

**Centennial Elementary**

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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<b>District Goals</b>	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

**Consolidated Program Assurances**

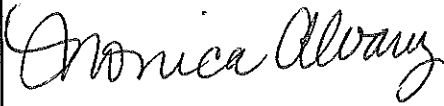
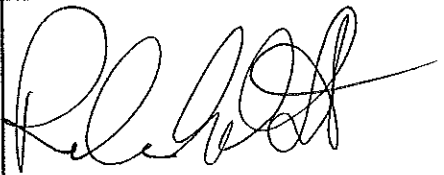
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement 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 - Rosalinda DelaFuente		X			
3. Ana Welker		X			
4. Delia Garcia		X			
5. Isaac Gonzalez			X		
6. Analilia Zomaora				X	
7. Adriana Ceteno				X	
8. Alya Wakeman				X	
9. Juana Galaviz				X	
10. OPEN					
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 .
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**Required Signatures**

School Name: Centennial Elementary			
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		5/26/2021
SSC Chairperson	Rosalinda Delafuente		5/26/2021

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 2021/22

Centennial - 0090

**ON-SITE ALLOCATION**

3010	Title I	\$79,235 *
7090	LCFF Supplemental & Concentration	\$264,264
7091	LCFF for English Learners	\$71,280
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$29,848</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$444,627</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	\$2,067
Remaining Title I funds are at the discretion of the School Site Council	<u>\$77,168</u>
Total Title I Allocation	\$79,235

## Centennial Elementary 2021-2022 - SPSA

**Goal 1 - STUDENTS: Improve academic performance at challenging levels.**

### Needs Assessment

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		10.77 %	2019-2020	17.77 %
I-Ready ELAD2 On Level		33.97 %	2020-2021	40.97 %
I-Ready Math D2 On Level		28.62 %	2020-2021	35.62 %
ELPAC Percent Making Annual Progress		26.89 %	2019-2020	31.89 %
I-Ready ELAD1 On Level (Students With Disabilities)		16 %	2020-2021	23 %
I-Ready ELAD2 On Level (Homeless)		0 %	2020-2021	7 %
I-Ready Math D2 On Level (Homeless)		100 %	2020-2021	100 %
I-Ready ELAD2 On Level (African American)		43.9 %	2020-2021	50.9 %
I-Ready Math D2 On Level (African American)		27.66 %	2020-2021	34.66 %
I-Ready ELAD2 On Level (White)		38.64 %	2020-2021	45.64 %
I-Ready Math D2 On Level (White)		37.78 %	2020-2021	44.78 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELAD2 On Level

During distance learning, Centennial students demonstrated 33% on level, 29% one year below, and 37 two or more grade levels below on iReady 2.

Key factors that have contributed to the outcomes are:

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

#### I-Ready ELAD2 On Level

- Students who were identified on needing an intervention from iReady 1 and were assigned to small group support by their teacher, with a teaching fellow, or with the TSA did not regularly attend intervention sessions.
- Students with connectivity issues or technology issues did not regularly attend classes.

- 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
- 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.

#### **I-Ready ELA D2 On Level (African American)**

17.3% of African American students scored on or above level on ELA reading, 34.62% of students scored one year below level and 17.31% scored 2 or more grade levels below their current grade level in reading. 23.08% of African American students did not complete the second administration of the test.

#### **I-Ready ELA D2 On Level (Homeless)**

percentage of homeless students tested was too low

#### **I-Ready ELA D2 On Level (White)**

White students scored 24% on or above grade level, 26% one year below level, and 16% two or more grade levels below the current grade level in ELA. 34% of white students did not complete the second administration.

#### **I-Ready Math D2 On Level**

During distance learning, 28 % of Centennial students scored on grade level, 41% scored one grade level below, and 31% scored 2 or more grade levels below on iReady 2.

#### **I-Ready Math D2 On Level (African American)**

15.38% of African American students scored on grade level, 50% scored 1 year below grade level, and 15% scored two or more grade levels below on iReady 2.

#### **I-Ready Math D2 On Level (Homeless)**

Percentage of homeless students tested was too low

#### **I-Ready Math D2 On Level (White)**

8% of White students tested on grade level, 28% one grade level below, and 18% two or more grade levels below on iReady 2. 46% of White students did not complete the second administration of iReady 2.

