

**Centennial Elementary**

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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| Cover Page                     | <i>CDS Code with Signature</i>                                                                                                                                                                                                                                     |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>                                                                                                                                                                                                                 |
| Centralized Services           | <i>N/A</i>                                                                                                                                                                                                                                                         |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>                                                                                                                                                                                                                             |
| School Site Council (SSC)      | <i>Members list</i>                                                                                                                                                                                                                                                |
| Required Signatures            | <i>Principal and SSC Chairperson</i>                                                                                                                                                                                                                               |
| Budget                         | <i>Site Allocations</i>                                                                                                                                                                                                                                            |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>                                                                                                                                                                                      |

| <b>District Goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> |                                                                                       |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Improve academic performance at challenging levels                                    |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expand student-centered and real-world learning experiences                           |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Increase student engagement in their school and community                             |
| Staff Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Increase inclusive opportunities for families to engage in their students' education  |

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

**Consolidated Program Assurances**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 subgroups 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 (DAC and 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**

| <b>School Site Council List</b> |                  |                          |                    |                                |                          |
|---------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>              | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. Principal - Monica Alvarez   | X                |                          |                    |                                |                          |
| 2. Chairperson -Trae Bojorquez  |                  |                          |                    | X                              |                          |
| 3. Diane Leonard                |                  | X                        |                    |                                |                          |
| 4. Amanda Mandas                |                  | X                        |                    |                                |                          |
| 5. Jose Mora                    |                  | X                        |                    |                                |                          |
| 6. Analilia Zamora              |                  |                          |                    | X                              |                          |
| 7. Alya Workman Hill            |                  |                          |                    | X                              |                          |
| 8. Elia Marquez                 |                  |                          | X                  |                                |                          |
| 9. Elizabeth Cabral             |                  |                          |                    | X                              |                          |
| 10. OPEN                        |                  |                          |                    |                                |                          |
| 11.                             |                  |                          |                    |                                |                          |
| 12.                             |                  |                          |                    |                                |                          |
| 13.                             |                  |                          |                    |                                |                          |
| 14.                             |                  |                          |                    |                                |                          |
| 15.                             |                  |                          |                    |                                |                          |

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date\_\_\_\_\_.

**Required Signatures**

| <b>School Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                                                                     |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------|-------------|
| 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. |                         |                                                                                     |             |
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Print Name Below</b> | <b>Signature Below</b>                                                              | <b>Date</b> |
| <b>Principal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | Monica Alvarez          |   | 3/30/23     |
| <b>SSC Chairperson</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | Trae Bojorquez          |  | 3/30/23     |

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 2023/24

Centennial - 0090

**ON-SITE ALLOCATION**

|                                         |                                                        |                  |
|-----------------------------------------|--------------------------------------------------------|------------------|
| 3010                                    | Title I                                                | \$88,695 *       |
| 7090                                    | LCFF Supplemental & Concentration                      | \$283,244        |
| 7091                                    | LCFF for English Learners                              | \$82,080         |
| 7099                                    | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$27,716</u>  |
| <b>TOTAL 2023/24 ON-SITE ALLOCATION</b> |                                                        | <b>\$481,735</b> |

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

\* Title I requires a specific investment for Parent Involvement

|                                                                          |                 |
|--------------------------------------------------------------------------|-----------------|
| Title I Parent Involvement - Minimum Required                            | \$2,628         |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$86,067</u> |
| Total Title I Allocation                                                 | \$88,695        |

Centennial Elementary 2023-2024 - 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  |
|-----------------------------------------------------------------------------------|----------|----------------|---------|-----------|---------|
| ELPAC - percentage of students who scored 4                                       |          |                | 10.11 % | 2021-2022 | 20.21 % |
| i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth   |          |                | 42.06 % | 2022-2023 | 50.16 % |
| i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth |          |                | 40.4 %  | 2022-2023 | 50.5 %  |
| SBAC ELA- Average distance from standard                                          | ✓        |                | -60 pts | 2021-2022 | -30 pts |
| SBAC ELA- percentage of students met/exceeded standard                            | ✓        |                | 25.91 % | 2021-2022 | 35.01 % |
| SBAC Math - Average distance from standard                                        | ✓        |                | -82 pts | 2021-2022 | -41 pts |
| SBAC Math - percentage of students met/exceeded standard                          | ✓        |                | 14.77 % | 2021-2022 | 24.87 % |

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.

