

Centennial Elementary

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Additional Targeted Support and Improvement

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District Goals	
<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

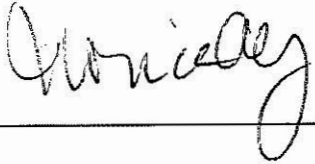
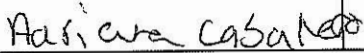
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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 - Adrianna Cabellero				X	
3. Karen Prudek		X			
4. Rosalinda DelaFuente		X			
5. Anna Welker		X			
6. Isaac Gonzalez			X		
7. Jasmine Dunn				X	
8. Yasmine Rodriguez				X	
9. Analilia Zamora Jimenez				X	
10. Alondra Urtiz				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 _____.

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Monica Alvarez		5/1/2020
SSC Chairperson	Adrianna Caballero		5/1/2020

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 2020/21

Centennial - 0090

ON-SITE ALLOCATION

3010	Title I	\$78,546 *
7090	LCFF Supplemental & Concentration	\$245,348
7091	LCFF for English Learners	\$64,770
TOTAL 2020/21 ON-SITE ALLOCATION		\$388,664

* 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	\$2,223
Remaining Title I funds are at the discretion of the School Site Council	\$76,323
Total Title I Allocation	\$78,546

Centennial Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	39.374 %	34.729 %	2018-2019	41.729 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.863 %	29.877 %	2018-2019	36.877 %
SBAC ELA Distance from Level 3 (African American)		-66.6 pts	2018-2019	-51.6 pts
SBAC Math Distance from Level 3 (African American)		-89.6 pts	2018-2019	-74.6 pts
SBAC ELA Distance from Level 3 (White)		-74.5 pts	2018-2019	-59.5 pts
SBAC Math Distance from Level 3 (White)		-81 pts	2018-2019	-66 pts
SBAC ELA Distance from Level 3 (Homeless)		-81.4 pts	2018-2019	-66.4 pts
SBAC Math Distance from Level 3 (Homeless)		-63.4 pts	2018-2019	-48.4 pts

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 18-19 SBAC by 2.3% moving from 32.4% Meeting and Exceeding in 17-18 to 34.73% in 18-19.

Key factors that have contributed to the outcomes are:

- PLC planning aligned to the rigor of the standards using the adopted curriculum. Additional PLC time (8 Hours supplemental) provided to allow for Instructional Assessment Plans to be developed by the PLC.
- Capacity building of PLC teams through site and regional professional learning
- Use of common formative assessment from the adopted curriculum, SBAC interim assessments,

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)

Some factors that may have impacted the outcomes for students are:

- Effective implementation of the adopted curriculum to ensure all components of foundational skills in literacy are addressed.
- Implementation of daily differentiated instruction was not implemented with fidelity by all teachers.
- Need for professional learning to build the capacity of teachers to address the needs of students reading 2 or more grade levels below the current grade level.
- Need for supplemental materials beyond those in the adopted curriculum to address learning gaps for students in 3-6.

and the introduction of

- Full time Teacher on Special Assignment to provide coaching support to individual teachers and PLCs, 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 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 provide opportunities to meet individual needs.

SBAC ELA Distance from Level 3 (African American)

Thirty four African American students took the SBAC assessment in the 18-19 school year demonstrating an 8.5% increase from 15% in 17-18 to 23.3% in 18-19.

SBAC ELA Distance from Level 3 (Homeless)

The number of homeless students meeting and exceeding standards dropped from 33%(5/15) to 20%(2/10) in on the 18-19 SBAC. The number of homeless students tested decreased in the 18-19 school year.

SBAC ELA Distance from Level 3 (White)

White students dropped in the number of students exceeding and meeting standards from 33% (8/34) to 20% (4/20).

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

Math data had demonstrated incremental data over a three year period, but actions taken in professional learning around standards and assessment increased the number of students meeting and exceeding standards from 20.86%. to 34.73%,

- PLC planning aligned to the rigor of the standards using the adopted curriculum,
- Capacity building of PLC teams through site and regional professional learning to include instruction on addressing unfinished learning while maintaining grade level rigor impacted results.
- Use of common formative assessments from the adopted curriculum, SBAC Interim Assessments and iReady were used.
- Differentiated instruction in math to include the use of on-line components of adopted curriculum, Tier 2 materials from the adopted curriculum and supplemental materials suggested by the SBAC Interim and SBAC digital library.
- Blended learning models for math instruction to allow for differentiation were introduced this year.