- Distance learning had a direct impact on the way intervention was provided and did not meet the needs of all students.

#### **I-Ready ELA D2 On Level (African American)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready ELA D2 On Level (Homeless)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready ELA D2 On Level (White)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready Math D2 On Level**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready Math D2 On Level (African American)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready Math D2 On Level (Homeless)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **I-Ready Math D2 On Level (White)**

- Attendance to synchronous instructional sessions
- Completion of asynchronous assignments and assessments
- Attendance to small group differentiated synchronous instructional sessions
- Participation in lessons and activities during synchronous instruction.

#### **EL Reclassification Rate**



#### **EL Reclassification Rate**

27/170 EL students are considered to be LTEL. Teachers provided small group and in person instruction to EL students on Mondays. Students are having difficulty with the writing portion of the assessment. Not all students have had regular attendance for intervention and ELD (daily groups) during distance and hybrid learning.

#### **ELPAC Percent Making Annual Progress**

At school closure, almost all students had completed ELPAC assessments. Distance learning posed a challenge for English Learner student both in the Dual Immersion program and in our EO classrooms. EL students had the opportunity to receive support with a Teaching Fellow and through blended learning opportunities but students had inconsistent attendance.

#### **I-Ready ELA D1 On Level (Students With Disabilities)**

There are 19 students that receive RSP support and 9 students that are enrolled in the 5/6 SDC program. Services to students have been provided virtually during distance learning. Students have met with aides and the RSP teacher to meet minute requirements, but have struggled to make progress. SDC students have received services online, but some have struggled with being virtual or having an adult at home that could support them with logging on. The greatest challenge has been that most RSP students and all SDC students did not receive in person support during distance learning. Three RSP students attended a small cohort of students and attended their online classes at school. They received help from a classified employee but continued their services online.

- Attendance of interventions and extra support
- For DI students, English/Spanish support in the home
- Writing instruction was challenging during school closure
- The need for support during asynchronous instruction.

#### **ELPAC Percent Making Annual Progress**

- Attendance of interventions and extra support
- For DI students, English/Spanish support in the home
- Writing instruction was challenging during school closure
- The need for support during asynchronous instruction.

#### **I-Ready ELA D1 On Level (Students With Disabilities)**

- Lack of in-person support and intervention
- Lack of in home support to help with distance learning

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Distance learning impacted the implementation of our plan due to the amount of participation in Tier 1 and 2 interventions. The inability to properly determine the needs of students based on their participation in synchronous instruction and the inability to use supplemental materials and supports in person.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes that will be made for the 2021-2022 school year will be:

- Two Certificated tutors will replace the 4 Teaching Fellows to provide intervention with the TSA to students at the Tier 2 level in ELA and Math during the school day and after school hours.
- Teachers will continue to plan instruction using the grade level focus standards
- Supplemental materials and supplies will be purchased to support Dual Language Immersion, English Learners, and students reading 2 or more grade levels below to mitigate school closure on distance learning.
- Teacher professional learning with the use of technology as an instructional tool in a blended learning model and substitutes will be provided to allow for Centennial to take part in the Personal Learning Initiative as a means to empower teachers with the use of technology to mitigate learning loss due to COVID 19.
- Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards to include maintainance.
- Professional learning and substitutes will be provided to teachers to take part in Math Lesson Design and the Personal Learning Initiative to enhance technology use and blended learning in the classroom.
- 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.

- 2 part time Certificated tutors 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
- All For Youth Counseling to support Tier 2 and 3 supports for students.

**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:**

School Site Council input was sought in online meetings and through the use of an online survey.

The SSC determined the following things to be critical in improving outcomes for students.

- Small group instruction
- Tutoring
- Technology for staff and students
- Materials and supplies that support learning
- Support for English Learners

**2 ELAC:**

ELAC input was sought in online meetings and through a parent survey.

- Tutoring for EL students
- Small group instruction
- Materials and Library books in Spanish

**3 Staff:**

Staff input was sought at staff meetings, from the Instructional Leadership Team and in an online survey.

