


Centennial Elementary School

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	49/67	82.67 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	47/67	17.33 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	42/66	15.25 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	41/65	49.5 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	38/67	41.13 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	53/68	29.48 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	48/67	44.74 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	46/68	37.34 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	57/64	38.46 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	49/68	93.51 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	41/68	15.65 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	66/67	19 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	55/67	0.64 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><i>Detail the action:</i> Centennial will implement a comprehensive literacy program to include foundational skills, access to rigorous text that exhibit exceptional craft or provide useful information, 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 the appropriate grade level standards. The foundational skills being taught will be aligned to the reading foundations standards for the grade. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Differentiated instruction will ensure that all students receive instruction that meets their assessed needs. Frequent monitoring of student progress will drive the instruction and content and feedback will be provided to students to ensure understanding of learning targets. Instruction & materials will provide multiple opportunities for all students to practice reading and writing, newly acquired foundational skills. Study skills, such as organizational strategies, note taking, goal setting will be taught in all grade levels with an emphasis on students in grades 4-6.</p> <p><i>Regional Goal:</i> Students in the Hoover Region will be consistently engaged in authentic literacy (purposeful reading, writing, and discussion) as the primary mode of learning both rigorous content and thinking skills required in order for all students to grow by one grade level per year.</p>		
<p><i>SQII Element:</i> # 6142 Number and percentage of student scoring Standard Not Met and Standard Nearly Met on the ELA SBAC 82.67%</p>	<p><i>SQII Sub-element(s):</i> 5926 6590</p>	<p><i>Site Growth Target:</i> 20% decrease to 62.67%</p>	<p><i>Vendor (contracted services)</i> Learning A-Z Moby Max</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By the end of the 2016-17 school year, there will be a 20% decrease in the number of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC as evidenced by Spring 2017 SBAC results.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. <i>Quarterly Modules with common formative assessments, and common assignments will be created by AC teams and monitored by admin.</i> 2. <i>Interim Assessment data will be analyzed three times yearly to determine progress and assess needs.</i> 3. <i>Common Formative Assessments to be created by teachers, analyzed and used to plan intentional instruction that meets the needs of students and leads them to mastery of standards.</i> 4. <i>Classroom Walk-throughs, Formal and Informal observations, AC observations, AC minutes and data analysis, and Grade level multi assessment tool monitoring will be used to determine effective implementation and monitor progress</i> 	<p><i>Owner(s)</i></p> <p><i>AC team, Lead Teacher, Admin team</i></p> <p><i>AC team, Lead Teacher, Admin team</i></p> <p><i>AC team, Lead Teacher</i></p> <p><i>VP, Principal</i></p>	<p><i>Timeline</i></p> <p><i>Quarterly</i></p> <p><i>Following each Interim Assessment 3x yearly</i></p> <p><i>Weekly, Bi-Weekly</i></p> <p><i>Weekly, bi-weekly, quarterly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>Parent engagement through Parent University, School Site Council, ELAC, Back to school night, and parent meetings will focus on reading and understanding the SBAC parent report, importance of reading and literacy, and the importance of attendance on academic achievement. A monthly calendar highlighting parent meetings, testing windows, and student and family activities will be sent home at the beginning of each month.</i></p> <p><i>Parents will be trained during coffee hours on how to use Edutext and the Parent Portal to monitor student progress and assignments.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Strategies that support close reading and student access of rigorous text to include RIRA in Tk-2</i> • <i>Alignment of rigorous text and complex task</i> • <i>Developing and maintaining Accountable Communities with purpose</i> • <i>Differentiating instruction</i> • <i>Developing and analyzing common formative assessment and providing timely feedback to students</i> • <i>Writing for various purposes and audiences</i> • <i>Writing, Inquiry, Collaboration and Organization (Study Skills and Metacognition, Visible Learning pg. 188-199)</i> • <i>Using technology to support reading, writing, inquiry, collaboration and organization</i> • <i>District provided Language Arts professional learning 4x yearly</i> • <i>Designated and Integrated ELD</i> 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards*
- *Supplemental Materials for close reading, differentiated instruction , foundational skills practice, and content area instruction to include on-line ,and web based text and materials*
- *Student organizational materials that support study skills, record keeping, and goal setting to include but not limited to: Binders, agendas, dividers, notebooks*
- *Materials to support instruction to include: Paper, ink, pencils, crayons, markers, chart paper, notebooks, post-its, highlighters, and related items.*
- *.375 Certificated Tutor to support planning and implementation of Designated ELD in the classroom*

