

**Centennial Elementary**

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature:

A handwritten signature in blue ink that reads "Monica Alvarez". The signature is written in a cursive style with a large initial 'M' and a long, sweeping tail on the 'y'.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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**

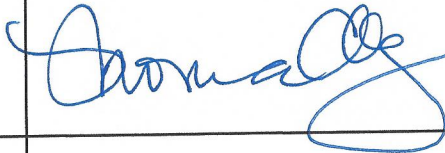
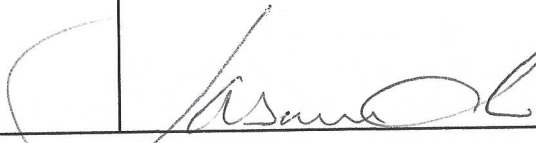
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Monica Alvarez</b>	<b>X</b>				
2. <b>Chairperson -Jasmine Dunn</b>				<b>X</b>	
3. <b>Ann Meester</b>		<b>X</b>			
4. <b>Jane Reid</b>		<b>X</b>			
5. <b>Karen Prudek</b>		<b>X</b>			
6. <b>Maria Hernandez</b>			<b>X</b>		
7. <b>Analilia Zamora</b>				<b>X</b>	
8. <b>Yasmin Rodriguez</b>				<b>X</b>	
9. <b>Adriana Caballero</b>				<b>X</b>	
10. <b>Alondra Urtiz</b>				<b>X</b>	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Centennial			
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		3/20/19
SSC Chairperson	Jasmine Dunn		3/20/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Centennial - 0090

**ON-SITE ALLOCATION**

3010	Title I	\$68,620 *
7090	LCFF Supplemental & Concentration	\$252,607
7091	LCFF for English Learners	\$67,437
		\$388,664
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$388,664</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,190
Remaining Title I funds are at the discretion of the School Site Council	\$66,430
Total Title I Allocation	\$68,620

## Centennial Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	22 %	1.878 %	2017-2018	8.878 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.789 %	32.374 %	2017-2018	39.374 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.037 %	20.863 %	2017-2018	27.863 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Centennial students increased the percentage of students meeting and exceeding standards in ELA on the 17-18 SBAC by 10.6% moving from 21.8% Meeting and Exceeding in 16-17 to 32.4% in 17-18. In 18-19, Interim 1 data demonstrated 39.4 % of 1-6 grade students Meeting or Exceeding standards. On Interim 2 there was a decrease of 4.3 % of students in grades 1-6 who were Meeting and Exceeding standards. (35.1%)

Key factors that have contributed to the outcomes are:

- AC planning aligned to the rigor of the standards using the adopted curriculum. Additional AC time (8 Hours supplemental) provided to allow for Instructional Assessment Plans to be developed by the AC.
- Capacity building of AC teams through site and regional professional learning
- Use of common formative assessment from the adopted curriculum and introduction of the SBAC interim assessments.
- Full time Teacher on Special Assignment to provide coaching support to individual teachers and ACs, oversee Response To Intervention, and train paraprofessionals and Teaching Fellows to support classroom instruction and RTI.
- Tier 1 differentiated instruction to support students in progressing towards grade level standards in

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Foster Youth are performing lower than non-foster youth but demonstrated a 5% increase from 20% to 25% in the 17-18 school year.
- African American (15.6%) students are performing lower in ELA than that of Hispanic (31.6%), Asian (39.3%), and White students (33.3%)
- There is a significant decrease in the percentage of students who are meeting and exceeding standards in 4th grade then in 5th grade with the percentage of students dropping from 38.3% Mor E in 16-17 to 22% in 17-18,
- Homeless students had a higher percentage of students meeting or exceeding standards than non homeless students. (33.3% homeless Mor E vs. 32.3% non homeless)
- English learners had a lower percentage of students Meeting or Exceeding standards on the SBAC with 16.7% versus that of non English learners who had 36.7% Meeting or Exceeding.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Homeless students performed significantly lower (13.3%) than their non homeless peers 21.1%.
- Although the proficiency in math between sub groups is decreasing, African American students performed significantly lower (9.7%) than that of Hispanic (20.5%), Asian (24.6%), and White students (25%).

reading foundational skills and comprehension.

- Tier 2 intervention within the classroom to provide additional support for students at their assessed levels as well as to meet the needs of their IEP by the Resource specialist, Paraprofessionals, Certificated teachers, and Teaching Fellows.
- Use of data to determine individual student needs and quarterly progress monitoring for students in grades K-3 in the area of reading foundational skills.
- Tier 3 support for students with more intense focused needs identified through an IEP.
- Use of blended learning in the classrooms to support first instruction, allow for differentiation, and

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Math data has demonstrated incremental data over a three year period. (19% 15-16, 18% 16-17, 20.86% 17-18)

- AC planning aligned to the rigor of the standards using the adopted curriculum
- Capacity building of AC teams through site and regional professional learning to include instruction on addressing unfinished learning while maintaining grade level rigor.
- Use of common formative assessment from the adopted curriculum and Illuminate to include the introduction and use of SBAC Interim Assessments.
- Differentiated instruction in math to include the use of on-line component of adopted curriculum, Tier 2 materials from the adopted curriculum and supplemental materials suggested by the SBAC Interim and SBAC digital library.

#### **EL Reclassification Rate (All grade levels)**

EL redesignation rate is currently at 15.2% due to the following actions:

- Tier 2 intervention for long term EL students focused on comprehension and writing
- Explicit vocabulary instruction using the adopted curriculum and Tier 2 academic vocabulary as defined by the Common Core Standards.
- After school tutorial using computer adaptive software for Beginning and Emergent students
- ELPAC camp to focus on listening, speaking, and writing for long term EL students prior to the administration of ELPAC

- English learners performed only slightly higher than the African American sub group in math with 11% of EL students meeting or exceeding standards.

#### **EL Reclassification Rate (All grade levels)**

- Student performance on Listening and Speaking portions of ELPAC are higher than that of Reading and Writing
- Writing scores are preventing students from improving scores on ELPAC.

### **Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

During the 18-19 school year the following actions were taken using Title 1 funds:

- Supplies for all parent events to include coffee hour, SSC, ELAC, Parent University and family nights were purchased to allow for food and beverages during meetings.
- Child Care was provided for all meetings and English classes offered to parents.
- Mentoring services for students were provided by Hand in Hand mentoring to provide support for students in academics, attendance and social emotional growth. Mentors are on campus six hours a day Monday-Friday. Mentors provided support for students within the classroom and when necessary to deescalate behavior. The Mentors had a focus group of 40 students, but were able to service all students.
- Teacher supplemental contracts were offered twice this year for 4 hours each time to allow for teacher collaboration, creation of common formative assessments, and analysis of data. Instructional alignment of essential standards to assessments has improved as indicated from Interim data and SBAC interim data as a result of deep planning.
- Materials and supplies were purchased to support student organization and instruction.
- Technology equipment in the form of student computers and e-beam interactive white boards were purchased to classroom instruction. The e-beams have replaced the outdated and non working SMART boards. Student tablets were purchased to increase the number of computers in each grade level. This has allowed for common formative assessments to be taken on-line regularly. Using the Illuminate platform and SBAC interim



assessments teacher are able to give an assessment and analyze the data immediately allowing for a more timely response to instruction. The increase in classroom technology has also allowed for blended learning and differentiated instruction to address unfinished and extension learning.

- Technology maintenance was budgeted to allow for repair and maintenance of the technology currently on site.
- Mileage was funded for the Home School Liaison to allow for more home visits and increase student attendance.

In the 19-20 school year the following actions will be taken using Title 1 funds:

- Parent involvement supplies for events
- Child Care
- Mentoring will be provided by Hand In Hand Mentoring, Title 1 will fund 2 mentors, and additional 2 mentors will be funded through LCFF
- Teacher supplemental contracts for additional AC time (up to 8 hours)
- California Teaching Fellows Foundation will provide tutors to support RTI
- Mileage for Home School Liaison
- Technology Maintenance.
- Technology to increase ratio of tablets to students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of data analysis, there will be minimal changes made to our SPSA for the 2019-2020 school year to allow our team to go deeper with the plan that was created in 2018-19. Equitable practices for all students will be identified as a support for all actions in goal 1.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Extra support for students not meeting grade level in ELA and/or Math is needed
- After School tutorial for reading in 18-19 school year has been beneficial to students.
- Access to technology in the classrooms and online components at home is appreciated by parents.
- Intervention for students in class is helping students to progress in reading.
- Dual Immersion program is allowing opportunities for our students to become bilingual.