Staff determined the following things to be critical in improving outcomes for students.

- TSA to support testing, Tier 2 intervention, oversee intervention, and for teacher development
- Certificated tutors to allow for a more qualified person to work with students in intervention
- Materials and Supplies
- Technology to support simultaneous instruction
- Materials for Dual Immersion
- Professional learning

## Action 1

**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 lessons designed to allow for 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 independently and in collaborative groups. In an effort to address loss of learning due to COVID school closure, students who are not meeting grade level standards will receive additional instructional support through Blended Learning, small group instruction, .

**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 such as Standards Mastery, iAB and Focus iAB assessments. iReady data will be monitored 3x annually. Foundational Skills Assessment, ELPAC assessments and progress monitoring of IEP goals will be monitored for specific students.

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 of common formative assessments and iReady data.

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 Foundations 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 standards
- Additional instructional support provided by TSA, Certificated tutors and teachers through out the school day and afterschool.
- Supplemental materials and supplies to allow students access grade level standards.
- Professional Learning and substitutes for teachers that will have a direct impact on lesson design, planning, lesson delivery and student engagement will be provided for teachers to include the Personal Learning Initiative and Math Lesson design.
- Blended learning opportunities to allow for online tutorials, fluency practice, extension activities for gifted students and creating digital models to include software and supplemental digital materials.
- 

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.

## Action 2

**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.

Students receiving additional support or special education services will be provided with necessary supports to help them to progress towards their IEP goals and towards grade level proficiency.

Comprehension of both fictional and informational text will be demonstrated through rigorous tasks and writing. Writing across various genres will demonstrate student proficiency.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments, iReady, BAS and fluency, 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, BAS, fluency, 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 be 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 PLC planning time to allow for targeted instruction and develop assessments.
- Tutoring for students during the school day and after school
- Graphics, support materials and visual aids for English only, Special Educaiton and Dual immersion classrooms.
- Supplemental materials for reading and foundational skills instruction to mitigate learning loss due to COVID 19
- Professional learning and substitutes will be provided for teachers to learn strategies for guided reading, comprehension and blended learning to include the Personal Learning Initiative.
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#### Specify enhanced services for EL students:

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- 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

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

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- 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.

### Action 3

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

#### Action Details:

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Centennial will provide tiered levels of support to ensure all students are performing on grade level and reading by third grade. Professional Learning Community teams will plan instruction aligned to essential standards, assess the students through common formative assessments to 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 Certificated Tutors, 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), Certificated tutors, 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, Interim Assessments, Common formative assessments, unit assessments, Foundational Skills Assessment, 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 maintainance.
- Professional learning and substitutes will be provided to teachers to take part in Math Lesson Design and the Personal Learning Initiative to enhance technology use and blended learning in the classroom.
- 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.
- 2 part time Certificated tutors 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
- Vocabulary instruction on tier 1,2,3 words
- Comprehension strategies
- Explicit instruction in writing to texts and prompts
- Certificated tutor 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

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, White, and homeless students is aligned to the progress of all sub groups.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	*Supports all Goal 1 Actions*	39,183.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI expense for technology support	6,434.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	*Supports all Goal 1 Actions*	133,662.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	*Supports all Goal 1 Actions*	39,183.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes: Teacher-Teacher Observations; SST/IEP; PLC chats	4,099.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies; incentives	27,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support high quality instruction	26,950.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning: Academic & SEL	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repairs	5,500.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Participation: Babysitting	634.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies to support parent activities	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies to support ELD and DLI instruction	16,451.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Communication for EL parents; promote DI program school-wide	3,170.00
G1A1	One-Time School	Instruction	Mat & Supp			: Supplies and materials	20,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Equipment	9,848.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentor (1)* Also supports G3A2,3 (see 7090 portion)	31,051.00

**\$370,452.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	75 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

75% of Centennial students will participate in at least one club, activity, assembly, or field trip that allow them to have a real world learning experience and learn character traits such as responsibility, respect and perseverance. Students will learn to work collaboratively and use effective communication both verbally and digitally.