Specify additional targeted actions for EL students:

- *Integrated and Designated ELD time daily*
- *Explicit vocabulary instruction in context of text and task*
- *Certificated Tutor to support students who meet borderline eligibility criteria for re-designation in the classroom setting*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SST's, data chat, unit development, AC collaboration, peer/other site observation	\$5,999
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies supplemental	\$10,721
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Equipment - Technology	\$28,722
1	1	Sup & Conc	Instruction	Books & Other Reference				Scholastic News publications-expository monthly news articles (K-6)	\$5,000
Total									\$50,442

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<p><i>Detail the action: Centennial will provide tiered levels of support to ensure all students are reading on grade level and meeting standards by third grade and the individualized needs of each students are being met. Teachers will meet with Administration team, RSP teacher and School Psychologist quarterly to analyze student data, discuss student progress, and determine next steps.</i></p> <p><u>Tier 1</u> <i>The foundational skills being taught will be aligned to the reading foundations standards for the grade. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.</i> <i>All students will receive instruction in grade level reading informational and literary standards, language, and speaking and listening standards using grade level appropriate and complex text and tasks.</i> <i>Assessments such as DRP, BAS, BPST, KAIG, Interim and observational data will determine student reading proficiency and readiness</i></p> <p><u>Tier 2</u> <i>Students will receive small group, leveled instruction that meets their assessed needs in reading.</i> <i>Teachers will review formative assessment data to determine student needs. Certificated tutors and Teaching Fellows will work in the classroom with teachers to plan and support direct instruction on assessed needs. Blended learning through the use of computer adaptive software and online tutorials will be used to provide student self-paced practice of skills that have been directly taught.</i> <i>Phonemic awareness, phonics, decoding, encoding, and comprehension strategies will focus instruction.</i> <i>District adopted Language Arts materials will be used as a first resource along with supplemental leveled reading materials.</i></p> <p><u>Tier 3</u> <i>Students failing to show success with Tier 1 and Tier 2 strategies will be provided with additional support from our Resource Special Education teacher. Students will be serviced using more individualized instruction and use supplemental materials (SRA) to meet their needs. Student progress will be monitored and those who fail to make progress after nine weeks of instruction will be referred to the Student Success Team.</i></p> <p><i>Regional Goal:</i> <i>Students in the Hoover Region will be consistently engaged in authentic literacy (purposeful reading, writing, and discussion) as the primary mode of learning both rigorous content and thinking skills required in order for all students to grow by one grade level per year.</i></p>		
<p><i>SQII Element:</i> #6032 Number and percentage of K-3 students who are on grade level. 23.49%</p>	<p><i>SQII Sub-element(s):</i> 5889, 5890, 5891, 6062, 3788</p>	<p><i>Site Growth</i> Target: 43.49%</p>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • California Teaching Fellows Foundation • Learning A-Z

			<ul style="list-style-type: none"> • Scholastic • Moby Max
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year, the percentage of K-3 students who are on grade level will increase from 23.49% to 43.49% as evidenced by DRP, BAS, KAIG, Interim Assessments, and SBAC.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>Phonemic Awareness Assessments</i> • <i>BAS</i> • <i>DRP</i> • <i>BPST</i> • <i>Interim Assessments</i> • <i>KAIG</i> • <i>CELDT</i> • <i>Common Formative Assessments aligned to grade level standards</i> • <i>Common Assignments</i> • <i>Grade Level Data Meetings -Quarterly</i> • <i>Student Success Team Meetings</i> 	<p><i>Owner(s)</i></p> <p><i>Teachers, Certificated tutors, RSP teacher</i></p> <p><i>RSP teacher, school psychologist, , VP, Principal</i></p> <p><i>RSP teacher, school psychologist, speech teacher, VP, Principal</i></p>	<p><i>Timeline</i></p> <p><i>Quarterly Quarterly 2x yearly 3x yearly Quarterly On-going Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Bi-Weekly</i></p>	

Explain the Targeted Actions for Parent Involvement (required by Title I): Parent engagement and activities that support ensuring all students are reading on grade level by third grade shall include:

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

Describe related professional learning:

