analyzing data and planning interventions

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Spring 2017 data indicates that the percentage of English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT is 34.74%. Through Tier 1 and Tier 2 supports students will receive:

- Designated ELD time based on ELD levels
- Vocabulary instruction on tier 1,2,3 words
- Comprehension strategies
- Explicit instruction in writing to texts and prompts

Centennial Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.7500			\$ 82,542.00
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.2500			\$ 27,514.00
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SSTs, data chats, etc.	\$ 1,163.00
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	2 Teaching Fellows	\$ 16,091.00
								Total	\$ 127,310.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.8	96	
5942 - Chronic absenteeism rate	17.43	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will educate families and students on the impact of attendance on academic performance and growth by creating a partnership between parents and the school site that shares in common expectations for student success. The following actions will be platforms for creating partnerships with parents and common expectations:

- Parent/ Teacher/Student handbook
- Back To School Night
- Parent/ Student/ Teacher compact
- Coffee Hours
- ELAC/SSC
- Parent University
- Parent Conferences
- Family nights (Family literacy, math, and science nights, family fun night events)
- Student programs and performances
- A2A meetings
- Open House

SMART Goals

By the end of the 2016-17 school year, Centennial will increase the the ADA attendance rate from 94.81 to 96% and decrease the percentage of students who are chronically absent from 17.43% to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Daily Attendance records/logs

Owner(s):

Teachers, Office asst., Office Manager, CWA, HSL, Admin Team

Timeline:

Daily, Weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Home visits

Owner(s):

Teachers, Office asst., Office Manager, CWA, HSL, Admin Team

Timeline:

Daily, Weekly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

A2A meetings

Owner(s):

Teachers, Office asst., Office Manager, CWA, HSL, Admin Team

Timeline:

On going

Details: Explain the data which will specially monitor progress toward each indicator target

Health office referrals

Owner(s):

Health Aide, Nurse, Office Manger

Timeline:

On going

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent University, Coffee hours, A2A meetings, SSC and ELAC will educate parents on absences and the effects on student performance and growth. Parents and school will create common language and expectations that will be communicated regularly to students.

Describe Related Professional Learning:

- Training for office staff on attendance policies and procedures
- Training for teachers on attendance, ATLAS, policies, and procedures
- Social Emotional PL for making connections with students and families

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Student incentives for attendance
- School wide attendance incentive plan
- Quarterly incentives for Perfect and Improved Attendance
- CWA/HSL home visits and parent meetings
- Mileage for HSL
- Supplies for parent meetings
- Health Aide to support
- Home School Liaison
- Supplemental contracts for Hmong Language support

Primary language support for Spanish speaking parents will be provided to increase home/school communication with Spanish speakers.

Parent communications in Hmong, Spanish and English will be provided to support families.

Centennial Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750			\$	10,524.00	
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250			\$	7,499.00	
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6250			\$	37,497.00	
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$	500.00	
										Total	\$ 56,020.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	80.4	85	Comprehensive Youth Services
7133 - Elementary students growth mindset survey results for questions 10-13	60.86	80	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	73.77	80	
5942 - Chronic absenteeism rate	17.43	10	
843 - Out of school suspension rate	8.04	5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will develop a tiered level support system for student behavior with clearly defined levels of misbehavior and corrective responses. Class meetings, Character counts, and Second step will encourage positive relationships between students and adults.

All teachers will demonstrate the belief that all students can learn and progress, achievement for all is changeable and not fixed, and that they care about and are responsible for student learning through building the climate and culture that allows for students to feel safe.(Visible Learning) These beliefs shall be visible through clear expectations, teacher clarity, and student and teacher relationships.

SMART Goals

By December of 2017, there will be a decrease in the number of negative behavior ATLAS entries, office referrals and suspensions by 25% due to consistent implementation of tiered levels of support and professional learning as evidenced by ATLAS reports.