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

**Student-centered real world learning experience - Site Defined**

In the 2020-2021 school year, students were unable to participate in the real world experience learning trips such as 6th grade camp, college visits, the art museum, and other trips that allow students to see career options. Students were able to participate in virtual clubs for art and dance, and experience virtual trips to the zoo. Students did have the ability to learn about digital citizenship, digital communication, and online collaboration.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, students were unable to participate in assemblies, field trips, and other activities that expand their worldly experiences. Budgeted items were shifted to allow for headphones and other items to support distance learning were purchased. These items helped students to gain experience with online communication and working in a digital space. Books were purchased for character education to support monthly character traits as part of the Book of the Month

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Book of the month to continue to expose students to character traits and African American and Hispanic role models in non-traditional careers.
- Students will participate in study trips, assemblies, and activities to include but not limited to Peach Blossom Festival, History day, Science Fair, NASA project etc. that provide opportunities for students to see various careers and build real world application of learning.
- Students will participate in hands on activities during the school day and after school that allow for project based learning, hands on science, research, exploration, and STEAM.
- Students will participate in Second Step, Character Counts, Morning Meeting, and Bullying Prevention to improve communication and learn to work with and accept others.



- Students will participate in clubs, athletics, and activities that support positive relationships with others and communication.

**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> <p>SSC input was received using FORMS. The following was suggestes:</p> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Assemblies</li> <li>• Guest speakers</li> <li>• Campus jobs</li> </ul>	<p><b>2</b> ELAC:</p> <p>ELAC input was received using FORMS. The following was suggested:</p> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Assemblies</li> <li>• Guest speakers</li> <li>• Campus jobs</li> <li>• Opportunities to see Spanish used in jobs.</li> </ul>	<p><b>3</b> Staff:</p> <p>Teacher input was collected using a survey. The following was suggested:</p> <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Assemblies</li> <li>• Field trips/virtual field trips</li> <li>• Guest speakers</li> <li>• Mentors on campus</li> <li>• College visits.</li> </ul>
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**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

## Action 2

**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 (Minor 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.

Specify enhanced services for low-performing student groups:

- Equitable and inclusionary 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.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Bks & Ref			Books: PL/PLC learning; character education	5,000.00

**\$5,000.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		22.86 %	2020-2021	20.86 %
Suspensions students with 1 or more		0 %	2020-2021	10 %
Chronic Absenteeism (Students with Disabilities)		26.98 %	2020-2021	24.98 %
Chronic Absenteeism (Homeless)		33.33 %	2020-2021	31.33 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	5 %
Chronic Absenteeism (African American)		42.31 %	2020-2021	40.31 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	10 %
Chronic Absenteeism (White)		28 %	2020-2021	26 %
Suspensions students with 1 or more (White)		0 %	2020-2021	5 %
Chronic Absenteeism (English Learner)		12.43 %	2020-2021	10.43 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

Distance learning heavily impacted student attendance. Phone calls, texts, emails, home visits were all used by teachers, the HSL, CWAS and Hand in Hand Mentors to increase participation in online learning for students. Attendance incentives were provided for students with perfect attendance. Daily attendance calls were made by the Office Assistant to verify why students were not logging on for instruction. Parent meetings were held to discuss the importance of attendance.

**Chronic Absenteeism (African American)**

Distance learning heavily impacted student attendance. Phone calls, texts, emails, home visits were all used by teachers, the HSL, CWAS and Hand in Hand Mentors to increase participation in online learning for students. Attendance incentives were provided for students with perfect attendance. Daily attendance calls were made by the Office Assistant to verify why students were not logging on for instruction. Parent meetings were held to discuss the importance of attendance. CWAS made multiple contacts with families regarding

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

**Chronic Absenteeism**

Some of the factors that contributed to disproportionality:

- Internet access
- technology issues to include parents with little to no technology skills.
- Students in day care situations that did not allow them to log on or stay connected
- Parents understanding of asynchronous and synchronous instruction.

**Chronic Absenteeism (African American)**

- Internet access
- technology issues to include parents with little to no technology skills.
- Students in day care situations that did not allow them to log on or stay connected
- Parents understanding of asynchronous and synchronous instruction.

attendance and supported with technology issues. African american students with poor attendance and performance were invited to participate in small cohorts that were brought back to school.