Factors that have contributed to results are schoolwide structures for differentiated instruction that supports students with disabilities RSP schedules so students do not miss grade level instruction

- Teaching Fellows to support targeted interventions in the classroom
- supplemental tutoring contracts for afterschool intervention,
- Teacher on Special Assignment assisted with monitoring of data, organizing intervention, training of Teaching Fellows, and teacher support with high leverage district initiatives.
- Academic coach has supported teacher learning and implementation of high leverage district initiatives such as Math Lesson Design, PLi, and coaching cycles
- Supplemental materials to support reading instruction in English and Spanish

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 have had two openings for Kindergarten paras that have gone unfilled causing 5 classes to share 1 aide.
- Chronic absenteeism at Centennial is at 53.9% schoolwide.
- Chronic absenteeism among African American students is at 70.4% , Students with disabilities 58.9% and White students is 55.8% and English Learners at 46.1%
- Centennial did not have the support of a Tier 2 intervention specialist to support chronic absenteeism improvement efforts.

- Conferences to allow teacher learning of strategies to improve Math instruction and Dual Immersion

**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).

The intended actions for this goal have been implemented at around 85%. We are still working to ensure that all teachers have the necessary training to be able to deliver high quality instruction and to differentiate instruction to meet student needs. We did not have the support of a Tier 2 intervention specialist to support chronic absenteeism and had a Home School Liaison for only 4 months. We did monitor the academic progress and attendance of our African American students and invited students with minimal growth to participate in after school tutorial. Kindergarten classes were impacted by para vacancies for most of the 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 2023/24 SPSA.

In the upcoming school year, we will hire paras and a BIA to support student growth in Language Arts and Math. Targeted interventions will be supported by paras, a BIA, and Teaching Fellows to allow intervention support K-6. ATSI identified groups will be monitored closely for academics and attendance by the TSA, Tier 2 support specialist and the Home School Liaison. Parent meetings to support parent understanding of assessments, academics and attendance will be held for all grade levels.

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

|                                                                                                                                                                                       |                                                                                                                                               |                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>• Parent Classes</li><li>• Supplemental Materials</li><li>• Technology for classrooms</li><li>• Tutoring</li></ul></div> | <div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• Tutoring and support for EL and LTEL</li><li>• Parent classes</li></ul></div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>• Supplemental Materials</li><li>• Teacher on Special Assignment to support intervention</li><li>• Teaching Fellows</li><li>• Paraprofessionals to support instruction</li></ul></div> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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. In an effort to continue to address loss of learning due to COVID school closure, students who are not meeting grade level standards will receive additional instructional support through Blended Learning, small group instruction, 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

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. REFLEX math progress( grades 2-6) .

Foundational Skills Assessment and progress monitoring of IEP goals will be monitored for specific students.

Owner(s):

Principal, Vice Principal, TSA, Academic Coach and Leadership team

Timeline:

Weekly, Bi-weekly, Quarterly

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

Accountable community agendas, Essential Standards Planning Charts, data analysis of common formative assessments will be monitored to ensure rigor is at grade level standards and that appropriate scaffolds and differentiation are built in to instruction.

Owner(s):

Principal, Vice Principal, TSA, Academic Coach and Leadership team

Timeline:

Weekly, Bi-weekly, Quarterly

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

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, FIAB assessments, and FSA data and analysis will monitor on-going progress for all students.

Owner(s):

Principal, Vice Principal, TSA, Academic Coach and Leadership team

Timeline:

3x yearly after assessment administration

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

Classroom Walk-throughs using the Instructional Practice Guide, Formal and Informal lesson observations, PLC observations, PLC minutes, data analysis, and the Multi-Assessment Monitoring Tool will be used to determine effective implementation and monitor progress. IPG data will be shared with staff for both the site and the Hoover region. Instructional Coaching will be provided and hours logged to determine effective implementation of professional learning.

Owner(s):

Principal, Vice Principal, TSA, Academic Coach and Leadership team

Timeline:

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:

- 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

Specify enhanced services for low-performing student groups:

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                           |                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>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 LTEL and RFEP students will be recorded in Ellevation tool quarterly. Monitoring of lesson plans and observations of instruction, and data from Lexia English will provide evidence of instruction and student progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Owner(s):</b></p> <p>Vice Principal, Principal, TSA, Academic Coach</p>                             | <p><b>Timeline:</b></p> <p>Vice Principal, Principal, TSA, Academic Coach</p> |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Common formative assessments, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments ,iReady, BPST or the like, BAS/SEL and fluency, 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Owner(s):</b></p> <p>Principal, Vice Principal, TSA, Academic Coach, Leadership team</p>            | <p><b>Timeline:</b></p> <p>Weekly, Bi-Weekly,Quarterly</p>                    |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>iReady, SBAC interim, BAS/SEL, fluency, and formative assessment data will be analyzed to determine progress and assess needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Owner(s):</b></p> <p>PLC teams, Leadership team, Principal, Vice Principal, TSA, Academic Coach</p> | <p><b>Timeline:</b></p> <p>On-going following assessment administration</p>   |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Quarterly Essential Standards will identified by PLC teams and common formative assessments and assignments will be developed and analyzed. Teachers will complete a quarterly assessment profile on each student to monitor student progress towards grade level standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Owner(s):</b></p> <p>PLC teams, Leadership team, Principal, Vice Principal, TSA, Academic Coach</p> | <p><b>Timeline:</b></p> <p>Quarterly</p>                                      |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Owner(s):</b></p> <p>Vice Principal, Principal, TSA, Academic Coach</p>                             | <p><b>Timeline:</b></p> <p>Vice Principal, Principal, TSA, Academic Coach</p> |
| <p><b>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"><li>• Technology to include tablets, headphones with microphones, ELMOs, printers, and Promethean boards and accessories, materials to support differentiated instruction</li><li>• Foundational skills practice, and content area instruction to include on-line and web based text and materials</li><li>• Student organizational materials that support study skills, record keeping, and goal setting to include but not limited to: Binders, agendas, dividers, notebooks,</li><li>• 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</li><li>• Supplemental contracts for teachers for tutoring, and additional PLC planning time to allow for targeted instruction and develop assessments.</li><li>• Tutoring for students during the school day and after school</li><li>• Graphics, support materials and visual aids for English only, Special Education and Dual immersion classrooms.</li><li>• Supplemental materials for reading and foundational skills instruction to mitigate learning loss due to COVID 19</li><li>• Professional learning and substitutes will be provided for teachers to learn strategies for guided reading, comprehension and blended learning to include the Personal Learning Initiative.</li><li>• TSA and Teaching fellows to support students reading on grade level by third grade.</li><li>• Professional Learning for teachers will be provided to enhance skills in but not limited to guided reading, writing, task alignment, and foundational skills.</li><li>• Academic Instructional Coach will provide support for teachers in implementing professional learning and best practices for literacy instruction.</li><li>• Paraprofessionals will be hired to support literacy and math intervention.</li></ul> |                                                                                                           |                                                                               |

- Bilingual paraprofessionals will be hired to support English Learners specifically long term EL students.

Specify enhanced services for EL students:

- 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:

- 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 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, RCA, 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), counselors, Tier 2 Intervention Specialist, RCA 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

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.

Owner(s):

PLC team, TSA,Teaching Fellows, Principal, Vice Principal, Academic Coach

Timeline:

Weekly, Bi-weekly,Quarterly

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

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

Owner(s):

PLC team, TSA,Teaching Fellows, Principal, Vice Principal, Academic Coach

Timeline:

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/SLAand 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, White, and English learner students who demonstrate significantly lower scores in ELAand Math than that of their peers.
- Graphics, visual aids to support ELAand Math RTi
- Resource Counseling Assistant 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:

- 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:

- 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.

## 2023-2024 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-Supp  |                             |        | Tutoring for ELA and Math after school. G1A2, G1A3 **No IEPs **                                       | 4,000.00   |
| G1A1   | Title 1 Basic   | Instruction       | Bks & Ref     |                             |        | : G1A2, G1A3- Professional Learning materials for teachers.                                           | 7,646.00   |
| G1A1   | Title 1 Basic   | Instruction       | Bks & Ref     |                             |        | : G1A2, G1A3- Supplemental Materials                                                                  | 5,500.00   |
| G1A1   | Title 1 Basic   | Instruction       | Mat & Supp    |                             |        | Instructional Materials for Teachers, materials and supplies for students. **No incentives or food ** | 11,500.00  |
| G1A1   | Title 1 Basic   | Instruction       | Subagreements |                             |        | California Teaching Fellows Foundation : Support with all of G1A2 and G1A3. Four teaching fellows.    | 53,549.00  |
| G1A1   | Title 1 Basic   | Instruction       | Travel        |                             |        | : G1A2, G1A3- Teacher Conferences                                                                     | 3,000.00   |
| G1A1   | Sup & Conc      | Instruction       | Teacher-Regu  | Teacher, Spec Assgn         | 1.0000 | G1A2, G1A3                                                                                            | 150,912.00 |
| G1A1   | Sup & Conc      | Instruction       | Direct-Maint  |                             |        | Technology repairs                                                                                    | 4,000.00   |
| G1A1   | Sup & Conc      | Instruction       | Direct-Graph  |                             |        | Printed materials for students and teachers                                                           | 1,500.00   |
| G1A1   | LCFF: EL        | Instruction       | Ins Aide-Reg  | Paraprof, Bilingual Spanish | 0.7500 | G1A2, G1A3                                                                                            | 57,431.00  |
| G1A1   | LCFF: EL        | Instruction       | Mat & Supp    |                             |        | G1A2. G1A3- materials and supplies                                                                    | 9,261.00   |
| G1A1   | LCFF: EL        | Instruction       | Subagreements |                             |        | California Teaching Fellows Foundation : G1A2, G1A3- support students through invention               | 13,388.00  |
| G1A1   | One-time School | Instruction       | Teacher-Subs  |                             |        | G1A2, G1A3- Substitutes for Teacher Professional Learning                                             | 10,000.00  |
| G1A1   | One-time School | Instruction       | Bks & Ref     |                             |        | G1A2, G1A3- Professional learning Materials for teachers                                              | 5,000.00   |
| G1A1   | One-time School | Instruction       | Mat & Supp    |                             |        | : G1A2. G1A3- Materials and supplies **No incentives or food **                                       | 12,716.00  |
| G1A3   | Sup & Conc      | Instruction       | Teacher-Subs  |                             |        | Substitutes for IEPs/SST/ Peer Observations                                                           | 3,499.00   |

**\$352,902.00**

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 | ✓        | 84.84 %        | 79.95 % | 2022-2023 | 90.05 % |

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 we saw the return of sports and other after school activities. Students were able to participate in sports, folklorico dancing, and field trips. Participation in field trips was good but we only had a little over 64% of students in 6th grade participate in sixth grade camp.

2

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

- Opportunities for after school engagement are limited.
- Opportunities to enroll in the afterschool program are limited by space.
- Clubs and activities are limited due to staff availability

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).

This year we were able to start our Folklorico club after school. We intended to provide more opportunities for students such as Leadership, Spelling Bee, History Day and more but we did not have staff interested in extra pay contracts to provide these opportunities to students.

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 2023/24 SPSA.

In the 23-24 school year, Centennial will expand club and activity offerings to students to include Lunch time clubs and additional after school activities. Our After School Program will now be run by FUSD extended learning and students will have opportunities to work with various vendors. We will continue to offer extra pay contracts for teachers to lead clubs and activities.

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

|                                                                                                                                                                         |                                                                                                                                                   |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>After School Program</li><li>Clubs/Sports/Activities</li><li>More Field trip opportunities</li></ul></div> | <div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Activities for younger students</li><li>Expand after school program</li></ul></div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>More club and activity offerings for students</li><li>Field trips</li></ul></div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                                                                                                                                                                                                                                    |                                                                                             |                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods.</div>                                                                                                               | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors</div>                     | <div>Timeline:</div> <div>Monthly</div>                           |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div>                                                    | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors</div>                     | <div>Timeline:</div> <div>Monthly</div>                           |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div>                                | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors, ASP</div>                | <div>Timeline:</div> <div>Monthly, Quarterly</div>                |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div> | <div>Owner(s):</div> <div>Principal, Vice Principal, After School Program Coordinator</div> | <div>Timeline:</div> <div>Daily, Weekly, Monthly, Quarterly</div> |

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

|                                                                          |                                                                              |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <u>Specify enhanced services for EL students:</u>                        | <u>Specify enhanced services for low-performing student groups:</u>          |
| <ul style="list-style-type: none"><li>Primary language support</li></ul> | Utilize data to indicate student groups needed additional support/counseling |

Action 2

Title: Building character for workplace competency.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Action Details:</u>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.                      |
| <div>Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence</div>                                                                                                                                                                                                                                                          |

Explain the Progress Monitoring and data used for this Action

|                                                                                                                                                          |                                                                           |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------|
| <u>Details: Explain the data which will specifically monitor progress toward each indicator target</u>                                                   | <u>Owner(s):</u>                                                          | <u>Timeline:</u> |
| Data on the monthly participation rate in school wide positive character and behavior event (Mner Madness) will be collected,.                           | Principal, Vice Principal, TSA                                            | Monthly          |
| <u>Details: Explain the data which will specifically monitor progress toward each indicator target</u>                                                   | <u>Owner(s):</u>                                                          | <u>Timeline:</u> |
| <ul style="list-style-type: none"><li>Office referrals for behavior</li><li>Suspensions</li><li>Pre-suspensions</li><li>Classroom conduct card</li></ul> | Principal, Vice Principal, TSA, Climate and Culture team, Leadership team | Monthly          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>Resource Counseling Asstistant and Tier 2 intervention specialist to support SEL</li><li>Student Success Team</li><li>Positive behavior support library for use with students referred to the office</li><li>Second Step,Olweus, and CHAMPs book replacements</li><li>Mner Madness- supplies for positive behavior incentive activities</li><li>Book of the Month – Character Education Focus for all classrooms</li><li>Positivity Project to support daily positive behavior and growth mindset</li><li>Materials and supplies to support Class Meetings/Morning meetings</li><li>Supplies for special events that expose students to various careers</li><li>Character Education materials and supplies</li><li>Materials and supplies to support dual immersion.</li><li>Provide exposure to multiple careers through highlighted career days.</li></ul> |

Specify enhanced services for EL students:

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- Dual Immersion program
- Cultural Appreciation assemblies and activities.

Specify enhanced services for low-performing student groups:

---

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

## 2023-2024 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       | Mat & Supp |           |     | G2A2. G3A1, G3A2- Materials and Supplies for school events | 62,529.00 |

**\$62,529.00**

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 | ✓        | 50.97 %        | 41.28 % | 2022-2023 | 40.68 % |
| Suspension Rate - Semester 1     | ✓        | 3.62 %         | 3.55 %  | 2022-2023 | 3.22 %  |

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 school year we have been implementing our monthly attendance raffles for students who are on time every day. We have re-introduced the perfect attendance award quarterly and Saturday Academy has returned. We are still seeing high numbers of tardies, lates and absences among our ATSI target groups specifically our African American group.

2

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

Our African American student group has a 70.4 % chronic absenteeism rate which is negatively impacting academic performance for these 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).

This year we had a Home School Liaison that supported attendance for the first half of the school year. We also had a Tier 2 intervention specialist position that was unfilled all school year. Without these two critical positions, it was difficult to provide enough support to consistently monitor and goal set with these students.

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 2023/24 SPSA.

For the 23-24 school year, we will work to fill all vacancies prior to the start of the school year. Attendance will be encouraged through monthly raffles, class competitions, Saturday Academy attendance, and daily shout outs to encourage students to come to school on time. Attendance meetings will be held to inform parents about the importance of attendance and its impact on academics .

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

|                                                                                                                                  |                                                                                                                                               |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>Awards for students</li><li>Incentives for students</li></ul></div> | <div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Incentives for students</li><li>Awards</li><li>Saturday Academy</li></ul></div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>Attendance awards weekly, quarterly, monthly</li><li>Saturday Academy</li></ul></div> |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                                                                                                                                                                                                                                    |                                                                                             |                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods.</div>                                                                                                               | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors</div>                     | <div>Timeline:</div> <div>Monthly</div>                           |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div>                                                   | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors</div>                     | <div>Timeline:</div> <div>Monthly</div>                           |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div>                                | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Mentors, ASP</div>                | <div>Timeline:</div> <div>Monthly, Quarterly</div>                |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>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.</div> | <div>Owner(s):</div> <div>Principal, Vice Principal, After School Program Coordinator</div> | <div>Timeline:</div> <div>Daily, Weekly, Monthly, Quarterly</div> |

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

- Supplemental contracts to pay teachers, NTAs, Mentors
- Supplies to support activities to include but not limited to: art supplies, balls, athletic equipment, music, materials and supplies to support activities.
- Graphics
- Uniforms, t-shirts, incentives for students, and entrance fees for competitions.

Specify enhanced services for EL students:

- Primary language support

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

Action 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, and mentoring. Targeted Student Support Team meetings will be held to determine best ways to connect students and support positive attendance, behavior and academics.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal, Vice Principal

Timeline:

Weekly, Monthly, Quarterly

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

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

Owner(s):

Principal, Vice Principal

Timeline:

Weekly, Monthly, Quarterly

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

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

Specify enhanced services for EL students:

- Primary language support for parent meetings regarding behavior.

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

- African American

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

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

| Action | Funding    | Spending Activity | Expense     | Personnel               | FTE    | Vendor / Purpose of Expenditure | Budget    |
|--------|------------|-------------------|-------------|-------------------------|--------|---------------------------------|-----------|
| G3A2   | Sup & Conc | Health Services   | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | G1A3, G2A2                      | 57,804.00 |

**\$57,804.00**

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 | ✓        | 85.31 %        | 70.64 % | 2022-2023 | 85.74 % |

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.

In the 22-23 school year it has been a challenge to fill vacant positions and retain individuals that were hired for this school year.

We were provided with an 8 hour Home School Liaison that was able to support our Spanish speaking families. The individual took another position for the second semester leaving us without an HSL.

The Tier 2 Intervention Specialist position remained unfilled all year.

We had two Kindergarten Instructional Aide positions that we were unable to fill and students did not have this support as a result.

We hired a second SPED para for RSP support and the individual took another position at a high school. This created a problem with the increased number of students that were qualified for services and impacted our push in model.

Substitutes were requested for all open positions, but there was an inconsistency in when positions were filled.

2

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

Students with disabilities were negatively impacted by the lack of para professional support and the change in Speech services from in person to an online provider. Students did not receive services for two months and compensatory services were offered when the new provider began services.

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 had intended to use Kindergarten Paras to support struggling readers in First grade, but we were unable to do this because of the lack of personnel.

**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 2023/24 SPSA.

For the 23-24, we will be working to fill all positions prior to the start of the school year. We are actively recruiting individuals that are qualified for these positons.

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

|                                                                                                                                                |                                                                                                                                                                                               |                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>Tutors for students</li><li>Classroom teachers</li><li>Substitues</li></ul></div> | <div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Tutors for English Learners in the classroom and after school</li><li>Spanish support for parents in the office</li></ul></div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>Spanish support in the office</li><li>Support for chronically absent students</li><li>Para educators for Kindergarten classrooms.</li></ul></div> |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 1

**Title:** Hlre 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>The following pieces of evidence will be used to monitor progress:</div> <div><ul style="list-style-type: none"><li>Staff rosters</li><li>Student enrollment data</li><li>Survey data for sense of belonging and caring adult</li><li>Suspension and office referral data</li><li>Participation in schoolwide events by staff</li></ul></div> | <div>Owner(s):</div> <div>Principal, Vice Principal, TSA, Climate and Culture team</div> | <div>Timeline:</div> <div>Monthly, quarterly, annually</div> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------|

Describe Direct Services to Staff in support of 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 and BTSA support providers.
- 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.
- **Student Engagement:**
- Teachers will be provided with extra pay contracts to support clubs, sports, and activities to engage 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 Assistant to connect with students who demonstrate low attendance, low academics, and struggle with making connections.

#### Specify enhanced services for Staff in support of EL students:

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- 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 Staff to support low-performing student groups:

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- 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.

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 | ✓        | 84.39 %        | 84.48 % | 2022-2023 | 90.58 % |

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 we have returned to having our family events such as Back to School Night, Movie Night, Carol-oke, student performances, and other events to engage our families. We have had very good attendance at our family nights and conferences this year.

We have had an increase in participation in our School Site Council and ELAC groups this school year.

A monthly activity calendar has been helping parents to stay informed as well as the use of messenger and Parent Square.

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 working to better engage with our African American families to increase participation in our family events, school meetings, and parent teacher conferences.

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 parent classes to teach parents how to work with their child at home, how to navigate their child's device and understanding our district and state assessments. We will be holding the class for understanding assessments this spring, but were unable to hold the other courses we wanted to hold.

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 2023/24 SPSA.

For the 2023-24 school year, we will be scheduling monthly coffee hours, quarterly parent meetings and monthly opportunities for parents to volunteer at school. This will be coordinated by our Home School Liaison and attendance will be monitored. We will focus on increasing attendance for our African American families to increase participation in school events.

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

1 SSC:

- Opportunities for free family events
- Parent meetings

2 ELAC:

- Parent meetings to learn about ELPAC and assessments
- Opportunities and materials to support English development at home

3 Staff:

- Movie Night
- Carol-oke
- Pancakes with Parents
- Fundraiser nights
- Parent workshops

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 Pancakes with Parents, 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

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.

Owner(s):

HSL, Vice Principal, Principal, TSA

Timeline:

Monthly

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

Increase in the number of parents that state

Owner(s):

HSL, Principal, Vice Principal

Timeline:

Fall and Spring administration of parent survey

" I feel welcomed at my child's school" " I attend meetings at my child's school".

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

Increase the number of parents that state:

"My child's school teaches in ways that connect to their life".

"My child's school is preparing them for life with real world experiences"

Owner(s):

HSL Principal, Vice Principal, TSA

Timeline:

Fall and Spring Survey administration.

Describe Direct Services to Families in support of 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.

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

## 2023-2024 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   |           |     | Literacy books for family events. **No incentives or food ** | 3,000.00 |
| G5A1   | Title 1 Basic | Attendance & Social Work Service | Local Mileag |           |     | Home visits to reengagement families and students.           | 500.00   |
| G5A1   | Sup & Conc    | Parent Participation             | Mat & Supp   |           |     | Materials and supplies for Family engagement                 | 3,000.00 |
| G5A1   | LCFF: EL      | Parent Participation             | Oth Cls-Supp |           |     | Translation services for parents.                            | 2,000.00 |

**\$8,500.00**

# 2023-2024 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-Supp  |                             |        | Tutoring for ELA and Math after school. G1A2, G1A3<br>**No IEPs **                                    | 4,000.00   |
| G1A1   | Title 1 Basic   | Instruction                      | Bks & Ref     |                             |        | : G1A2, G1A3- Professional Learning materials for teachers.                                           | 7,646.00   |
| G1A1   | Title 1 Basic   | Instruction                      | Bks & Ref     |                             |        | : G1A2, G1A3- Supplemental Materials                                                                  | 5,500.00   |
| G1A1   | Title 1 Basic   | Instruction                      | Mat & Supp    |                             |        | Instructional Materials for Teachers, materials and supplies for students. **No incentives or food ** | 11,500.00  |
| G1A1   | Title 1 Basic   | Instruction                      | Subagreements |                             |        | California Teaching Fellows Foundation : Support with all of G1A2 and G1A3. Four teaching fellows.    | 53,549.00  |
| G1A1   | Title 1 Basic   | Instruction                      | Travel        |                             |        | : G1A2, G1A3- Teacher Conferences                                                                     | 3,000.00   |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Regu  | Teacher, Spec Assgn         | 1.0000 | G1A2, G1A3                                                                                            | 150,912.00 |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Maint  |                             |        | Technology repairs                                                                                    | 4,000.00   |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Graph  |                             |        | Printed materials for students and teachers                                                           | 1,500.00   |
| G1A1   | LCFF: EL        | Instruction                      | Ins Aide-Reg  | Paraprof, Bilingual Spanish | 0.7500 | G1A2, G1A3                                                                                            | 57,431.00  |
| G1A1   | LCFF: EL        | Instruction                      | Mat & Supp    |                             |        | G1A2. G1A3- materials and supplies                                                                    | 9,261.00   |
| G1A1   | LCFF: EL        | Instruction                      | Subagreements |                             |        | California Teaching Fellows Foundation : G1A2, G1A3- support students through invention               | 13,388.00  |
| G1A1   | One-time School | Instruction                      | Teacher-Subs  |                             |        | G1A2, G1A3- Substitutes for Teacher Professional Learning                                             | 10,000.00  |
| G1A1   | One-time School | Instruction                      | Bks & Ref     |                             |        | G1A2, G1A3- Professional learning Materials for teachers                                              | 5,000.00   |
| G1A1   | One-time School | Instruction                      | Mat & Supp    |                             |        | : G1A2. G1A3- Materials and supplies **No incentives or food **                                       | 12,716.00  |
| G1A3   | Sup & Conc      | Instruction                      | Teacher-Subs  |                             |        | Substitutes for IEPs/SST/ Peer Observations                                                           | 3,499.00   |
| G2A1   | Sup & