# Centennial Elementary

10621666006068

Principal's Name:  Monica Alvarez

Principal's Signature: *Monica Alvarez*

The Fresno Unified School District Board of Education approved this plan on:  June 12, 2024

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## District Goals

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.

| | |
|---|---|
| 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**

| |
|---|
| 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. |
| 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. |
| 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. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| 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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. |
| School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years. |
| 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. |
| 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. |
| 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. |

## 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 -Trae Bojouquez | | | | x | |
| 3. Alma Vargas Lopez | | x | | | |
| 4. Iris Villalva- Navarette | | x | | | |
| 5. Jessica Hernandez | | | x | | |
| 6. Amanda Mandas | | x | | | |
| 7. Faye Higareda | | | | x | |
| 8. Bobbie Helmuth | | | | x | |
| 9. Elizabeth Carbajal | | | | x | |
| 10. OPEN | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| Check the appropriate box below: |
|---|
| X ☐ **ELAC reviewed the SPSA as a school advisory committee.** |
| ☐ **ELAC voted to consolidate with the SSC. Date_____ .** |

## 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 | *Monica Alvarez* | 4/2/2024 |
| SSC Chairperson | Trae Bojorquez | *Trae Bojorquez* | 4/2/24 |

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

# Centennial - 0090

## ON-SITE ALLOCATION

| | | |
|---|---|---:|
| 3010 | Title I | $90,315  * |
| 7090 | LCFF Supplemental & Concentration | $283,663 |
| 7091 | LCFF for English Learners | $80,784 |

**TOTAL 2024/25 ON-SITE ALLOCATION**                                **$454,762**

| | |
|---|---:|
| *   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 | $2,676 |
| Remaining Title I funds are at the discretion of the School Site Council | $87,639 |
| Total Title I Allocation | $90,315 |

# Centennial Elementary 2024-2025 - SPSA

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

## Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| SBAC ELA - Average distance from standard | ✔ | -30 pts | -57 pts | 2023-2024 | -30 pts |
| SBAC ELA - Average distance from standard (English Learner) | ✔ | | -70.6 pts | 2023-2024 | 45 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✔ | 35.01 % | 26.7 % | 2023-2024 | 35.8 % |
| SBAC Math - Average distance from standard | ✔ | -41 pts | -74.8 pts | 2023-2024 | -50 pts |
| SBAC Math - percentage of students met/exceeded standard | ✔ | 24.87 % | 18.6 % | 2023-2024 | 24.7 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Results from 2023 SBAC had 26.7% of students meeting or exceeding standards in ELA. The distance from standard for all students was -57, for African American students -70, and for students with disabilities it was -105. Actions taken in the 23-24 school year, have been:

- Increase the amount of leveled reading materials in all classrooms
- Training for teaching fellows and para professionals in sight word instruction, phonemic awareness and phonics by the TSA
- Regular monitoring of data to ensure that students are receiving instruction and just in time interventions.
- Professional learning in early literacy practices for grades TK-1, and some teachers attended Orton Gillingham training.
- Early literacy START school packs were provided for TK-K families.
- Daily intervention was provided for new comer students with less than 1 year in the United States
- Heggerty curriculum implemented daily for phonemic awareness, phonics, and the manipulation of

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

This year we added a .5 Resource Teacher to support the high number of students that were being identified as needing to be serviced on an IEP. Services at the beginning of the school year for these students was impacted until the .5 teacher began.

There has been a concentration of increasing resources and professional learning for grades TK-3 in reading and language arts. There will need to be an increase in interventions for students in 4-6 who are not reading at grade level in the 24-25 school year.

There has been a concentration of professional learning in Math for grades 4-6. MLD did begin to work with grade three this year, but there will be a need for professional learning in Math for the 24-25 school year.

sounds in grades TK-2, and as an intervention in grades 3-4 in English and Spanish.
- Support for Kindergarten DI with the additon of a BIA to support instruction and provide intervention to first grade DI students.

Results from 2023 SBAC had 18.6 % of students meeting or exceeding standards in Math. The distance from standard for all students was -75, for students with disabilities -101, and African American students it was  -128.  There were no African American students that scored meeting or exceeding on the Math SBAC. Actions taken in the 23-24 school year have been:

- Continued professional learning in MLD with coaching support and release time for teachers to plan with the coaches
- Additional PLC time to analyze data
- Math intervention for SWD, and non-identified students through push in support
- Materials and supplies purchased to support instruction such as chart paper, notebooks, manipulaitves, white boards and more.
- Coaching support from the Academic Coach and TSA.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences in the intended actions and the actual implementation of the plan this year. Actions that were taken in this year will need time to show progress through consistent implementation.

**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 2024/25 SPSA.

In the 24-25 school year, Centennial will provide professional learning that will impact both ELA and Math through developing clear understanding of learning progressions, criteria for success, and providing instruction with clarity. Centennial will no longer continue  professional learning in Math Lesson Design.  The Hoover Regional Literacy Plan will provide focus for early literacy and we will develop a plan to support 2-4 grade students who are not meeting grade level standards in reading.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| SBAC, ELPAC, iReady, FSA, and Absenteeism data were analyzed and the following feedback was provided: | SBAC, ELPAC, iReady, FSA, and Absenteeism data were analyzed and the following feedback was provided: | SBAC, ELPAC, iReady, FSA, Absenteeism, and quarterly assessment  data were analyzed and the following feedback was |

- Continue with providing additional reading materials in the classroom and the books that have been sent home.
- Try to provide less computer based homework
- Resources for students in the After School Program that supports daily instruction
- Classes for parents to learn how to support their students at home.