SBAC Math Distance from Level 3 (African American)

The percentage of African American students meeting and exceeding standards increased in the 18-19 school year by 7.9%. from 9.7%(3/31) to 17.6% (6/34). Although, African American students are still performing below that of like peers.

SBAC Math Distance from Level 3 (Homeless)

- Instructional support in the classroom in the form of tutors to support students in the classroom.
- Professional learning in responding to student learning needs using data.
- Need for professional learning around appropriate use of technology to enhance learning and blended learning.

SBAC ELA Distance from Level 3 (African American)

African American students demonstrated an increase in ELA on the 18-19 SBAC of 8.5%, but are still performing below their peers. African American students tested in the 18-19 school year totaled 34 with 16 of the students not meeting standards. Suspensions and absences are factors in the outcomes for African American students.

SBAC ELA Distance from Level 3 (Homeless)

The total number of Homeless students who tested decreased from 15 in 17-18 to 10 in 18-19. Two of the ten students are meeting standards. There was a significant decrease in the number of homeless students meeting standards, but the population is very low.

SBAC ELA Distance from Level 3 (White)

The total number of White students tested in the 17-18 school year (34) decreased in the 18-19 school year (20). There was a decrease of the percentage of students meeting standards of 13%.

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

Factors that impacted results for students were:

- Professional learning in 5 E lesson design
- Professional learning in planning standards aligned instruction and assessments.
- Use of all components of the adopted curriculum as well supplemental materials
- Blended learning was introduced in some 3-6 classrooms, but was not consistent
- Students continued to struggle with fact fluency
- Lessons that include instruction in conceptual understanding are not implemented consistently.

SBAC Math Distance from Level 3 (African American)

The percentage of African American students meeting or exceeding increased in the 18-19 school year due to focused instruction, focused assessments and differentiated instruction.

SBAC Math Distance from Level 3 (Homeless)

The percentage of homeless students meeting or exceeding standards increased because the total number of homeless students decreased.

SBAC Math Distance from Level 3 (White)

The percentage of White students meeting or exceeding standards decreased as the number of white students decreased. White students also made up a portion of homeless students.

The percentage of homeless students performing meeting or exceeding on the SBAC increased from 13.3% in 17-18 (2/15) to 20%(2/10) in the 18-19 school year.

SBAC Math Distance from Level 3 (White)

The percentage of White students meeting or exceeding standards decreased from 25% (6/24) to 15%(3/20) in 18-19.

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

The intended implementation of the action was followed and instructional supports such as Teacher on Special Assignment, Teaching Fellows to support instruction, increased technology to support blended learning, professional learning, and the purchase of supplemental materials to support differentiated instruction have supported outcomes for 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.

Professional learning in the 19-20 SPSA will include culturally responsive teaching, differentiated instruction with fidelity in all classes K-6 classes, increased tutoring for students in grades 4-6 in reading, tutoring and support for Dual Immersion students and English learners, and math, and increased classes for parents to work with their students at home.

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:

- Technology for students in all classes
- Tutoring for students
- Homework Center
- Classes for parents.

2 ELAC:

- Increased technology for students
- Tutoring for English Learners and Dual Immersion students
- Classes for parents to support student learning.

3 Staff:

- Need for additional supplemental reading materials to support students in grades 3-6 with significant gaps
- Teacher on Special Assignment to support instruction, train and support Teaching Fellows and provide professional learning and coaching for teachers.
- Technology to support blended learning
- Additional PLC time to create instructional plans

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

Foundational skills taught will be aligned to the reading foundations standards for each grade level. 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.

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, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments ,iReady 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

iReady, SBAC interim, and formative assessment data will be analyzed to determine progress and assess needs.

Owner(s):

PLC teams, Leadership team, Principal, Vice Principal, TSA

Timeline:

On-going following assessment administration

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

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

Owner(s):

PLC 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, PLC observations, PLC 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:

Specify enhanced services for low-performing student groups:

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

- 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, White, and Homeless students is aligned to the progress of all student groups.

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. Kindergarten Literacy meetings will be held at the beginning of the school year.

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.

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
- Culturally Responsive Teaching and professional learning to address implicit bias in instruction will be provided to all staff.