**2** ELAC:

- More technology in the classrooms for student use is helping student to meet standards by allowing students to get more practice with skills
- Teacher who provide additional math support/tutoring after school is beneficial.
- After school reading tutoring has helped students to progress in reading and in acquiring English
- Intervention during the school day benefits all students.

**3** Staff:

- TSA is essential to the success of RTI.
- Technology in the classroom supports learning but needs to continue to be invested in to allow for each classroom to have their own cart.
- Extra planning time to create Common Formative Assessments has been beneficial in impacting student achievement as demonstrated on SBAC.
- Differentiated instruction and RTI are having a positive impact on student achievement but additional materials are needed for guided reading.

## Action 1

**Title:** Students will excel in reading at grade level and beyond.

### Action Details:

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.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> Promising Evidence
--

### Explain the Progress Monitoring and data used for this Action

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

Common formative assessments, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments, 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):**

Principal, Vice Principal, TSA, Leadership team

**Timeline:**

Weekly, Bi-Weekly, Quarterly

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

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

**Owner(s):**

AC teams, Leadership team, Principal, Vice Principal, TSA

**Timeline:**

2x yearly following assessment administration

**Details:** Explain the data which will specifically 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, Leadership team, Principal, Vice Principal, TSA

**Timeline:**

Quarterly

**Details:** Explain the data which will specifically 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

### 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, furniture, incentives for student success and related items
- Supplemental contracts for teachers for Tutoring, and additional AC time
- Tutoring for students during the school day and after school
- Graphics, support materials and visual aids.

#### Specify enhanced services for EL students:

---

- Integrated and Designated ELD
- Explicit vocabulary instruction in context of text and tasks
- Dual Immersion program to support bi-literacy
- ELPAC assessors for testing
- Technology to support instruction

#### Explain the 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

Classified staff will be provided with additional contracts to support translations for parents and child care for parent meetings.

#### Specify enhanced services for low-performing student groups:

---

- Equitable practices shall be studied and implemented to ensure academic success for all students, but specifically focused to ensure that the academic progress of African American students is aligned to the progress of all student groups.

#### Describe Professional Learning related to this action:

---

- 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
- Selected teachers will be provided with professional learning through the Personal Learning Initiative (PLI) and materials necessary for implementation
- Other needed PL/Conferences
- Substitutes will be provided for peer observations and data analysis of students information

## Action 2

**Title:** Students will excel in mathematics at grade level and beyond

#### Action Details:

---

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

Principal, Vice Principal, TSA, and Leadership team

Timeline:

Weekly, Bi-weekly, Quarterly

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

Accountable community agendas, Essential Standards Planning Charts, data analysis, and minutes.

Owner(s):

Principal, Vice Principal, TSA, and Leadership team

Timeline:

Weekly, Bi-weekly, Quarterly

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

Interim assessments and KAIG data and analysis.

Owner(s):

Principal, Vice Principal, TSA, and Leadership team

Timeline:

2x yearly after assessment administration

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Equitable practices shall be studied and implemented to ensure academic success for all students, but specifically focused to ensure that the academic progress of African American students is aligned to the progress of all sub groups.

Explain the 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 Professional Learning related to this action:

- 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

**Action 3**

**Title:** RTI will support students in meeting standards.

Action Details:

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, including differentiated instruction, 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. 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 academic or behavioral difficulty in the classroom through counseling/mentoring support, TSA support, and Teaching Fellow Support.

**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. Academic and social emotional support in the primary classroom setting will be provided to meet the assessed needs of students with support from Teaching Fellows, TSA, Resource Special Education teacher, Paraprofessional staff, school psychologist, and Hand in Hand Mentors.

**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), Teaching Fellows, counselors/mentors 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.

Reasoning for using this action:     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Multiple measures will be used to determine student progress and needs to include but not limited to: BPST, BAS, DRP, Interim Assessments, Common formative assessments, unit assessments, KAIG, and specialized assessments.

Owner(s):

AC team, TSA, Teaching Fellows, Principal, Vice Principal

Timeline:

Weekly, Bi-weekly, Quarterly

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

Grade level data meetings, Student Success Team referrals and meetings, and IEPs will be used to monitor student progress.