- *Learning By Doing*
- *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*
- *Differentiated instruction to include explicit instruction in phonemic awareness, phonics, decoding, encoding, and making meaning of text.*
- *Writing for various purposes and responding to text*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards*
- *Supplemental Materials for close reading, 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.*
- *.375 Certificated Tutor to support planning and implementation of differentiated instruction*
- *.4375 Instructional Aide to support literacy in K-3.*
- *Two teaching fellows to support development of phonemic awareness and phonics in grades 1-3.*

Specify additional targeted actions for EL students:

- *Designated ELD time with teachers and Certificated Tutor based on ELD levels*
- *Vocabulary instruction on tier 1,2,3 words*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750		Kinder instructional aide	\$8,990
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.4375		1068486 - EMPLEO, ROSELEEN Ryan will add to Budget Prep	\$38,256
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.4375		Certificated Tutor	\$35,606
2	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				Tutoring, teacher CCSS planning	\$2,998
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets, laptops, projectors, interactive boards, technology	\$14,982
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows - 2 TF	\$14,629
Total									\$115,461

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Centennial will implement a comprehensive program for mathematics that includes conceptual and procedural understanding and opportunities for application to real world problems to include digital application using technology. The program shall be aligned to CCSS standards and encompass focus, coherence and rigor within the standards. These are defined as:</i></p> <ul style="list-style-type: none"> •<i>Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.</i> •<i>Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades.</i> •<i>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.</i> 		

<p><i>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.</i></p> <p><i>Students who are not meeting current grade level standards will receive additional instructional support and technology support to meet standards.</i></p> <p><i>To decrease disproportionality, formative and interim assessment data will be analyzed and African American students results will be monitored to provide feedback and support to students who are not meeting standards.</i></p>			
<p><i>SQII Element: # 5998</i> <i>Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented</i></p> <p><i>#6169</i> <i>Number and percentage of students scoring Standard Met or Standard Exceeded on math SBAC 17.33%</i></p>	<p><i>SQII Sub-element(s):3789</i></p>	<p><i>Site Growth Target: 37.4%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of the 16-17 school year, the percentage of students scoring met or exceeded standard will increase from 17.4% to 37.4% with a decrease of 10% for those subgroups that are negatively disproportionate as evidenced by Spring 2017 SBAC data.</i></p> <p><i>By November 2016, there will be an increase of 5% in the number of African American students performing at standards met or exceeded in Mathematics on District Interim assessment as evidenced by the fall Interim Assessment data.</i></p> <p><i>By February 2017, there will be an increase of 10% in the number of African American students performing at standards met or exceeded in Mathematics on the District Interim assessment as evidenced by winter Interim Assessment data.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

<ol style="list-style-type: none"> 1. <i>1.Accountable community agendas, data analysis, and minutes</i> 2. <i>2.Formative assessments and performance tasks to include quarterly common performance tasks</i> 3. <i>Interim assessments</i> 4. <i>KAIG</i> 5. <i>Formative Assessment/Interim Assessment Analysis and Feedback to African American students monitoring</i> 	<p><i>Teachers, VP, Principal</i></p> <p><i>Teachers, Admin</i></p> <p><i>Teachers, Admin</i></p> <p><i>Teachers, VP, Principal</i></p>	<p><i>On going</i></p> <p><i>Multiple times quarterly</i></p> <p><i>3 times annually</i></p> <p><i>Weekly, Quarterly, On-going</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <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.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Focus, Coherence, and Rigor</i> • <i>Number Talks</i> • <i>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</i> • <i>Writing in math</i> • <i>Integrated and Designated ELD in Math for English Learners</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Technology to include hardware, projectors, light bulbs, interactive white boards, and document cameras.</i> • <i>Student white boards, Collaborative large white boards, dry erase markers, erasers</i> • <i>Notebooks, index cards, paper, graph paper and construction paper</i> • <i>Supplemental contracts for tutoring for students not meeting standards, specifically African Americans and English Learners</i> • <i>Blended learning opportunities to allow for online tutorials, fluency practice, and creating models</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>Integrated and designated instruction in Math</i> • <i>Use of manipulatives and models</i> 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				planning, peer observation, unit development	\$5,999
3	1	Sup & Conc	Instruction	Materials & Supplies				supplemental materials/supplies	\$7,173
								Total	\$13,172