By June 2017, there will be a 50% decrease in the number of negative behavior ATLAS entries, office referrals, and suspensions due to consistent implementation of class meetings, character counts, Second Step and positive relationships between students and adults as evidenced by ATLAS reports.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Review of behavior referrals, reasons for referrals and suspension data

Owner(s):

Safe and Civil Team, TSA, Admin team

Timeline:

Weekly, Bi-weely, Monthly, Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Walk through data collection for evidence of implementation of CHAMPs/MAC, and classroom system of behavior support

Owner(s):

Admin Team

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Class meeting logs

Owner(s):

Teachers, Admin Team

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Mner Madness-positive behavior incentive attendance

Owner(s):

Teachers, Admin Team

Timeline:

Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent University, ELAC, SSC, and Coffee hours will educated parents in positive behavior supports, character and anti-bullying curriculum, and the effects of positive classroom behavior on learning

Describe Related Professional Learning:

- CHAMPs/MAC
- Second Step
- Olweus
- Building positive relationships
- Responding to misbehavior
- Restorative Practice in the classroom

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

NONE

- Comprehensive Youth Services
- Student Success Team
- Positive behavior support library for use with students referred to the office
- Second Step, Olweus, and CHAMPs book replacements
- Mner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms

Centennial Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	Social emotional support student counseling	\$	33,526.00
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	Social Emotional Support Student Counseling	\$	33,526.00
5	2	Sup & Conc	Instruction	Books & Other Reference				Social Emotional Learning Literature texts	\$	1,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				REA Eval. 2% Fee	\$	1,342.00
Total									\$	69,394.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.33	15.96	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will increase the number of students with continuous enrollment that are re-designated by :

- providing students with opportunities to interact in meaningful ways through collaborative, interpretive and productive conversations. Language frames will be provided when appropriate and productive conversations will be modeled.
- allowing students to learn about how English works through the use of text structure and text cohesion, teaching the elements of sentence structure and language usage, and connecting ideas. Students will engage in close reading of complex text to learn text structure and vocabulary.
- direct instruction in foundational literacy skills to include oral and print skills
- Tier 1,2,3 vocabulary instruction/Academic language instruction
- Designated and integrated ELD instruction to meet the language needs of all students.
- conducting teacher/student data chats prior to CELDT and DRP administrations for goal setting

SMART Goals

By the end of the 2017-18 school year, the percentage of students who are re-designated will increase from 13.33%% (March 2016) to 15.96% as evidence by CELDT and redesignation data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target CELDT, DRP, BAS, and Interim assessment data analysis and goal setting</p>	<p>Owner(s): Teachers, TSA, Certificated Tutor, Admin Team</p>	<p>Timeline: Quarterly, 2x yearly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Formative assessment data analysis</p>	<p>Owner(s): AC teams, TSA, Admin Team</p>	<p>Timeline: Weekly, Bi-weekly, On-going</p>

Details: Explain the data which will specially monitor progress toward each indicator target

Classroom observations of Designated and Integrated ELD, Talk, and vocabulary in context instruction

Owner(s):

Admin Team

Timeline:

Weekly, On-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent University, ELAC, Title 1 Parent Meeting, and parent conferences will provide opportunities to review and discuss ELD progress.

Describe Related Professional Learning:

- *Integrated and Designated ELD*
- *Close Reading strategies*
- *Talk moves*
- *Teaching vocabulary in context*
- *ELA/ELD Frameworks and using the levels of support*
- *RTI At Work*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Technology to include hardware, projectors, light bulbs, interactive white boards, and document cameras.*
- *Student white boards, Collaborative large white boards, dry erase markers, erasers*
- *Notebooks, index cards, paper*
- *Supplemental contracts for tutoring*
- *CELDT assessors for testing*

Centennial Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget
6	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors		\$ 3,200.00
									Total	\$ 3,200.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	14.99	60	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Centennial will engage students and families by providing multiple opportunities to participate in academic, athletic, and social school events and activities. Goal 2 activities shall be expanded to include more opportunities for students to participate in an array of clubs and activities.