- Provide classes for parents to learn how to support students at home
- Para professionals to support new comer students in the upper grades.

provided:

- Provide release days to allow teachers to observe each other teaching
- Provide release time for planning

## 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 academic vocabulary. Students will learn to present their solutions and build viable arguments independently and in collaborative groups. Students who are not meeting or exceeding grade level standards will receive additional instructional support through Blended Learning, small group instruction, enrichment and intervention.

| **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 | Owner(s): | Timeline: |
|---|---|---|
| Common formative assessments and performance tasks, to include quarterly common performance tasks. Standards Mastery, iAB and Focus iAB assessments as well as Go Math and teacher created assessments will be used to monitor proficiency with standards. . iReady data will be monitored 3x annually to monitor the progress of all students and specifically African American, White, and students with disabilities. . <br><br> Foundational Skills Assessment and progress monitoring of IEP goals will be monitored for specific students. | Principal, Vice Principal, TSA, Academic Coach and Leadership team | Weekly, Bi-weekly, Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| PLC agendas, Essential Standards Planning Charts, data analysis of common formative assessments will be monitored to ensure rigor is at grade level standards. Appropriate scaffolds and differentiation are built in to instruction to include opportunities for real world application, engagement, student collaboration and productive struggle. | Principal, Vice Principal, TSA, Academic Coach and Leadership team | Weekly, Bi-weekly, Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| iReady assessments will be monitored to determine typical growth and stretch growth of all students and specifically African American, White, and students with disabilities. Common Formative Assessments, iAB/FiAB assessments, and FSA data and analysis will monitor on-going progress for all students. Data will be used to plan small group instruction to meet the needs of all students. | Principal, Vice Principal, TSA, Academic Coach and Leadership team | 3x yearly after assessment administration |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| 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. Instructional Coaching (site and district) will be provided and hours logged to determine effective implementation of professional learning and impact on student learning. | Principal, Vice Principal, TSA, Academic Coach and Leadership team | Daily, Weekly, Monthly, Quarterly |

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

- Technology to include hardware, monitors, Promethean boards, technology accessories, and document cameras.
- Student white boards, collaborative large white boards, dry erase markers, erasers, Notebooks, index cards, paper, graph paper, pencil sharpeners, and construction paper, chart paper
- Supplemental contracts for tutoring students not meeting standards
- Additional instructional support provided by TSA, Teaching Fellows, paraprofessional, 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.
- Academic Instructional Coaching will be provided to teachers individually and through PLCs to implement strategies learned in professional learning, to analyze data and plan instruction, and to support teacher development.

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify English learner students in Red and all the areas that they are identified in.**

English learners at Centennial are identified in RED on the California Dashboard in ELA and ORANGE in math. 48.6% of English Learners are making adequate progress.

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by providing tutoring support from Teaching Fellows, using supplemental materials such as visuals, providing on line learning materials in English and Spanish, providing classes for parents to learn how to work with their students at home and provide teachers with professional learning to increase strategies and pedagogy for working with English Learners.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

There are no student groups in the red performance band in math. All students are in the yellow performance band.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support these groups by providing tutoring opportunities, supplemental online programs, supplemental materials, and opportunities for parent learning. Professional learning opportunities will be provided to build teacher capacity to meat the needs of the students.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 and 7091 funds we plan to support English learner students by providing professional learning for staff, offering tutoring contracts for teachers to support students, providing a social worker three days a week to meet with students, purchase supplemental materials and supplies, and provide teachers with release time to observe each other to share best practices.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Integrated and designated instruction in Math
- Explicit vocabulary instruction for Math
- Use of manipulatives and models
- Dual Immersion instruction
- opportunities for group and partner discussion in math
- Math Lesson Design
- Number Talks in grades K-2

With 7090 and 7091 funds we plan to support English learner students by providing professional learning for staff, offering tutoring contracts for teachers to support students, providing a social worker three days a week to meet with students, purchase supplemental materials and supplies, and provide teachers with release time to observe each other to share best practices.

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 students with disabilities is aligned to the progress of all student groups.
- Professional learning for staff in the area of Math Lesson Design, Academic Vocabulary, Number talks, and instruction that is aligned to grade level standards is engaging, affirming and meaningful to students (GLEAM).
- Blended learning will allow students to work at their independent learning levels as a method of differentiated instruction to support achievement of grade level standards.