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action: Centennial will educate families and students on the impact of attendance on academic performance and growth by creating a partnership between parents and the school site that shares in common expectations for student success. The following actions will be platforms for creating partnerships with parents and common expectations:</i></p> <ul style="list-style-type: none"> • Parent/ Teacher/Student handbook • Back To School Night • Parent/ Student/ Teacher compact • Coffee Hours • ELAC/SSC • Parent University • Parent Conferences • Family nights (Family literacy, math, and science nights, family fun night events) • Student programs and performances • A2A meetings • Open House 		
	SQII Element: 5942	SQII Sub-element(s): 5963	Site Growth Target: 5.65%
		Vendor (contracted services) Peace Works Positive Promotions	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point:			

<ul style="list-style-type: none"> By the end of the 2016-17 school year, Centennial will decrease number of students who are chronically absent and increase the average attendance rate from 93.5% to 95% or greater as evidenced by weekly attendance logs and ATLAS reports. 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>Daily Attendance records/logs</i></p> <p><i>Home visits</i></p> <p><i>A2A meetings</i></p> <p><i>Health office referrals</i></p>	<p><i>Owner(s)</i></p> <p><i>Teachers, Office asst., Office Manager, CWA, HSL</i></p> <p><i>CWA, HSL, Admin</i></p> <p><i>Health Aide, Nurse, Office Manager</i></p>	<p><i>Timeline</i></p> <p><i>Daily, Weekly</i></p> <p><i>Weekly</i></p> <p><i>As needed</i></p> <p><i>Daily, monthly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent University, Coffee hours, A2A meetings, SSC and ELAC will educate parents on absences and the effects on student performance and growth. Parents and school will create common language and expectations that will be communicated regularly to students.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i>Training for office staff on attendance policies and procedures</i> <i>Training for teachers on attendance, ATLAS, policies, and procedures</i> <i>Social Emotional PL for making connections with students and families</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <i>Students incentives for attendance</i> <i>School wide attendance incentive plan</i> <i>Quarterly incentives for Perfect and Improved Attendance</i> <i>CWA/HSL home visits and parent meetings</i> <i>Mileage for HSL</i> <i>Supplies for parent meetings</i> <i>Health Aide to support</i> <i>Home School Liaison</i> 		

- Supplemental contracts for Hmong Language support

Specify additional targeted actions for EL students:

Six hour Spanish Speaking Home School Liaison will support Spanish speaking families. Supplemental contracts will be provided for Hmong speaking para-professional to provide language support for Hmong speaking families.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750		Health Aide	\$10,213
4	2	EL	Parent Participation	Classified Support-Supplemental				Supplemental classified contracts-translation, parent conferences/meetings	\$3,500
4	2	Sup & Conc	Instruction	Materials & Supplies				Student incentives (Attendance/academic recognition assemblies)	\$3,500
4	2	Title 1 Basic	Instruction	Local Mileage				Local Mileage for HSL	\$500
								Total	\$17,713

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action: Centennial will develop a tiered level support system for student behavior with clearly defined levels of misbehavior and corrective responses. Class meetings, Character counts, and Second step will encourage positive relationships between students and adults.</i></p> <p><i>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.</i></p>		

<p><i>SQII Element: 5764</i></p>	<p><i>SQII Sub-element(s): 5976,5764,6109,6302, 63036, 5963, 5942</i></p>	<p><i>Site Growth Target: 50% >to 19.23%</i></p>	<p><i>Vendor (contracted services) Peace Works</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: By December of 2016, there will be a decrease in the number of suspensions by 25% due to consistent implementation of tiered levels of support and professional learning as evidenced by ATLAS reports. By June 2016, there will be a 50% decrease in the number of suspensions due to consistent implementation of class meetings, character counts, Second Step and positive relationships between students and adults as evidenced by ATLAS reports.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>Review of behavior referrals, reasons for referrals and suspension data</i></p> <p><i>Walk through data collection for evidence of implementation of CHAMPs/MAC, and classroom system of behavior support</i></p> <p><i>Class meeting logs</i></p> <p><i>Miner Madness-positive behavior incentive attendance</i></p>	<p><i>Owner(s)</i></p> <p><i>Administration/Safe and Civil Team</i></p> <p><i>Administration</i></p> <p><i>Teachers, Admin</i></p> <p><i>Admin, Safe and Civil Team</i></p>	<p><i>Timeline</i></p> <p><i>Weekly/Monthly</i></p> <p><i>Weekly</i></p> <p><i>Monthly</i></p> <p><i>Monthly</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent University, ELAC, SSC, and Coffee hours will educated parents in positive behavior supports, character and anti-bullying curriculum, and the effects of positive classroom behavior on learning.</i></p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>CHAMPs/MAC</i> • <i>Second Step</i> • <i>Olweus</i> • <i>Building positive relationships</i> • <i>Responding to misbehavior</i> • <i>Restorative Practice in the classroom</i> 			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *On-Site Counseling*
- *.5 School Psychologist (to allow for 3 full days)*
- *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*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		psychologist, school Oliver, Ashley 1064215	\$11,719
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee Charges for On-Site Counseling	\$682
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating				On-Site Counseling	\$25,335
5	2	EL	Guidance & Counseling Services	Prof/Consulting Svc & Operating				On-Site Counseling	\$8,746
Total									\$46,482