Owner(s):

AC team, TSA, Teaching Fellows, Principal, Vice Principal

Timeline:

Weekly, Bi-weekly, Monthly, Quarterly,

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 to include maintenance.
- 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.
- 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

- Support and mentoring for African American students who demonstrate significantly lower scores in ELA and Math than that of their peers.
- Graphics, visual aids to support ELA and Math RTI

#### Specify enhanced services for EL students:

---

- 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
- Teaching fellow support for EL students in comprehension, reading, and writing guided by the EL standards.
- Supplemental contracts provided to teachers for tutoring
- Materials and supplies to support RTI and tutoring support for EL students
- Graphics, visual aids to support EL students

#### Explain the actions for Parent Involvement (required by Title I):

---

- Parent University
- ELAC
- Title 1 Parent Meeting
- Kindergarten Orientation
- Back to School Night
- Student Success Team Meeting
- Parent Conferences
- Parent Literacy workshops to engage parents in working with their child at home

#### Specify enhanced services for low-performing student groups:

---

- Equitable practices shall be studied and implemented to ensure academic success for all students, but specifically focused to ensure that the academic progress of African American students is aligned to the progress of all sub groups.

#### Describe Professional Learning related to this action:

---

- Learning By Doing,
- RTI At Work by Mike Mattos
- 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
- Next Steps in Guided Reading by Jan Richardson
- Building conceptual understanding in math
- Building math fluency
- Principles to Actions in Mathematics
- Taking Action in Mathematics

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Open	95,792.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for data analysis meetings and peer observation	8,236.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			20 hours PL for 4 teachers-PLI for the classroom in Reading and Mathematics	10,849.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for teacher AC time 8 hours for 35 teachers @ 36.95. Additional tutoring support for students.	15,670.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies to support the classroom and students. Positive incentives for student achievement	65,055.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning conference to support teachers/staff with instruction.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers, doc cameras, etc.	1,500.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified for childcare and support for families during meetings.	625.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology for EL students, including tablets	5,143.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for meetings and conferences	3,121.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology/tablets/doc cameras/carts	2,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days x 3.5 hours	16,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Instructional support with books for professional learning and character education.	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers, doc cameras, etc.	7,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutoring support for EL students with supplemental contracts	7,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to support RTI and instructional needs.	6,351.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days x 3.5 hours	16,000.00

**\$275,574.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	13.858 %	20.986 %	2017-2018	27.986 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Some factors that contributed to the low number of students who are participating in Goal 2 activities are:

- All rosters for student participation were not loaded at the time the data was captured
- Student participation in after school activities is limited due to parent permission.
- There are numerous students who are participating in multiple activities.
- Limited activities for students in grades K-3
- Limited activities available during lunch time

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

- English learners and foster youth have participated in after school reading tutorial during the 18-19 school year.
- Spanish and Hmong parent outreach is needed to inform parents of opportunities in extra curricular activities and out of town field trips.
- More clubs and activities are needed for students in grades K-3. Contracts are available but there were no staff members interested in sponsoring a club.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Contracts were available for lunch time clubs and after school clubs specifically focused on students in grades K-3. A third and fourth grade STEM club was formed and they participated in a competition. We were unable to fill the contracts for K-2 activities.
- All students participating in after school athletics were again not captured due to changes within our after school program. Our after school program is a county run program and they do not have access to ATLAS.
- Choral music was added for all 2nd grade classes this school year.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

For the 19-20 school year, we will be contracting with a dance group to provide folklorico dancing with a special concentration for students in our Dual Immersion program to allow students to study the culture as well as the language.



**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Parents are happy that the district provides a field trip for each grade level, but think that additional field trips for the students would be nice.</li> <li>• Parents are happy that students have various choices available</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• Parents would like to see more activities available to students in grades K-3 after school.</li> <li>• Parents are happy that students have the opportunity to participate in field trips, specifically sixth grade camp, where there is no cost to the family</li> <li>• The process of fingerprinting is sometimes slow, and parents have missed trips because finger print results have not been given to the school before the trip</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Field trips are appreciated.</li> <li>• Students need to have opportunities to participate in chorus and drama during the school day.</li> <li>• Specialized teachers are needed to teach art, music, choir.</li> <li>• Music needs to be a class that all 5th and 6th grade students can participate in so that students do not miss instructional time.</li> </ul>
--	---	--

**Action 1**

**Title:** Student participation

Action Details:

Student participation in arts, activities and athletics will increase by offering opportunities for students to participate in organized athletic activities, clubs, and the arts before school, at lunch, and after school.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Clubs and activities ( such as dance, choir, and crafts) will be offered during lunch recess to encourage participation from students who are unable to stay after school.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Students will be offered non-athletic options for extra curricular activities to include but not limited to Peach Blossom, History Day, Science Fair, Lego robotics, cultural dance and more.

Owner(s):

Principal, Vice Principal, TSA, Mentors, ASP

Timeline:

Monthly, Quarterly

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

Students will be encouraged to participate in the After School Program for both academic support and enrichment through activities that include art, science, athletics, field trips, and organized recreational activities.

Owner(s):

Principal, Vice Principal, After School Program Coordinator

Timeline:

Daily, Weekly, Monthly, Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Supplemental contracts to pay teachers, NTAs, Mentors
- Supplies to support activities to include but not limited to: art supplies, balls, athletic equipment, music, materials and supplies to support activities.
- Graphics

Specify enhanced services for EL students:

- Primary language support

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

- Parent meetings, phone calls, notifications to inform parents about the lunch time activity options.
- Graphics, banners to support parent participation

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

Describe Professional Learning related to this action:

- Benefits of school connectedness
- Mentoring students through positive experiences

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.969 %	2017-2018	100 %
Exposure to Careers - 4th Grade	99.632 %	97.479 %	2017-2018	100 %
Exposure to Careers - 6th Grade	97.678 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <ul style="list-style-type: none"> <li>In class opportunities for student exposure to careers</li> </ul> <p><b>Exposure to Careers - 6th Grade</b></p> <ul style="list-style-type: none"> <li>Field trip opportunities for exposure to college.</li> </ul> <p><b>Exposure to Careers - 4th Grade</b></p> <ul style="list-style-type: none"> <li>Field trip opportunity for exposure to careers.</li> </ul>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>None</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>None</p> <p><b>Exposure to Careers - 4th Grade</b></p> <p>None</p>
--	--

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All grade levels with assigned college and career experiences were able to participate in the in class activities and field trips.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>Exposure to pathway programs in high school should begin in sixth grade so that students can start to think about future careers.</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>Exposure to programs available in high schools should be presented to students or field trips to the high schools so that students can see their options</li> <li>Include exposure to careers in the military</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>Additional College exposure trips for other grade levels.</li> <li>4-5 grade to a junior college, 6th grade to a university</li> <li>Career day for students on campus</li> </ul>
--	---	---

**Action 1**

**Title:** Building character for workplace competency.

Action Details:

Centennial will implement a school-wide character education program to reinforce the importance of demonstrating good character, having a growth mindset, self efficacy, and individual determination to accomplish goals by themselves or with a group. Mentoring will be provided to students by adults on campus, through business/church partnerships, through study trips, and a "Career Day" to provide real world examples of character.

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.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Data on the monthly participation rate in school wide positive character and behavior event (Mner Madness) will be collected,.

Owner(s):

Principal, Vice Principal, TSA

Timeline:

Monthly

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

- Office referrals for behavior
- Suspensions
- Pre-suspensions
- Classroom conduct card

Owner(s):

Principal, Vice Principal, TSA, Climate and Culture team, Leadership team

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Mentoring provided for students through Hand in Hand Mentoring
- Student Success Team

- Positive behavior support library for use with students referred to the office
- Second Step, Olweus, and CHAMPs book replacements
- Miner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms
- Materials and supplies to support Class Meetings/Morning meetings
- Supplies for special events that expose students to various careers
- Character Education materials and supplies
- Materials and supplies to support dual immersion.

#### Specify enhanced services for EL students:

---

Dual Immersion program

Cultural Appreciation assemblies and activities.

#### Explain the actions for Parent Involvement (required by Title I):

---

Parent University, ELAC, SSC, and Coffee hours will educate parents in positive behavior supports, character education and anti-bullying curriculum, and the effects of positive classroom behavior on learning. Back to School Night presentations will include explanation of curriculum that supports Character and Social Emotional learning.