## 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, and 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.

Academic coaching support will be provided to teachers from the Instructional Coach and TSA to ensure that teachers implement best practices for student achievement.

| **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 | Owner(s): | Timeline: |
|---|---|---|
| Common formative assessments, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments ,iReady, FSA for Kindergarten, BPST or the like, BAS/SEL and fluency (high frequency words), and teacher created assessments will be used to measure progress and plan intentional instruction that meets the needs of students and leads to mastery of standards. | Principal, Vice Principal, TSA, Academic Coach, Leadership team | Weekly, Bi-Weekly,Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| • iReady, SBAC interim, BAS/SEL, fluency,  and formative assessment data will be analyzed  to determine progress and assess needs. | PLC teams, Leadership team, Principal, Vice Principal, TSA, Academic Coach | On-going following assessment administration |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| Quarterly Essential Standards will be identified by PLC teams and common formative assessments and assignments will be developed and analyzed to create groupings for differentiated instruction (intervention/enrichment). Teachers will complete a quarterly assessment profile on each student to monitor student progress towards grade level mastery. | PLC  teams, Leadership team, Principal, Vice Principal, TSA, Academic Coach | Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| 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. Instructional Coaching will be provided and hours logged to determine effective implementation of professional learning. | Vice Principal, Principal, TSA, Academic Coach | Vice Principal, Principal, TSA, Academic Coach |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| Professional learning to ensure teachers know and are implementing strategies in Integrated and Designated ELD that support students acquisition of English and preparation for ELPAC.  Monitoring of EL, LTEL and RFEP students will be recorded in Ellevation tool bi-annually.  Monitoring of lesson plans and observations of instruction, and data from Lexia English  will provide evidence of instruction and student progress. | Vice Principal, Principal, TSA, Academic Coach | Vice Principal, Principal, TSA, Academic Coach |

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

- Technology to include tablets, headphones with microphones, , ELMOs, printers, , and Promethean boards and accessories,  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 Education and Dual immersion classrooms.
- Supplemental materials for reading and foundational skills instruction
- Professional learning and substitutes will be provided for teachers to learn strategies for guided reading, comprehension and blended learning to include the Personal Learning Intitiative.
- TSA and Teaching fellows to support students reading on grade level by third grade.
- Professional Learning for teachers will be provided to enhance skills in but not limited to  guided reading, writing, task alignment, and foundational skills.
- Academic Instructional Coach will provide support for teachers in implementing professional learning and best practices for literacy instruction.

- Paraprofessionals will be hired to support literacy and math intervention.
- Bilingual paraprofessionals will be hired to support English Learners specifically long term EL students.

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by providing tutoring support from Teaching Fellows, using supplemental materials such as visuals, providing on line learning materials in English and Spanish, providing classes for parents to learn how to work with their students at home and provide teachers with professional learning to increase strategies and pedagogy for working with English Learners.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 and 7091 funds we plan to support English learner students by providing professional learning for staff, offering tutoring contracts for teachers to support students, providing a social worker three days a week to meet with students, purchase supplemental materials and supplies, and provide teachers with release time to observe each other to share best practices.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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
- BIA support for EL students with a focus on LTEL

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

Centennial continues to be an ATSI school for the following groups; SWD, AA, TOM and EL. Currently the EL group is the only group identified in the RED for ELA, but SWD and AA are identified as NO COLOR.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support these groups by providing tutoring opportunities, supplemental online programs, supplemental materials, and opportunities for parent learning. Professional learning opportunities will be provided to build teacher capacity to meat the needs of the students.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 and 7091 funds we plan to support English learner students by providing professional learning for staff, offering tutoring contracts for teachers to support students, providing a social worker three days a week to meet with students, purchase supplemental materials and supplies, and provide teachers with release time to observe each other to share best practices.

**4. As a site: What are planned actions to support this student group?**

- 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 students with disabilities is aligned to the progress of all student groups.
- Teacher professional learning to improve and refine strategies for teaching decoding, comprehension, vocabulary, writing, phonics, phonemic awareness, fluency and foundational skills.
- Additional paid time for teachers to plan engaging instruction will be provided to improve instruction and progress of targeted groups.

## Action 3

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

### Action Details:

Centennial will provide tiered levels of support to ensure all students are performing on grade level and reading by third grade. 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 or SLA ( for Dual Immersion students) and Math, including differentiated instruction using the Guaranteed and Viable Curriculum for all core subjects. Common

formative assessments, unit assessments, iReady ,BAS/SEL, FSA, 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. Teachers will use Second Step lessons weekly and Positivity Project lessons daily as the SEL curriculum.

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, TSA support, Paraprofessionals, Bilingual Paraprofessionals, Teaching Fellow Support and Academic and SEL Coaching support for the teacher.

**Tier 2**

Targeted students will receive additional time and support to master grade level, essential learning targets, immediate pre-requisite skills, and extension standards. PLC teams will work together to plan differentiated instruction to provide additional support to students in both ELA and Math. Extension activities and instruction will also be planned to meet the needs of gifted and talented students. Blended learning will be used to provide additional opportunities for individualized learning. Academic and social emotional support in the primary classroom setting will be provided to meet the assessed needs of students with support from Teaching Fellows, TSA, Resource Special Education teacher, Paraprofessional staff, school psychologist, Clinical Social Worker, Tier 2 Intervention Specialist, and other site personnel. Data collection for academic and social emotional progress of students will be monitored and used to determine student growth and if further interventions are needed.