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 6	<p><i>Detail the action: Centennial will increase the number of students with continuous enrollment that are re-designated by :</i></p> <ul style="list-style-type: none"> <i>providing students with opportunities to interact in meaningful ways through collaborative, interpretive and productive conversations. Language frames will be provided when appropriate and productive conversations will be modeled.</i> <i>allowing students to learn about how English works through the use of text structure and text cohesion, teaching the elements of sentence structure and language usage, and connecting ideas. Students will engage in close reading of complex text to learn text structure and vocabulary.</i> <i>direct instruction in foundational literacy skills to include oral and print skills</i> <i>Tier 1,2,3 vocabulary instruction/Academic language instruction</i> <i>Designated and integrated ELD instruction to meet the language needs of all students.</i> <i>conducting teacher/student data chats prior to CELDT and DRP administrations for goal setting</i> 		
SQII Element: 917	SQII Sub-element(s): 5968,5990, 6017,6338	Site Growth Target: 10 % increase to 15.96 %	Vendor (contracted services) Learning A-Z
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year, the percentage of students who are re-designated will increase from 5.96% (March 2016) to 15.96% as evidence by CELDT and redesignation data.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>CELDT, DRP, BAS, and Interim assessment data analysis and goal setting</i></p> <p><i>Formative assessment data analysis</i></p> <p><i>Classroom observations of Designated and Integrated ELD, Talk, and vocabulary in context instruction</i></p>		<p><i>Owner(s)</i></p> <p><i>Teachers, Admin</i></p> <p><i>Teachers, Admin</i></p> <p><i>Administration</i></p>	<p><i>Timeline</i></p> <p><i>Quarterly, 3x annually, annually, 2x annually</i></p> <p><i>On going</i></p> <p><i>Weekly</i></p>

*Explain the Targeted Actions for Parent Involvement (required by Title I):
 Parent University, ELAC, Title 1 Parent Meeting, and parent conferences will provide opportunities to review and discuss ELD progress.*

Describe related professional learning:

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

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*
- *Supplemental contracts for tutoring*
- *CELDT assessors for testing*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Books & Other Reference				Grade level Expository and chapter book class sets	\$4,000
6	3	EL	Instruction	Direct-Other (Dr)				CELDT assessor charges by REA	\$3,200
6	3	EL	Instruction	Materials & Supplies				Supplemental materials/supplies	\$7,000
6	3	EL	Instruction	Non Capitalized Equipment				Tablets, projectors, laptops	\$12,651
Total									\$26,851

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 7	<i>Detail the action: 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.</i>					
<i>SQII Element:2321</i>		<i>SQII Sub-element(s):2559</i>		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>		<input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point: By the end of the 2016-17 school year, all students identified through data analysis of multiple assessments will receive appropriate individualized interventions to include an Individualized Educational Plan, Speech and Language services, site intervention, counseling, 504 plan and Behavior Support Plans as evidenced by ATLAS reports.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>
<i>Analysis of multiple assessments(SBAC, Interim, BAS, Fluency, KAIG, Formative assessments)</i>				<i>Teachers, CTs, Administration</i>		<i>Quarterly, weekly, monthly, on-going</i>
<i>Student Success Team Referrals</i>				<i>Teachers, Administration</i>		<i>On-going</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents shall participate in Student Success Team Meetings, IEP/504 meetings, and parent conferences to discuss student progress.</i>						
<i>Describe related professional learning:</i>						
<ul style="list-style-type: none"> • <i>Learning By Doing</i> • <i>Formative Assessments</i> • <i>Data Analysis</i> • <i>RTi</i> • <i>Differentiated Instruction</i> 						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>						
<ul style="list-style-type: none"> • <i>Differentiated /targeted instruction</i> • <i>Substitutes for teacher release for analyzing data and planning interventions</i> • <i>Translators for parent meetings</i> 						