#### Specify enhanced services for low-performing student groups:

---

- Equitable practices shall be studied and implemented to ensure academic success for all students, but specifically focused to ensure that the academic progress and school connectedness of African American students is aligned to the progress and participation of all student groups.

#### Describe Professional Learning related to this action:

---

- CHAMPs/MAC
- Second Step
- Olweus
- Building positive relationships
- Responding to misbehavior
- Class meetings/morning meetings
- Growth Mindset
- Self- efficacy and Motivation

## Goal 4 - All Students will stay in school on target to graduate

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.308 %	18.514 %	2017-2018	16.514 %
Suspensions Per 100	10.519 %	16.449 %	2017-2018	15.449 %
Student Survey - Caring adult	79.926 %	82 %	2017-2018	89 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### Chronic Absenteeism

Attendance at Centennial is currently at 95.24%.

Key factors for students with chronic attendance:

- High numbers of Kindergarten students with multiple absences in a week.
- Increased connectedness to school through Mentor check ins daily and rewards for positive attendance.
- Saturday Academy attendance has had a positive influence on our attendance rate.
- Child Welfare Attendance specialist has provided outreach and education to parents regarding attendance.

#### Suspensions Per 100

Key factors in students being suspended:

- 24 suspensions for A1 Caused, attempted to cause or threatened to cause physical injury
- 50 suspensions for A2 Used force or violence
- All site supports are exhausted prior to suspension to include: Mentoring, deescalation strategies, mindfulness, student-admin counseling, behavior support plans, etc.

#### Student Survey - Caring adult

- Student survey data indicates that only 82% of students feel that they have an adult that cares about them at school.
- Increased student to school connections through the use of

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### Chronic Absenteeism

- The highest percentage of students with chronic absences was 20.3% for African American students, 13.71% for Hispanic/Latino and 17.5% for White students. Kindergarten continues to be the grade level with the highest number of absences but had made improvement from 29.2% to 18.7%.
- Homeless students made up 77.9 percent of chronic absences versus non homeless students who made up 12.4 %

#### Suspensions Per 100

African American students had the highest number of suspensions at 15.6% with 41 incidence.

- African American males had high numbers of multiple suspensions.

#### Student Survey - Caring adult

- Students do not feel that there are adults at school that care about them.
- There is a need for opportunities for students to connect with staff in and outside of the classroom.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Spanish speaking Home School Liaison has been able to provide parents with information related to attendance and to keep parent informed of absences.
- Home visits for students with chronic absences
- Mileage support for HSL
- CWA support with home visits, attendance meetings, and resources for families.
- Notices for parents, school messenger, and weekly calendar
- Parent meetings and events to inform and educate parents about the importance of attendance and the effects on achievement.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In the 19-20 school year, we will increase opportunities for students to be connected to school through clubs and interactions with adults. We will implement class meetings, CHAMPs and Second Step with fidelity. Educational equity practices will be studied and implemented.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

- 1** SSC:
- Saturday Academy expansion
  - Incentives for students with perfect attendance
  - Incentives for students who improve attendance
  - Support for students who have behavior problems

- 2** ELAC:
- Incentives for students who come to school
  - Saturday Academy should continue

- 3** Staff:
- Saturday Academy has been beneficial in improving student attendance
  - Home School Liaison and CWA have been able to make contacts with our chronically absent students
  - More resources are needed for students who are missing school due to lack of appropriate clothing or caring for siblings.
  - Social Emotional supports/Counseling for students

**Action 1**

**Title:** Attendance

**Action Details:**

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 platforms will be used for creating partnerships with parents and common expectations:

- Parent/ Teacher/Student handbook

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Daily Attendance records/logs

Owner(s):

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

Timeline:

Weekly, Monthly

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

Saturday Academy attendance rates

Owner(s):

Teachers, Office asst., Office Manager, CWA, HSL, Admin Team, Saturday Academy Lead teacher, DPI

Timeline:

Monthly

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

Home visits/ A2A meetings/Parent contacts

Owner(s):

, CWA, HSL, Admin Team

Timeline:

Weekly, Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 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
- Home School Liaison Supplemental contracts for Hmong Language support
- Saturday Academy
- Banners to support notification to parents of meetings and school events, graphics

Specify enhanced services for EL students:

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.