**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), Tier 2 Intervention Specialist, Clinical Social Worker and TSA. Student progress will be closely monitored to determine if students are in need of specialized services through an Individualized Educational Plan and/or Behavior Intervention Plan. Student Success Team Meetings, Accountable Community Meetings, IEP 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 | Owner(s): | Timeline: |
|---|---|---|
| Multiple measures will be used to determine student progress and needs to include but not limited to: BPST, BAS/SEL,  Interim Assessments, Common formative assessments, unit assessments, Foundational Skills Assessment, and specialized assessments, informal and formal behavior intervention plans, office referrals, TST referrals, and referrals for counseling. | PLC team, TSA,Teaching Fellows, Principal, Vice Principal, Academic Coach | Weekly, Bi-weekly,Quarterly |
| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
| Grade level data meetings, Student Success Team referrals and meetings, and IEPs will be used to monitor student  progress. | PLC team, TSA,Teaching Fellows, Principal, Vice Principal, Academic Coach | Weekly, Bi-weekly,Monthly,Quarterly, |
| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |

**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.

- Teaching Fellows to support ELA/SLA and MATH Tier 1 and 2 instruction.
- Teacher on Special Assignment to provide support for RTi, assessments, data collection and progress monitoring.
- Substitutes for teacher release for analyzing data and planning interventions
- Support and mentoring for African American, SWD, TOM and English learner students who demonstrate significantly lower scores in ELA and Math than that of their peers.
- Graphics, visual aids to support ELA and Math RTi
- Clinical Social Worker to support goal setting for Tier 2 and 3 students
- Tier 2 intervention specialist to assist in TST/SST meetings and provide support for students in attendance, academics and behavior.
- Paraprofessionals and Bilingual paraprofessionals to support Tier 1, 2 and 3.
- Job embedded coaching for teachers will be provided by the Academic Coach

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

EL student group performance has continued to keep Centennial in ATSI status. EL fall within the RED groupings on the CA Dashboard for ELA.

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

EL students will be supported through Teaching Fellow intervention, the use of supplemental materials to support instruction in vocabulary development and reading, and professional learning to build the capacity of teachers to meet the needs of students.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by building teacher capacity, providing support from our TSA who will also monitor EL progress, purchase of supplemental materials, Teaching Fellows to support instruction, and Clinical Social Worker to provide SEL/behavioral support.*

**4. As a site: What are planned actions to support English learner students?**

- Designated ELD time based on ELD levels
- Vocabulary instruction on tier 1,2,3 words
- Comprehension strategies
- Explicit instruction in writing to texts and prompts
- Teaching fellows support for 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
- Technology to support individualized learning.
- Bilingual Paraprofessional to support DI, ELD, and Long Term EL students.

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

EL, SWD, AA, and TOM student group performance have continued to keep Centennial in ATSI status. Although gaps continue to get smaller in the performance of student groups compared to all students, EL fall within the RED groupings on the CA Dashboard for ELA. AA, SWD do not have a color and TOM students are in the Orange for ELA and Math performance. Tier 2 and 3 interventions are needed for SWD and AA students

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support SWD, EL, AA and TOM by support from Teaching Fellows, substitutes to allow teachers to attend SST/IEP meetings during the duty day, sub release for professional learning and observations, supplemental materials and supplies to support differentiated instruction to meet students needs and professional learning to build the capacity of adults to meet the needs of students.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 or 7091 funds we plan to support SWD, EL, AA and TOM by providing tutoring contracts, support from Teaching Fellows, substitutes to allow teachers to attend SST/IEP meetings during the duty day, sub release for professional learning and observations, supplemental materials and supplies to support differentiated instruction to meet students needs. Funds will also be used to support student behavior and attendance through the funding of a part time Clinical Social Worker .

**4. As a site: What are planned actions to support this student group?**

- 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.

# 2024-2025 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-Subs | | | Substitutes to be used for Professional learning and teacher planning **No IEPs** | 6,943.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contracts to engage students. **No IEPs** | 612.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | TBD : Professional Learning for staff to improve student achievement. | 25,000.00 |
| G1A1 | Title 1 Basic | Instruction | Travel | | | Travel and Conference professional learning to support student achievement in all academic areas. | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | | 165,739.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplies and Materials to support student achievement. | 34,926.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Support repairs for technology in the classrooms and additional repairs for achievement. | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Direct graphics to support student achievement and communication. | 100.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Certificated Subs to support professional learning | 5,974.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | : Supplies and materials to support English Language Learners student achievement. | 2,291.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | Books and additional resources to support student achievement. | 7,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Substitutes for teacher release for pL, sst, IEP | 5,974.00 |
| G1A2 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Classified supplemental to support student achievement. | 656.00 |
| G1A3 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher supplemental contracts **No IEPs** | 12,260.00 |
| G1A3 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support student achievement in literacy. | 32,000.00 |
| G1A3 | Sup & Conc | Instruction | Travel | | | : Travel and Conference to support on-going learning to increase student achievement. | 10,000.00 |
| G1A3 | Sup & Conc | Guidance & Counseling Services | Crt Pupl-Reg | Social Worker, School | 0.3598 | Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3 | 51,520.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Supplemental contracts to support engagement. | 5,974.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplies and materials to support English Language Learners to increase student achievement. | 23,387.00 |