- *Materials and supplies (paper, pencils, index cards, etc) for intervention*
- *Supplemental contracts for planning*
- *Supplemental contracts for tutoring*
- *.5 Psychologist (in addition to 2.5 days currently)*

*Specify additional targeted actions for EL students:
 CELDT data will be analyzed as part of multiple measures.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Books & Other Reference				Barnes and Noble	\$1,000
								Total	\$1,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<i>Detail the action: Centennial will engage students and families by providing multiple opportunities to participate in academic, athletic, and social school events and activities. Goal 2 activities shall be expanded to include more opportunities for students to participate in an array of clubs and activities.</i>		
<i>SQII Element: 2080</i>	<i>SQII Sub-element(s):3719,4066,3951,4108</i>	<i>Site Growth Target: 20% increase to 25.59%</i>	<i>Vendor (contracted services) Peace Works CSUF Fun Works</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i>			
<i>By the end of the 2016-17 school year, Centennial will have a 20% increase in the number of “unique” students participating in arts activities and athletics and an increase in the responses on student and parent surveys for the question, “I feel like I am a part of this school”.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>

<i>Goal 2 participation rosters</i>	<i>Teachers, Admin</i>	<i>Quarterly, On-going</i>
<i>Student Surveys</i>	<i>Teachers, Admin</i>	<i>Annually</i>
<i>Parent Surveys</i>	<i>Administration</i>	<i>Annually</i>
<i>Parent Needs Assessment (title I)</i>	<i>Administration</i>	<i>Annually</i>
<i>Sign in sheets from Parent University, Coffee Hours, ELAC, SSC, Back to School Night, and Open House</i>	<i>HSL, Teachers, Administration</i>	<i>On-going</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <i>ELAC, SSC, Coffee Hours, Parent University and other opportunities to involve families in site decisions and involvement will be offered.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Activities, Arts, and Athletics</i> • <i>School Connectedness</i> • <i>Engaging Families as partners in education</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Athletic uniforms and equipment</i> • <i>Contracts for club sponsors and athletic coaches</i> • <i>Quarterly Awards Assemblies</i> • <i>Incentives for students</i> • <i>Muffins with Mom, Donuts with Dad, and Family Engagement Nights to include Family Science and Math Nights</i> • <i>Entry fees for student participation in competitions to include but not limited to: Peach Blossom Festival, Science Olympiad, County History Day, Lego Robotics, and similar activities.</i> • <i>Anti- bullying clubs and supplies to include: UP standers and Peer Mediation</i> • <i>Mentoring programs for students to include: Boys 2 Men and Girl Power</i> • <i>Rallies and assemblies for students to include but not limited to: Red Ribbon Week, Character Counts, Positive Choices</i> • <i>Study trips for all students, K-2 site funded, 3-6 district funded common learning experiences</i> • <i>Student Council supplies and sponsor contracts</i> • <i>Parent University</i> • <i>Coffee hours</i> • <i>Childcare</i> 		

*Specify additional targeted actions for EL students:
 Notifications for all parents, to include notes, newsletters, and school messengers will be translated into necessary languages to support communication with all families.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250			\$7,212
8	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6250			\$36,070
8	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				technology coordinator, special events coordinator, teacher release/plan, certificates, tutoring	\$6,000
8	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting	\$500
8	3	EL	Instruction	Materials & Supplies				Student incentives- Attendance, clubs, academics	\$3,700
8	3	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance/Repair	\$2,000
8	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement - No Food - No Incentives	\$2,000
8	3	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	\$1,000
8	3	Sup & Conc	Parent Participation	Materials & Supplies				Costco PO (Muffins w mom/ donuts w/ dad) Save Mart PO (Parent mtg, SSC, PL)	\$2,000

8	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent Involvement/Participation for Save Mart etc.....	\$2,371
8	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Fieldtrips, sports transportation	\$2,716
8	3	Sup & Conc	Instruction	Local Mileage				Local Mileage for Teacher to Camp	\$500
Total									\$66,069