**Chronic Absenteeism (Homeless)**

Distance learning heavily impacted student attendance. Phone calls, texts, emails, home visits were all used by teachers, the HSL, CWAS and Hand in Hand Mentors to increase participation in online learning for students. Attendance incentives were provided for students with perfect attendance. Daily attendance calls were made by the Office Assistant to verify why students were not logging on for instruction. Parent meetings were held to discuss the importance of attendance. CWAS worked with homeless families to provide support with technology and connectivity. All homeless students were invited to participate in small cohorts that were returned to school.

**Chronic Absenteeism (White)**

Distance learning heavily impacted student attendance. Phone calls, texts, emails, home visits were all used by teachers, the HSL, CWAS and Hand in Hand Mentors to increase participation in online learning for students. Attendance incentives were provided for students with perfect attendance. Daily attendance calls were made by the Office Assistant to verify why students were not logging on for instruction. Parent meetings were held to discuss the importance of attendance.

**Suspensions students with 1 or more**

No students were suspended in the 2020-2021 school year.

**Suspensions students with 1 or more (African American)**

No students were suspended in the 2020-2021 school year.

**Suspensions students with 1 or more (Homeless)**

No students were suspended in the 2020-2021 school year.

**Suspensions students with 1 or more (White)**

No students were suspended in the 2020-2021 school year.

**Chronic Absenteeism (Students with Disabilities)**

Attendance proved to be a challenge for our students with disabilities during distance learning. Students struggled with engagement and needed support with assignments that was not always available to them in the home.

**Chronic Absenteeism (English Learner)**

English Learner students struggled to attend classes regularly during distance learning. Students did not attend interventions regularly and parents had many difficulties with technology.

**Chronic Absenteeism (Homeless)**

- Internet access
- technology issues to include parents with little to no technology skills.
- Students in day care situations that did not allow them to log on or stay connected
- Parents understanding of asynchronous and synchronous instruction.

**Chronic Absenteeism (White)**

- Internet access
- technology issues to include parents with little to no technology skills.
- Students in day care situations that did not allow them to log on or stay connected
- Parents understanding of asynchronous and synchronous instruction.

**Suspensions students with 1 or more**

On line expectations taught and enforced to support distance learning. Frequent communication with parents during online instruction allowed for better behavior supports.

**Suspensions students with 1 or more (African American)**

On line expectations taught and enforced to support distance learning. Frequent communication with parents during online instruction allowed for better behavior supports.

**Suspensions students with 1 or more (Homeless)**

On line expectations taught and enforced to support distance learning. Frequent communication with parents during online instruction allowed for better behavior supports.

**Suspensions students with 1 or more (White)**

On line expectations taught and enforced to support distance learning. Frequent communication with parents during online instruction allowed for better behavior supports.

**Chronic Absenteeism (Students with Disabilities)**

For the 2021-22 school year, the 5/6 SDC program will be eliminated due to a lack of feeder pattern for students. This will allow students to remain at one school site from PK-6. Students in RSP will receive support through a push in/inclusion model with co-teaching. Students will receive intervention from the RSP teacher to support moving students to grade level proficiency.

**Chronic Absenteeism (English Learner)**

Parent meetings to support parents understanding of the impact of attendance on achievement in Spanish and Hmong will be held monthly and the addition of a Spanish HSL for 6 hours will allow better communication and improve student attendance.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Distance learning impacted attendance and how we address chronic poor attendance. We were unable to provide the same type of incentives that we would during in person instruction. Office staff working from home made

communication difficult for families returning phone calls. Families not understanding synchronous and asynchronous instruction and students not logging on for all learning sessions impacted our goal and our ability to determine where funding was needed.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Change 3.5 hour HSL to 6 hour Spanish speaking HSL to provide longer hours of Spanish support in our office.
- Weekly coffee hours hosted by the HSL to convey the purpose of good attendance.
- Increase opportunities for students to participate in at least one extra curricular activity such as clubs, sports, academic competitions, and community helpers.
- Build school community and spirit through guidelines for success, common area agreements, spirit days and spirit weeks.
- Build engagement of students and families through family events such as movie nights, pancakes with parents, and literacy/math nights.
- Use of mentors to help students to make connections
- Increase the percentage of students stating that they have a person at school that cares about them
- Miner Madness for positive behavior and to encourage positive school climate
- Awards Assemblies
- Student performances and programs

**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:

School Site Council and parents completed a survey which resulted in parents wanting more activities and opportunities for younger students to connect such as clubs and dance.

**2** ELAC:

ELAC parents were surveyed and wanted more opportunities for English Learner students to participate in tutoring after school and clubs.

**3** Staff:

Staff was surveyed and wanted opportunities for students to earn incentives for positive attendance, opportunities for students to feel connected through class meetings and activities.

## Action 1

**Title:** Students are a part of our school community.

### 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
- 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
- Awards Assemblies
- Student performances and Programs

Specify enhanced services for EL students:

- Primary language support for parent meetings regarding behavior.
- Second Step, Olweus, CHAMPS materials in Spanish to support DI classrooms
- 

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

- African American student participation and attendance will be monitored closely to ensure equity in all groups.

## Action 2

**Title:** Student Engagement

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. Students will be encouraged to participate in at least one activity or club outside of their classroom.

**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
- Uniforms, t-shirts, incentives for students, and entrance fees for competitions.

**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

### Action 3

**Title:** Positive Behavior Supports and Intervention

**Action Details:**

In an effort to help all students feel connected to the school and having a caring adult at school, Centennial will develop a tiered level support system for student behavior with clearly defined levels of misbehavior and corrective responses. Class meetings, Character Counts, Second Step, and mentoring. Targeted Student Support Team meetings will be held to determine best ways to connect students and support positive attendance, behavior and academics.

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

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):

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- Student Success Team/Targeted Student Support 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:

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- Primary language support for parent meetings regarding behavior.

Specify enhanced services for low-performing student groups:

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Utilize data to indicate student groups needed additional support/counseling

- African American

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors (1) *Also supports G1A3 & G3A3	14,949.00

**\$14,949.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		71.43 %	2019-2020	78.43 %
Staff Survey— Overall Positive in Belonging Domain		71.36 %	2019-2020	71.36 %
Staff Goal - Site Defined		0 %	2020-2021	75 %
Student Survey - Caring Adult (African American)		70 %	2019-2020	70 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

Distance learning contributed to a feeling of disconnectedness from student to student, staff to student and staff to staff. Staff meetings held on TEAMS, drive by celebrations, materials distribution and PLC meetings allowed for staff to gather in a virtual world but not connect with each other and their families as a whole.

**Staff Survey – Overall Positive in Belonging Domain**

71% of staff felt as though we had a caring environment prior to school closure. Teachers do not feel connected to each other and connected to students and families. Staff has been encouraged to participate in staff gatherings and school wide family events, but only about 50% of staff participates.

**Student Survey - Caring adult**

71% of students are responded that they feel that they have a caring adult on campus. Students may feel connected to a mentor or other staff more than their classroom teacher, During distance learning this number has decreased.

**Student Survey - Caring Adult (African American)**

70% of African American students feel that they have a caring adult at school. During distance learning, African American students have made up high numbers of students that are chronically absent, late, and logging on for only part of the school day.

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

**Staff Goal - Site Defined**

Distance learning, inconsistent implementation of strategies by the Climate and Culture team, and teachers feeling disconnected from one another has contributed to a lack of belonging. Opportunities for Team building are needed.

**Staff Survey – Overall Positive in Belonging Domain**

Prior to distance learning, Centennial staff struggled to feel connected to each other and to students and families. Team building activities, spirit building, committees to work on school wide events and connecting with students and families to build positive relationships must happen to address only 71% of staff feeling a sense of belonging.

**Student Survey - Caring adult**

Distance learning, inability to participate in school events and activities, and lack of interaction with peers has led to a disconnect for many students. Mentors and CWAS have attempted to stay connected with students, but students do not always attend online groups.

**Student Survey - Caring Adult (African American)**

Distance learning, inability to participate in school events and activities, and lack of interaction with peers has led to a disconnect for many students. Mentors and CWAS have attempted to stay connected with students, but students do not always attend online groups.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We did not have a goal around staff last year, however we have worked to develop cultural proficiency, hire and retain a staff that reflects the diversity of our school community. We have worked to create an environment where staff and students feel welcomed, appreciated and connected.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For the 2021-2022 school year, Centennial will work to hire and retain a staff that reflects the diversity of our students. We will hire and retain staff that are qualified to lead and expand our Dual Immersion program. We will create an inclusive environment that values ethnicity, race, language and culture.

- Continue Cultural Proficiency Training
- Provide opportunities for staff and students to participate in cultural events that celebrate diversity
- Provide opportunities for team building to contribute to a positive school climate
- Create opportunities for staff to interact with one another outside of their grade level
- Provide opportunities for staff to interact with families in casual and formal settings through awards ceremonies, movie nights, cultural events and literacy nights.

**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:

SSC provided feedback through a survey. The SSC has stated that they would like to see more teachers that look like our students.

**2** ELAC:

ELAC provided feedback through a survey. Survey data indicated that parents would like more staff that can communicate with them in their primary language.

**3** Staff:

Staff provided feedback in a survey. Staff indicated that we should continue our Dual Immersion program.

**Action 1**

**Title:** Hire and retain qualified staff

**Action Details:**

Centennial will seek to hire and retain qualified staff to meet the academic, linguistic, and social emotional needs of our students. We will work to ensure that meaningful relationships are built from student to, staff, staff to family, and staff to staff.

**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

The following pieces of evidence will be used to monitor progress:

- Staff rosters
- Student enrollment data
- Survey data for sense of belonging and caring adult
- Suspension and office referral data
- Participation in schoolwide events by staff

Owner(s):

Principal, Vice Principal, TSA, Climate and Culture team

Timeline:

Monthly, quarterly, annually

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Culture and climate team will be provided with supplemental contracts to develop strategies to engage staff and build a sense of belonging
- Team building activities will be built in to all staff meetings.
- STULL evaluation process will be used to ensure that Centennial students have the most qualified teachers.
- Support for beginning and veteran teachers will be provided through our TSA, Teacher Development and BTSA support providers.
- BCLAD teachers will be hired to fill all Dual Language Immersion classes.
- All beginning teachers will be encouraged to attend Saturday Pipeline trainings.
- Professional learning for content areas, social emotional learning, and best practices will be provided to all staff. Materials and supplies for professional learning will be purchased for learning.

Specify Professional Development or Staff Services to support EL students:

- Professional learning for all staff in ELD strategies will be provided to ensure that students receive daily ELD and are properly monitored to reach fluency
- Dual Immersion teachers will receive training in best practices and components in bi-literacy.

Specify Professional Development or Staff Services to support low-performing student groups:

Professional development will be provided for staff in differentiated instructional strategies to support students at all levels of proficiency.

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92.79 %	2019-2020	99.79 %
Parent Survey - Safe and secure		93.35 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	50 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Centennial has used Facebook, School Messenger, and the school website to communicate with families during virtual learning. Teachers have used class dojo, school messenger and emails to communicate with families. The office assistant, Home School Liaison, and CWAS have made weekly phone calls and conducted home visits to connect with families that were not logging on for virtual learning. We have seen inconsistent and poorly attended virtual meetings with parents.

**Parent Survey - Respected and welcomed**

On the 2019-2020 parent survey, 92.79% of parents stated that they felt welcomed and respected at school. Actions that we have taken have been to provide Spanish support for parents in the mornings, a 24 hour response time for parents when they come to the office with a need, and

**Parent Survey - Safe and secure**

Survey data indicates that most parents feel that their child is safe and secure while at school. The school campus has had all gates updated to ensure locks work correctly and added supervision to arrival and dismissal.

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

**Family Goal - Site Defined**

New Metric for this school year:

- Correct contact information for students and families has been a challenge
- Parents blocking school messenger calls and emails.
- Responses to teacher phone calls, emails, and conferences has been low among African American families.
- Distance learning has posed a challenge for engaging families.

**Parent Survey - Respected and welcomed**

New Metric for this school year:

- Office staff working from home and not being available to families in person for a majority of the school year has posed a challenge.
- Distance learning has posed a challenge for engaging families.

**Parent Survey - Safe and secure**

New Metric for this school year:

- On-line bullying and mean chats have been a challenge for addressing student behavior during distance learning.
- Distance learning has posed a challenge for engaging families.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The implementation of plans to engage families through literacy nights, family events, meetings, and Parent University was very challenging this year and we were unable to carry out what had been planned for in the budget.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a site, we will continue to try and engage families through outreach online and in person. We will use a monthly newsletter created using SMORE, FACEBOOK, our school web site and school messenger to communicate with families. When students are in person, we will use flyers and the school marquee to communicate with families. Family events will be held in person as county guidelines allow. A 6 hour home school liaison will be added to our plan to provide Spanish language support to teachers and families. Duties of the home school liaison will be to increase family engagement in our SSC, ELAC, Parent University and attendance at all family events.

**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 have requested Spanish support in the office
- Parents have suggested parent workshops specifically to learn about technology
- Parents have requested opportunities to learn to work with their child at home

**2** ELAC:

- Parents have requested carnivals and other family events.
- Parents have requested Spanish support in the office.

**3** Staff:

- Teachers would like translation services
- Teachers would like up to date contact information for families
- Teachers would like parents to know how to support their child specifically with technology.

## 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 Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 
- 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
- Student academic events and competitions such as but not limited to spelling bee, history day, science fair etc.
- Student real world experiences such as field trips, guest speakers and assemblies

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

- African American
- Homeless

## Action 2

**Title:** Parents as learning partners

### Action Details:

Centennial will hold parent learning nights for literacy, math, technology, and science to empower parents to work with their children at home and understand grade level standards.

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

Parent participation will be monitored using sign in sheets for meetings, coffee hours and mini conferences.

#### Owner(s):

HSL, Vice Principal, Principal

#### Timeline:

Monthly

### Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Supplies for parents to create learning aide kits for support with learning
- Books and supplies for at home literacy and math kits.
- Supplies for meetings to include refreshments, paper products, and office supplies.
- Babysitting for parent meetings
- Translation support for Hmong
- Extra pay contract for HSL Spanish for meeting held outside of the duty day
- Transportation for parent mini conferences such as the Dual Immersion conference and other family events.

#### Specify Direct Service and Opportunities for parents and families to support EL students:

Parents of English learners will be provided with primary language support, opportunities to collaborate with other Dual Language Immersion parents, and learning how to support their child at home.

#### Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Parents will learn specific strategies for how to support their child at home and build relationships with school staff..

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL or T2 Specialist to support communication with parents	500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	*Also support G5A2	51,243.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: No Food or Incentives Also support G5A1	2,067.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Additional support for translation and engagement of EL students and their parents *Also support G5A1; G3A1,2,3	416.00

**\$54,226.00**

## 2021-2022 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	Instruction	Teacher-Regu	Tutor	0.4375	*Supports all Goal 1 Actions*	39,183.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI expense for technology support	6,434.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	*Supports all Goal 1 Actions*	133,662.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	*Supports all Goal 1 Actions*	39,183.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes: Teacher-Teacher Observations; SST/IEP; PLC chats	4,099.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies; incentives	27,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support high quality instruction	26,950.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning: Academic & SEL	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repairs	5,500.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Participation: Babysitting	634.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies to support parent activities	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies to support ELD and DLI instruction	16,451.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Communication for EL parents; promote DI program school-wide	3,170.00
G1A1	One-Time School	Instruction	Mat & Supp			: Supplies and materials	20,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Equipment	9,848.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentor (1)* Also supports G3A2,3 (see 7090 portion)	31,051.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Books: PL/PLC learning; character education	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors (1) *Also supports G1A3 & G3A3	14,949.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage for HSL or T2 Specialist to support communication with parents	500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	*Also support G5A2	51,243.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: No Food or Incentives Also support G5A1	2,067.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Additional support for translation and engagement of EL students and their parents *Also support G5A1; G3A1,2,3	416.00

\$444,627.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,235.00
Sup & Conc	7090	\$264,264.00
LCFF: EL	7091	\$71,280.00
One-Time School	7099	\$29,848.00
<b>Grand Total</b>		<b>\$444,627.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$370,452.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$14,949.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$54,226.00
<b>Grand Total</b>	<b>\$444,627.00</b>