School Messenger messages will be sent home in Spanish, English, and Hmong when available.

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

- African American
- Homeless



**Explain the actions for Parent Involvement (required by Title I):**

- ParentUniversity
- Coffee hours
- A2Ameetings
- 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
- Saturday Academy

**Describe Professional Learning related to this action:**

- 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

**Action 2**

**Title:** Positive Behavior Supports and Intervention

**Action Details:**

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. Mentoring/Counseling will be provided for students who demonstrate the need for additional support.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	---	---

**Explain the Progress Monitoring and data used for this Action**

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

Office referrals will be monitored by offense, time of day, location, and ethnicity.

**Owner(s):**

Principal, Vice Principal

**Timeline:**

Weekly, Monthly, Quarterly

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

Positive/Negative Behavior entries will be monitored for students receiving mentoring support.

**Owner(s):**

Principal, Vice Principal

**Timeline:**

Weekly, Monthly, Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- Student Success Team
- Positive behavior support library for use with students referred to the office
- Second Step, Olweus, and CHAMPs book replacements
- Miner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms
- Hand in Hand Mentoring support for students
- Materials to support the implementation of school wide expectations, guidelines for success, CHAMPS and positive school climate. (GRAHICS)
- Technology

**Specify enhanced services for EL students:**

- Primary language support for parent meetings regarding behavior.

**Specify enhanced services for low-performing student groups:**

- Utilize data to indicate student groups needed additional support/counseling
- African American

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

- Parent University, ELAC, SSC, and Coffee hours will educate parents on the importance of positive behavior
- Parent/Teacher/Admin conferences with students needing additional support
- Hand In Hand Mentoring will contact parents to partner in supporting students.

Describe Professional Learning related to this action:

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

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Supplemental: Additional classified support for EL students	417.00
G4A2	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Involvement - Communications	2,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Subagreements			Joint Opportunities : 2 Hand In Hand Mentors for SEL needs, attendance, and any additional academic interventions.	50,120.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			Technology/Furniture	5,000.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Supplies for family events and activities.	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Joint Opportunities : 2 Hand in Hand Mentors for SEL needs, attendance, and academic support.	23,880.00
G4A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,200.00
G4A2	LCFF: EL	Parent Participation	Direct-Graph			EL support and graphics for visuals and parent communication.	11,500.00

**\$113,090.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0090 Centennial Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Open	95,792.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for data analysis meetings and peer observation	8,236.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			20 hours PL for 4 teachers-PLI for the classroom in Reading and Mathematics	10,849.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for teacher AC time 8 hours for 35 teachers @ 36.95. Additional tutoring support for students.	15,670.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies to support the classroom and students. Positive incentives for student achievement	65,055.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning conference to support teachers/staff with instruction.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers, doc cameras, etc.	1,500.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified for childcare and support for families during meetings.	625.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology for EL students, including tablets	5,143.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for meetings and conferences	3,121.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology/tablets/doc cameras/carts	2,000.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days x 3.5 hours	16,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Instructional support with books for professional learning and character education.	5,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers, doc cameras, etc.	7,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutoring support for EL students with supplemental contracts	7,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to support RTI and instructional needs.	6,351.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days x 3.5 hours	16,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Supplemental: Additional classified support for EL students	417.00
G4A2	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Involvement - Communications	2,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Subagreements			Joint Opportunities : 2 Hand In Hand Mentors for SEL needs, attendance, and any additional academic interventions.	50,120.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			Technology/Furniture	5,000.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Supplies for family events and activities.	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Joint Opportunities : 2 Hand in Hand Mentors for SEL needs, attendance, and academic support.	23,880.00

G4A2	LCFF: EL	Instruction	Direct-Other	ELPAC Assessors	3,200.00
G4A2	LCFF: EL	Parent Participation	Direct-Graph	EL support and graphics for visuals and parent communication.	11,500.00
					<b>\$388,664.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,620.00
Sup & Conc	7090	\$252,607.00
LCFF: EL	7091	\$67,437.00
<b>Grand Total</b>		<b>\$388,664.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$275,574.00
G4 - All students will stay in school on target to graduate	\$113,090.00
<b>Grand Total</b>	<b>\$388,664.00</b>