C.1. Budget – Allocations and Planned Expenditures

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Centennial - 0090

ON-SITE ALLOCATION

3010	Title I	\$63,430 *
7090	LCFF Supplemental & Concentration	\$194,893
7091	LCFF for English Learners	\$78,867
		\$337,190
TOTAL 2016/17 ON-SITE ALLOCATION		\$337,190

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,380
Remaining Title I funds are at the discretion of the School Site Council	\$62,050
Total Title I Allocation	\$63,430

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0090 Centennial Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			SST's, data chat, unit development, AC collaboration, peer/other site observation	5,999.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies supplemental	10,721.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Equipment - Technology	28,722.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News publications-expository monthly news articles (K-6)	5,000.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring, teacher CCSS planning	2,998.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Kinder instructional aide	8,990.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor	35,606.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	1068486 - EMPLEO, ROSELEEN Ryan will add to Budget Prep	38,256.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Tablets, laptops, projectors, interactive boards, technology	14,982.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows - 2 TF	14,629.00
3	1	Sup & Conc	Instruction	Teacher-Subs			planning, peer observation, unit development	5,999.00
3	1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials/supplies	7,173.00
4	2	Title 1 Basic	Instruction	Local Mileag			: Local Mileage for HSL	500.00
4	2	Sup & Conc	Instruction	Mat & Supp			Student incentives (Attendance/academic recognition assemblies)	3,500.00
4	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.375	Health Aide	10,213.00
4	2	EL	Parent Participation	Cls Sup-Sup			Supplemental classified contracts-translation, parent conferences/meetings	3,500.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100	psychologist, school Oliver, Ashley 1064215	11,719.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee Charges for On-Site Counseling	682.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling	25,335.00
5	2	EL	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling	8,746.00
6	3	EL	Instruction	Bks & Ref			: Grade level Expository and chapter book class sets	4,000.00
6	3	EL	Instruction	Mat & Supp			Supplemental materials/supplies	7,000.00
6	3	EL	Instruction	Nc-Equipment			Tablets, projectors, laptops etc	12,651.00
6	3	EL	Instruction	Direct-Other			CELDT assessor charges by REA	3,200.00
7	3	Sup & Conc	Instruction	Bks & Ref			: Barnes and Noble	1,000.00
8	3	Title 1 Basic	Instruction	Direct-Maint			: Maintenance/Repair	2,000.00
8	3	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,000.00
8	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	500.00
8	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food - No Incentives	2,000.00
8	3	Sup & Conc	Instruction	Teacher-Supp			technology coordinator, special events coordinator, teacher release/plan, certificates, tutoring	6,000.00

8	3	Sup & Conc	Instruction	Local Mileag		: Local Mileage for Teacher to Camp	5,000.00
8	3	Sup & Conc	Instruction	Direct Trans		: Fieldtrips, sports transportation	2,716.00
8	3	Sup & Conc	Parent Participation	Mat & Supp		: Costco PO (Muffins w mom/ donuts w/ dad) Save Mart PO (Parent mtg, SSC, PL)	2,000.00
8	3	Sup & Conc	Parent Participation	Mat & Supp		: Parent Involvement/Participation for Save Mart etc.....	2,371.00
8	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	7,212.00
8	3	EL	Instruction	Mat & Supp		: Student incentives-Attendance, clubs, academics	3,700.00
8	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.625	36,070.00
							\$337,190.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,430.00
Sup & Conc	7090	\$194,893.00
EL	7091	\$78,867.00
Grand Total		\$337,190.00

Domain Totals	Budget Totals
Academic	\$179,075.00
Culture & Climate	\$93,920.00
Social/Emotional	\$64,195.00
Grand Total	\$337,190.00

E.1. Assurances


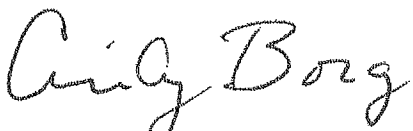
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. 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 - Cindy Borg		X			
3. Donna Couch		X			
4. Mahkefa Brown		X			
5. Elizabeth Williams			X		
6. Amy Ford				X	
7. Olga Nunez				X	
8. Elvia Cruz				X	
9. Karen Monson				X	
10. Rosa Ma Lopez				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Centennial			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Monica Alvarez		4/19/16
SSC Chairperson	Cindy Borg		4/19/16

E.4. Addendum -- Attach Site Parent Involvement Policy/Compact/SSC Bylaws