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 and 5 E lesson design.

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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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, Common Formative Assessments, FIAB assessments, and iReady, 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

Parent learning opportunities to help support classroom instruction in math using technology

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, 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. PLC 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. PLC 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, Tier 2 Support Provider, 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, Tier 2 Support Provider, 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, Interim Assessments, Common formative assessments, unit assessments, KAIG, and specialized assessments.

Owner(s):

PLC 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):

PLC 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
- Hand In Hand Mentors to support goal setting for Tier 2 and 3

Specify enhanced services for EL students:

- Designated ELD time based on ELD levels

Specify enhanced services for low-performing student groups:

- Equitable practices shall be studied and implemented to ensure academic success for all students, but

- 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/kindergarten Literacy Night
- Back to School Night
- Student Success Team Meeting
- Parent Conferences
- Parent Literacy workshops to engage parents in working with their child at home

specifically focused to ensure that the academic progress of African American, White, and homeless 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
- Culturally Responsive Teaching

2020-2021 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	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - No Food, No Incentives.	723.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA will support RTI K-3rd grade and additional support in ELA and Mathematics	132,213.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Additional 4 hrs of PLC's for teachers TK-3rd grade to support ELA and Mathematics.	13,419.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies to support the classroom and students. Positive incentives for school wide student achievement.	41,111.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutoring for English Language Learners in ELA or Math to support student achievement	7,319.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology/tablets/furniture to support student needs in the classroom.	7,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers and additional technology repairs	5,500.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology/tablets/furniture to support EL students in the classroom.	5,143.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days a week x 3.5 hours	16,477.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Substitutes will support the classroom while teachers observe other teachers or attend collaborative IEP meetings or PLC data chats	8,319.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Instructional support with books for PL and character education for the classroom.	5,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional learning conference to support teachers/staff with instruction and SEL.	10,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to support RTI and instructional needs.	8,679.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows 2 @ 4 days a week x 3.5 hours	17,200.00

\$278,103.00

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	27.986 %	7.133 %	2018-2019	14.133 %

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.
- Activities for students in grades 2-3 increased this year with the addition of Spirit Club and Peach Blossom
- Lunch time activities were available during lunch such as Art club, Lego club, Ballet and Leadership
- Cheerleading was a new activity added in the 19-20 school year
- Choral music classes were available to all second and third grade students..
- On campus assemblies that support character education, anti-bullying, music, and the arts were increased.

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 19-20 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 a limited number of staff members sponsor clubs
- Wrestling was cancelled this year because we were unable to obtain a coach.

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.
- Activities for students in grades 1-3 increased both after school and during the school day.
- All students participating in after school athletics and activities were not captured.
- Folklorico dancing and cultural clubs that support our Dual Immersion program did not come to fruition.

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 20-21 school year:

- Coaches for all sports and cheer will be secured prior to the start of school
- An independent contractor will be used to provide instruction in Folklorico dancing.
- Contracts will be offered to allow for After school Spanish classes for students in grades 4-6.
- Peach Blossom, Leadership, STEM, and Ballet will increase to include more grade levels.

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:

- 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.
- Parents are happy that students have various choices available for on site activities.
- Parents would like to be able to volunteer to support clubs and activities.

2 ELAC:

- Parents would like to see more activities available to students in grades K-3 after school.
- 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
- 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

3 Staff:

- Field trips are appreciated.
- Students need to have opportunities to participate in chorus and drama during the school day.
- Specialized teachers are needed to teach art, music, choir.
- Music needs to be a class that all 5th and 6th grade students can participate in so that students do not miss instructional time.
- Music in 2nd and 3rd grade is appreciated.

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

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

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

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 %	95.726 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	94.444 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	95.181 %	2018-2019	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>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.</p> <p>Exposure to Careers - 3rd Grade Students participated in Bricks For Kids.</p> <p>Exposure to Careers - 4th Grade Students attended a field trip to Chaffee Zoo to learn about careers at the Zoo.</p> <p>Exposure to Careers - 6th Grade Students attended a field trip to Fresno City College.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade None</p> <p>Exposure to Careers - 4th Grade None</p> <p>Exposure to Careers - 6th Grade None</p>
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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.

School site will bring in individuals to talk to students about various careers through a First Responders and Community Helpers Day, Industrial Arts day and Careers in Technology day.