# 2024-2025 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 |
|--------|---------|-------------------|---------|-----------|-----|--------------------------------|--------|
| G1A3 | LCFF: EL | Instruction | Travel | | | : Travel and conference to support professional learning to improve student achievement. | 5,000.00 |
| G1A3 | LCFF: EL | Guidance & Counseling Services | Crt Pupl-Reg | Social Worker, School | 0.2402 | Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3 | 34,395.00 |

**$433,751.00**

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

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✔ | 90.05 % | 82 % | 2023-2024 | 95.1 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

This year Centennial has transitioned from a county to FUSD managed After School Program. We have been able to provide more opportunities for more students after school as a result with about 350 students attending daily. This year we have seen an increase in the number of after school club/activities and athletic opportunities for students. Student engagement trips to the ballet, Fresno Police Department, Fresno Zoo, CSU Fresno, and other trips have provided students with opportunities to see careers and community. CTE in class opportunities such as Escape experience and Lego opportunities have provided opportunities for engagement as well.

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

There is still a need to find engagement opportunities for students in grades K-2. We are also in need of providing additional academic and social emotional support for our African American students and students with disabilites.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

For the current year, we have been fortunate to expand opportunities for students through our site based ASP and the expansion of our music program to include choir. We will continue to provide additional VAPA experiences using recently added prop 28 funds.

**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 2024/25 SPSA.

Expansion of our music program and opportunities for students to participate in real world experiences through STEAM projects, academic competitions, clubs, VAPA, and educational assemblies and trips.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| The school site council has shared:<br><br>• Continue to expand the ASP and work to support daily instruction in the activities<br>• Provide more opportunities for K-2 for athletics or music | ELAC has shared:<br><br>• Need for support in Spanish speakers in the ASP to support homework of DI students or new comer students | Staff has expressed:<br><br>• Contracts to sponsor after school or lunch clubs<br>• Opportunities for more field trips<br>• More assemblies or classroom experiences |

## 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 | Owner(s): | Timeline: |
|---|---|---|
| Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods. | Principal, Vice Principal, TSA, Mentors | Monthly |
| 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. | Principal, Vice Principal, TSA, Mentors | Monthly |
| 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. | Principal, Vice Principal, TSA, Mentors, ASP | Monthly, Quarterly |
| 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. | Principal, Vice Principal, After School Program Coordinator | Daily, Weekly, Monthly, Quarterly |

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

- Supplemental contracts to pay teachers, NTAs, Paraprofessionals
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English learner students are performing in the RED area in ELA.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*TItle 1 funds will not be used to support this goal.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by providing supplemental contracts for teachers to work with students after school, TSA to support English learners, and Clinical Social worker to encourage students to participate in extra and co-curricular activities.*

**4. As a site: What are planned actions to support English learner students?**

- Primary language support for students in ASP, athletics, music, and activities.
- Parent meetings to inform of opportunities for students outside of the classroom.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

*The EL, AA and SWD are underrepresented in extra-curricular, co-curricular programs.*

**2. Using Title I funds Only: What are the planned expenses to support this student groups?**

Title 1 funds will not be used to support this action.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support these student groups by having our HSL, TSA, and Social Worker recruit and encourage students to participate in extra and co-curriculars to improve student connections.*

**4. As a site: What are planned actions to support this student group?**

- Recruit students in these student groups to the ASP , music and other activities
- Provide Parent meetings to inform parents of student options for extra and co-curricluar activities.

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 (Miner 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):

- .6 Clinical Social Worker and Tier 2 intervention specialist to suppport SEL
- 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
- Positivity Project to support daily positive behavior and growth mindset
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of ELA.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by providing:*

- *character education using the Positivity Project in both English and Spanish.*
- *Building the capacity of the adults on campus in equitable practices*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?**

- Dual Immersion program
- Cultural Appreciation assemblies and activities
- Culturally diverse classroom books

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

*AA, SWD, and White students are all RED in the area of suspensions.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support by building the capacity of teachers to work with diverse student populations in through equitable practices and engaging instruction. Positivity Project will be used to provide instruction in character education and making positive choices.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support AA, SWD, and White students by providing tutoring support, referrals for TST, support from the TIER 2 Intervention Specialist and Clinical Social Worker, mentoring groups such as Girl Power and Young Men of Character and*

**4. As a site: What are planned actions to support this student group?**

- Quarterly monitoring of participation, suspension and absences for AA, SWD, and WHITE student groups by the Climate and Culture team.
- Social worker and Tier 2 intervention specialist will provide goal setting and monitoring for students with

one or more suspension in the 23-24 school year

# 2024-2025 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 | Teacher-Subs | | | Substitutes to support professional learning. | 4,665.00 |

**$4,665.00**

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

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Chronic Absenteeism - Semester 1 | ✔ | | 34.7 % | 2023-2024 | 25.1 % |
| Suspension Rate - Semester 1 | ✔ | 3.22 % | 3.4 % | 2023-2024 | 3.07 % |
| Suspension Rate - Semester 1 (African American) | ✔ | | 7.9 % | 2023-2024 | 5.57 % |
| Suspension Rate - Semester 1 (Students w/ Disabilities) | ✔ | | 9.5 % | 2023-2024 | 5.17 % |
| Suspension Rate - Semester 1 (Two or More Races) | ✔ | | 5.6 % | 2023-2024 | 2.27 % |
| Suspension Rate - Semester 1 (White) | ✔ | | 9.3 % | 2023-2024 | 7.97 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

This year Centennial transitioned from having 3 mentors to one RCA. This action was not very effective and we saw an increase in suspensions within our SWD and AA students.