SMART Goals

By the end of the 2017-18 school year, Centennial will have a 47% increase in the number of "unique" students participating in arts activities and athletics and an increase in the responses on student and parent surveys for the question, "I feel like I am a part of this school".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target Goal 2 participation rosters	Owner(s): Admin, TSA	Timeline: Quarterly
Details: Explain the data which will specially monitor progress toward each indicator target Student Surveys	Owner(s): Admin, TSA	Timeline: Annually
Details: Explain the data which will specially monitor progress toward each indicator target Parent Surveys	Owner(s): Admin, TSA	Timeline: Annually
Details: Explain the data which will specially monitor progress toward each indicator target Parent Needs Assessment (title 1)	Owner(s): Admin	Timeline: Annually

Details: Explain the data which will specially monitor progress toward each indicator target

Sign in sheets from Parent University, Coffee Hours, ELAC, SSC, Back to School Night, and Open House

Owner(s):

Admin

Timeline:

On-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

ELAC, SSC, Coffee Hours, Parent University and other opportunities to involve families in site decisions and involvement will be offered.

Describe Related Professional Learning:

Activities, Arts, and Athletics ? School Connectedness ? Engaging Families as partners in education

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Athletic uniforms and equipment ? Contracts for club sponsors and athletic coaches ? Quarterly Awards Assemblies ? Incentives for students ? Muffins with Mom, Donuts with Dad, and Family Engagement Nights to include Family Science and Math Nights ? Entry fees for student participation in competitions to include but not limited to: Peach Blossom Festival, Science Olympiad, County History Day, Lego Robotics, and similar activities. ? Anti-bullying clubs and supplies to include: UP standers and Peer Mediation ? Mentoring programs for students to include: Boys 2 Men and Girl Power ? Rallies and assemblies for students to include but not limited to: Red Ribbon Week, Character Counts, Positive Choices ? Study trips for all students, K-2 site funded, 3-6 district funded common learning experiences ? Student Council supplies and sponsor contracts ? Parent University ? Coffee hours ? Childcare

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

" Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age". National Longitudinal Study of Adolescent Health

Centennial Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translating (home notes, parent conferences/events, Messengers)	\$ 2,169.00
7	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting/Translating for Parent Involvements	\$ 513.00
7	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Other Classified Support-Parent Involvement	\$ 501.00
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement-No Food nor Incentives	\$ 1,500.00
7	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Involvement/Participation (Costco, Sam's Club, SaveMart)	\$ 4,000.00
7	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics-agendas, student incentives/rewards, school flyers	\$ 2,000.00
								Total	\$ 10,683.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0090 Centennial Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental-Tutoring and planning	2,959.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies	7,864.00
1	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/repair	1,500.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub-Planning, peer observation, SST	6,102.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental-Planning, AC collabortation	6,010.00
1	1	Sup & Conc	Instruction	Teacher-Supp			PLI Package B-20 hrs. PL for 4 teachers	3,441.00
1	1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books	1,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology / Equipment	10,217.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		38,623.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	7,097.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology-Tablets, doc cams, projectors, etc.	6,504.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,051.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Tech-Tablets, projectors, doc cameras, etc.	5,817.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			SSTs, data chats, etc.	1,163.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.750		82,542.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 Teaching Fellows	16,091.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.250		27,514.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	500.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125		7,499.00
4	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.375		10,524.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.625		37,497.00
5	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : Social emotional support student counseling	33,526.00
5	2	Sup & Conc	Instruction	Bks & Ref			: Social Emotional Learning Literature texts	1,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : Social Emotional Support Student Counseling	33,526.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			REA Eval. 2% Fee	1,342.00
6	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,200.00
7	2	Title 1 Basic	Instruction	Direct-Graph			Graphics-agendas, student incentives/rewards, school flyers	2,000.00
7	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating for Parent Involvements	513.00
7	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Other Classified Support-Parent Involvement	501.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement-No Food nor Incentives	1,500.00
7	2	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement/Participation (Costco, Sam's Club, SaveMart	4,000.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating (home notes, parent conferences/events, Messengers)	2,169.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,243.00
Sup & Conc	7090	\$225,301.00
LCFF: EL	7091	\$79,248.00
Grand Total		\$366,792.00

Domain Totals	Budget Totals
Academic	\$230,695.00
SEL / Culture & Climate	\$136,097.00
Grand Total	\$366,792.00