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:

- Exposure to pathway programs in high school should begin in sixth grade so that students can start to think about future careers

2 ELAC:

- 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
- Include exposure to careers in the military

3 Staff:

- Guest speakers expose students to various careers.
- Field trips for all grade levels to learn about careers
- College trips should be available to multiple grade levels to include trade schools, community college, and a university.

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.
- Provide exposure to multiple careers through highlighted career days.

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
- Cultural Proficiency
- Culturally Responsive Instruction

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	16.514 %	17.241 %	2018-2019	15.241 %
Suspensions Per 100	15.449 %	15.103 %	2018-2019	14.103 %
Chronic Absenteeism (African American)		30 %	2018-2019	28 %
Suspension Rate (African American)		11.9 %	2018-2019	8.9 %
Chronic Absenteeism (White)		25 %	2018-2019	23 %
Suspension Rate (White)		12.5 %	2018-2019	9.5 %
Chronic Absenteeism (Homeless)		31.9 %	2018-2019	29.9 %
Suspension Rate (Homeless)		12.5 %	2018-2019	9.5 %

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 rate for 19-20 is at 94.4%

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.
- Parent meetings for students with chronic attendance problems.
- Parent meeting for Kindergarten families to explain the connection between school success and attendance.
- Quarterly recognition for positive attendance
- Semester reward trips for students with perfect and improved attendance

Chronic Absenteeism (African American)

The percentage of African American students with chronic absenteeism increased to 26.2%(16/61) in the 19-20 school year. 53.7% are considered to be truant.

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

Chronic Absenteeism

- Kindergarten has a 25% chronic absentee rate. Parents are not understanding the importance of positive attendance.
- All grade levels are over 10% for students with chronic absenteeism
- African American students have the highest chronic absenteeism of all ethnic groups.

Chronic Absenteeism (African American)

African Americans make up less than 10% of the total school population and but are the highest percentage of chronic absenteeism. African Americans also make up the highest percentage of suspensions.

Chronic Absenteeism (Homeless)

There is a low number of students who are considered to be homeless(5/6) that are chronically absent, but the percentage is high for chronically absent.

Chronic Absenteeism (White)

A small number of students within the White population are chronically absent. White students make up only

Chronic Absenteeism (Homeless)

The percentage of Homeless students with chronic absences increased from 0 to 83.3% (5/6) in the 19-20 school year. 50% are considered to be truant.

Chronic Absenteeism (White)

The percentage of White students with chronic absenteeism increased from 20.9% (9/43) to 23.9% (11/46). 39.3% are considered to be truant.

Suspension Rate (African American)

African American students made up 59.7% of all suspensions in the 19-20 school year.

Suspension Rate (Homeless)

Homeless students made up 20% of suspensions in the 19-20 school year.

Suspension Rate (White)

White students made up 8.7% of the suspensions in the 19-20 school year.

Suspensions Per 100

The 19-20 suspension rate is 12.3% with the highest number of suspensions coming from 4th grade with 31% of the total suspensions for the school.

5% of total student population.

Suspension Rate (African American)

African American students are suspended at alarmingly higher rates than other students. Fourth grade, African American students made up the most suspensions with the number one reason being 48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (a)(2) Willfully used force or violence upon the person of another, except in self-defense.

Mentor support, SSTs, and parent meetings have been used to support positive behavior and referrals to Tier 2 interventions.

Suspension Rate (Homeless)

Homeless student suspension rate is at 20% but the percentage only includes the suspension of 2 students. Tier 2 Intervention Specialist and Mentors support is provided to these students.

Suspension Rate (White)

White student suspensions make up 8.7% which was a total of 5 of 61 students. With one student being suspended two times. Tier 2 supports and Mentoring is provided to the students with more than one suspension.

Suspensions Per 100

Suspension rates and number of students referred to the office are higher among African American and Hispanic Male students, and African American female fourth grade students.

Tier 2 Interventions and supports are provided to these students who have more than one suspension.

Mentoring is provided to students who demonstrate difficulty with academics, behavior, and attendance.

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

- Attendance of Kindergarten parents at attendance meetings was very low
- Tier 2 Intervention Specialist and Mentoring proved effective for some students but demonstrated less effective in some
- African American and Hispanic students were referred to the office for misbehavior at significantly higher rates than other ethnicities.
- Students who are being suspended at high rates are not participating in other school activities
- Students who are chronically absent are not participating in other school activities.