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

Some key factors that contributed to disproportionality were the lack of Tier 2 intervention specialist and TST meetings. This compounded with our school psychologist on leave impacted our ability to put proper supports in for some of our students.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

We intended to have the RCA support a caseload of students with academics, attendance and behavior. This support did not have the impact that we intended. With the Tier 2 position unfilled we did not hold any TST meetings to provide feedback and supports that would have lasting impact on students. We made many referrals to the Family Wellness Center who supported Tier 2 and 3 studnets.

**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 2024/25 SPSA.

For the 24-25 school year, Centennial will have a Tier 2 intervention specialist and a .6 Clinical Social Worker to support students and teachers with classroom management and student behavoir as well as support individual

For the 24-25 school year, Centennial will have a Tier 2 intervention specialism and a .6 Clinical Social Worker to support students and teachers with classroom management and student behavior as well as support individual students. The Social worker will work in conjunction with the HSL to reduce the number of chronically absent students.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| • Counseling services for students<br>• Field tips for students<br>• Classes for parents | • Counseling sevices<br>• Tutoring services<br>• Classes for parents | • Counseling services<br>• Additional classroom supports (people)<br>• Tutoring contracts<br>• |

## Action 1

**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 | Owner(s): | Timeline: |
|---|---|---|
| Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods. | Principal, Vice Principal, TSA, Mentors | Monthly |
| 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. | Principal, Vice Principal, TSA, Mentors | Monthly |
| 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. | Principal, Vice Principal, TSA, Mentors, ASP | 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the YELLOW level in Chronic Absenteeism and ORANGE level in suspensions*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*Title 1 funds will be used to support English Leaners by providing tutoring contracts to teachers and Teaching Fellow support.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by providing support of a Clinical social worker and Tier 2 intervention specialist for students struggling with absences and behavioral challenges.*

**4. As a site: What are planned actions to support English learner students?**

- Primary language support for students in the classroom
- Dual Immersion program
- Home School Liaison for communication with families
- Clinical Social Worker and Tier 2 intervention specialist to support chronic absenteeism and behavior.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

- SWD had 14.9% (11 of 74 students) of students suspended and are in the RED.
- AA student group had 18.4% (9 of 49 students) suspended and are in the RED.
- White student group had 11.3% (6 of 53) suspended and are in the RED.
- Two or More races had 8.6% (3 of 35) suspended and are in the RED.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support students in these groups by using Positivity Project and other supplemental materials to provide support with SEL, conflict resolution, and anger magagement.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support SWD, AA, White, and TOM by providing support from our TSA, Tier 2 intervention specialist, Clinical Social Worker and support staff.*

**4. As a site: What are planned actions to support this student group?**

- Monitor weekly, monthly and quarterly data for suspensions and absenteeism.

## Action 2

**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, Positivity Project and mentoring. Targeted Student Support Team meetings will be held to determine best ways to connect students and support positive attendance, behavior and academics. A Clinical Social Worker and Tier 2 Intervention Specialist will support students at all levels.

| 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 | Owner(s): | Timeline: |
|---|---|---|
| Office referrals will be monitored by offense, time of day, location, and ethnicity. | Principal, Vice Principal | Weekly, Monthly, Quarterly |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| Positive/Negative Behavior entries will be monitored for students receiving mentoring support. | Principal, Vice Principal | Weekly, Monthly, Quarterly |

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

- 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
- .6 Clinical Social Worker to support students and families
- Materials to support the implementation of school wide expectations, guidelines for success, CHAMPS and positive school climate. (GRAHICS)
- Technology
- Positivity Project

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the YELLOW level in Chronic Absenteeism and ORANGE level in suspensions*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*Title 1 funds will be used to support English Leaners by providing tutoring contracts to teachers and Teaching Fellow support.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by providing support of a Clinical social worker and Tier 2 intervention specialist for students struggling with absences and behavioral challenges.*

**4. As a site: What are planned actions to support English learner students?**

- Primary language support for students in the classroom
- Dual Immersion program
- Home School Liaison for communication with families
- Clinical Social Worker and Tier 2 intervention specialist to support chronic absenteeism and behavior.

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*SWD had 14.9%(74 students) of students suspended and are in the RED.*

*AA students had 18.4% (49 students) suspended and are in the RED.*

*White students had 11.3% (53) suspended and are in the RED.*

*Students with Two or More races had 8.6% (35) suspended and are in the RED.*

*There are no groups in RED for chronic absenteeism.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support students in these groups by using Positivity Project and other supplemental materials to provide support with SEL, conflict resolution, and anger magagement.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support SWD, AA, White, and TOM by providing support from our TSA, Tier 2 intervention specialist, Clinical Social Worker and support staff.*

**4. As a site: What are planned actions to support this student group?**

- Monitor weekly, monthly and quarterly data for suspensions and absenteeism.

# 2024-2025 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 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | Support home visits and communication to families. | 500.00 |

**$500.00**

**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 | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✔ | 85.74 % | 67.2 % | 2023-2024 | 80.3 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. | **2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal. |
|---|---|
| In the 23-24 school year, we have struggle to fill the following positions:<br><br>• TK Para<br>• Tier 2 Intervention Specialist<br><br>Substitutes were requested for the open TK position.<br><br>We had two new teacher hires in the 23-24 in grades K DI and 6. | Classroom management and dealing with students with behavioral needs proved to be a challenge for our teachers and more professional learning for dealing with students with behavioral needs is necessary. |

**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 (Intended actions for the current school year vs. Actual actions that occurred).

Tier 2 intervention specialist was to be provided by the district and this position went unfilled. We hired an RCA that hoped would support the Tier 2 but as a stand alone was ineffective. Survey results have been low in Organizational domain. Actions to improve communication, recognition and feedback began in the spring.

**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 2024/25 SPSA.

For the 24-25 school year, we will be funding a .6 Clinical Social Worker to support our students needing counseling. We will be adding an additonal DI teacher to complete our PreK-6 Di program.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| • Counseling and support for students<br>• Tutoring<br>• Communication with teachers | • Communication with teachers in primary language<br>• Tutoring<br>• Mental Health supports | • Counseling<br>• Para support/ teaching fellows |

## Action 1

**Title:** HIre and retain qualified staff that is high quality.

### 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. Centennial will work to build the capacity of our classified staff and encourage participation in district Pipeline programs.

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

- **Student Academics:**
- 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.
- 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, Site Academic Coach,Teacher Development support coaches.
- Paraprofessionals and Bilingual Paraprofessionals will be hired to support intervention and instruction.
- **Student Centered and Real-World Learning:**
- 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.
- Teachers will be encouraged to communicate with parents weekly about academics, behavior and student progress
- **Student Engagement:**

- Teachers will be provided with extra pay contracts to support clubs, sports, and activities to engange with students in settings outside of the classroom and increase a sense of belonging for both the teacher and the student.
- SEL staff will include a Home School Liaison, Tier 2 intervention Specialist and a Resource Counseling Asisstant to connect with students who demonstrate low attendance, low academics, and struggle with making connections.

**Specify enhanced services for EL students:** Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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.
- Training for teachers in equitable practices and overcoming implicit bias will be provided for teachers.
- Bilingual Instructional Assistant will be hired to support EL, DI and LTEL students.

**Specify enhanced services for low-performing student groups.** By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Professional development will be provided for staff in differentiated instructional strategies to support students at all levels of proficiency.
- Training in equitable practices, clarity, and data based instructional decision making will be provided for teaching and support staff.

## Action 2

**Title:** Build the capacity of the staff to meet student needs.

### Action Details:

The Centennial staff will be provide with professional learning to build their capacity to meet the academic and social emotional needs of students. Staff will be provided with training that supports using data to make instructional decisions, using standards to plan instruction, criteria for success, learning progressions, classroom management, working with challenging behaviors, and equitable teaching practices.

| **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

| Details | Owner(s): | Timeline: |
| --- | --- | --- |
| Agendas for professional learning and attendance sheets will be collected for all professional learning meetings to ensure that all teachers receive all modules. Implementation of the learning will be monitored through classroom walk-throughs, lesson plans, and looking at student work samples. | Teachers, Academic Coach, TSA, Vice Principal and Principal | Weekly, Monthly, Quarterly |

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

Building the capacity of teachers will have a direct impact on the quality of instruction that students are provided daily. Improving the quality of instruction will improve student proficiency on benchmark and state assessments. The following items and actions will be necessary to build teacher capacity, including and not limited to:

- professional learning books and materials
- Contracts for professional learning consultants
- Conferences for staff to build skills in Math, ELA, and working with English Learners.
- Substitutes for teacher/peer observations

- Literacy/Math walks
- Review of student work samples for calibration to standards
- Supplemental instructional materials

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

Teachers will learn strategies for integrated and designated ELD. Teachers will plan for and provide opportunities for students to engage in collaborative conversations, use academic language and explain their thinking. EL progress will be monitored quarterly though

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

Data will be regularly monitored (weekly, monthly) for all ATSI groups. Supports for students in these groups will also be monitored to ensure that students in need of academic supports receive them, students in need of behavioral supports are provided with them, students in struggling with attendance will have plans created for them, and students that are struggling with social emotional behavior and or mental health receive counseling.

**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 | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✔ | 90.58 % | 88.5 % | 2023-2024 | 90.6 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

We have been able to hold most events that we had planned for families this year with the exception of our Movie Night.  We offered a literacy class over three weeks in the fall with fair attendance. We also provided our TK-K families with home learning kits to get their student started off on the right foot. We provided support in getting parents connected to Parent Square and send home a monthly calendar with important events happening each month.

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

We are still struggling to connect with some families through parent square and phone calls due to inaccurate student information. The office team has been diligent in trying to connect with families via home visits or face to face when they are in the office to ensure we have accurate contact information.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

We have not had a huge discrepancy between intended and actual implementation of actions in our parent goal.  We have family events that will still take place before the end of this school year.

**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 2024/25 SPSA.

In an effort to increase family participation in meetings such as ELAC, SSC, and possibly a PTA we will provide refreshments at all parent meetings as well as baby sitting.  We will raffle off spirit wear and school items to encourage attendance. Parents have requested parent classes for English and navigating school technology and we have made contacts to operationalize those items for next school year.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| • classes for navigating ATLAS, TEAMS, Parent square and Clever<br>• English Classes for parents<br>• Continue parent/family events<br>• Food at SSC meetings | • English Classes for parents<br>• Family events<br>• Babysitting and food | • Family events<br>• Classes for families on using technology and working with students at home |

# Action 1

**Title:** Parents as learning partners in our school community.

## Action Details:

Centennial will provide opportunities for parents to participate in their child's education through School Site Council, ELAC, and Coffee Hours. 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. Events will be held to connect families and the school community such as Pan Dulce with People that love you, Back to School Night, Open House, Movie night and student performances. Parent communication will be provided in Spanish, English, and Hmong. Translators will be available for family events to encourage family participation.

| **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 | Owner(s): | Timeline: |
|---|---|---|
| Parent participation will be monitored using sign in sheets for meetings, coffee hours and mini conferences to include inceasing the number of parents that participate in the family survey. | HSL, Vice Principal, Principal, TSA | Monthly |
| Increase in the number of parents that state<br><br>" I feel welcomed at my child's school"  " I attend meetings at my child's school". | HSL, Principal, Vice Principal | Fall and Spring administration of parent survey |
| Increase the number of parents that state:<br><br>"My child's school teaches in ways that connect to their life".<br><br>"My child's school is preparing them for life with real world experiences" | HSL Principal, Vice Principal, TSA | Fall and Spring Survey administration. |

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

**Student Academics**

- Opportunities for parents to learn how to support their child at home with academics, technology and social emotional learning,
- Parent conferences to communicate student progress with standards.

**Student Centered and Real-World Learning:**

- Students will participate in college and career field trips and learning experiences
- Students will participate in daily lessons for Positivity Project to encourage work place character and competency

**Student and Family 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 speakers
- 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.
- Coffee Hour supplies
- Supplies for family events to include family movie night, pancakes with parents and events that are engaging for families.
- Food for parent meetings

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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.

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

# 2024-2025 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 | Parent Participation | Mat & Supp | | | Supplies and materials to engage families in supporting learning. **No food or incentives** | 5,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials and supplies to support engagement of families in school activities and learning. | 7,739.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | | | Translation to support parent engagement. | 3,107.00 |

**$15,846.00**

# 2024-2025 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-Subs | | | Substitutes to be used for Professional learning and teacher planning **No IEPs** | 6,943.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contracts to engage students. **No IEPs** | 612.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | TBD : Professional Learning for staff to improve student achievement. | 25,000.00 |
| G1A1 | Title 1 Basic | Instruction | Travel | | | Travel and Conference professional learning to support student achievement in all academic areas. | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | | 165,739.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Supplies and Materials to support student achievement. | 34,926.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Support repairs for technology in the classrooms and additional repairs for achievement. | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Direct graphics to support student achievement and communication. | 100.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Certificated Subs to support professional learning | 5,974.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | : Supplies and materials to support English Language Learners student achievement. | 2,291.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | Books and additional resources to support student achievement. | 7,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Substitutes for teacher release for pL, sst, IEP | 5,974.00 |
| G1A2 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Classified supplemental to support student achievement. | 656.00 |
| G1A3 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher supplemental contracts **No IEPs** | 12,260.00 |
| G1A3 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support student achievement in literacy. | 32,000.00 |
| G1A3 | Sup & Conc | Instruction | Travel | | | : Travel and Conference to support on-going learning to increase student achievement. | 10,000.00 |
| G1A3 | Sup & Conc | Guidance & Counseling Services | Crt Pupl-Reg | Social Worker, School | 0.3598 | Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3 | 51,520.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Supplemental contracts to support engagement. | 5,974.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplies and materials to support English Language Learners to increase student achievement. | 23,387.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | : Travel and conference to support professional learning to improve student achievement. | 5,000.00 |
| G1A3 | LCFF: EL | Guidance & Counseling Services | Crt Pupl-Reg | Social Worker, School | 0.2402 | Split funded SSW: 0.6 FTE Centennial G1A3 , 0.4 FTE Viking G1A3 | 34,395.00 |
| G2A1 | Sup & Conc | Instruction | Teacher-Subs | | | Substitutes to support professional learning. | 4,665.00 |
| G3A2 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | Support home visits and communication to families. | 500.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Supplies and materials to engage families in supporting learning. | 5,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| G5A1 | | Parent Participation | Mat & Supp | **No food or incentives** | 5,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | Materials and supplies to support engagement of families in school activities and learning. | 7,739.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | Translation to support parent engagement. | 3,107.00 |

| | $454,762.00 |
|---|---|

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $90,315.00 |
| Sup & Conc | 7090 | $283,663.00 |
| LCFF: EL | 7091 | $80,784.00 |
| **Grand Total** | | **$454,762.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Improve academic performance at challenging levels | $433,751.00 |
| G2 - Expand student-centered and real-world learning experiences | $4,665.00 |
| G3 - Increase student engagement in their school and community | $500.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | $15,846.00 |
| **Grand Total** | **$454,762.00** |

05/10/2024