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.

- Students with less than 90% attendance in the 19-20 school year will participate in goal setting conferences at the beginning of the school year
- Staff will undergo professional learning in Cultural Proficiency, Implicit Bias, and building a positive classroom climate and culture
- Tier 2 Intervention Specialist, Hand In Hand Mentors, School Psychologist, teachers, and admin will create Tier 2 interventions collaboratively and monitor them regularly for implementation and effectiveness.
- Teachers will monitor class lists to ensure that students are participating in school activities.

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:

- SaturdayAcademyexpansion
- 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
- SaturdayAcademysould continue

3 Staff:

- SaturdayAcademyhas been beneficial in improving student attendance
- Home School Liaison is 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):

Teachers, 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
- 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.

Explain the 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
- Saturday Academy

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

- African American
- Homeless

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.

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

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
- Minor 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
- Cultural Proficiency
- Cultural Responsive Instruction

2020-2021 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	Parent Participation	Direct-Graph			Parent Involvement: Communications	1,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for the HSL or T2T to support communication with parents	500.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Support during family engagement activities school wide, babysitting during parent meetings.	632.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support during family engagement activities and school site meetings with language and translation support.	3,159.00
G4A1	LCFF: EL	Parent Participation	Direct-Graph			Communication for EL parents and DI student school wide; posters and signs in multi-languages.	2,500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL will support school wide with language support and family engagement activities. The HSL will support translating for parents during conferences.	16,155.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Additional support for translation and engagement of English Language Learners and their parents	415.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Subagreements			Joint Opportunities : 3 Hand In Hand Mentors for SEL needs, attendance, and any additional academic interventions	59,846.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			Supplies for parent activities and learning meetings towards student achievement.	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Joint Opportunities : 1 Hand In Hand Mentors for student SEL needs, attendance, and academic support	20,154.00
G4A2	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,200.00

\$110,561.00

2020-2021 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	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - No Food, No Incentives.	723.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA will support RTI K-3rd grade and additional support in ELA and Mathematics	132,213.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Additional 4 hrs of PLC's for teachers TK-3rd grade to support ELA and Mathematics.	13,419.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies to support the classroom and students. Positive incentives for school wide student achievement.	41,111.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutoring for English Language Learners in ELA or Math to support student achievement	7,319.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology/tablets/furniture to support student needs in the classroom.	7,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance of computers and additional technology repairs	5,500.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology/tablets/furniture to support EL students in the classroom.	5,143.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 2 @ 4 days a week x 3.5 hours	16,477.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Substitutes will support the classroom while teachers observe other teachers or attend collaborative IEP meetings or PLC data chats	8,319.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Instructional support with books for PL and character education for the classroom.	5,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional learning conference to support teachers/staff with instruction and SEL.	10,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to support RTI and instructional needs.	8,679.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows 2 @ 4 days a week x 3.5 hours	17,200.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Involvement: Communications	1,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for the HSL or T2T to support communication with parents	500.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Support during family engagement activities school wide, babysitting during parent meetings.	632.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support during family engagement activities and school site meetings with language and translation support.	3,159.00
G4A1	LCFF: EL	Parent Participation	Direct-Graph			Communication for EL parents and DI student school wide; posters and signs in multi-languages.	2,500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL will support school wide with language support and family engagement activities. The HSL will support translating for parents during conferences.	16,155.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Additional support for translation and engagement of English Language Learners and their parents	415.00
G4A2		Attendance & Social Work Service	Subagreements				50,000.00

G4A2	Title 1 Basic	Attendance & Social Work Service	Subagreements	Joint Opportunities : 3 Hand In Hand Mentors for SEL needs, attendance, and any additional academic interventions	59,846.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp	Supplies for parent activities and learning meetings towards student achievement.	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements	Joint Opportunities : 1 Hand In Hand Mentors for student SEL needs, attendance, and academic support	20,154.00
G4A2	LCFF: EL	Instruction	Direct-Other	ELPAC assessors	4,200.00
					\$388,664.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,546.00
Sup & Conc	7090	\$245,348.00
LCFF: EL	7091	\$64,770.00
Grand Total		\$388,664.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$278,103.00
G4 - All students will stay in school on target to graduate	\$110,561.00
Grand Total	\$388,664.00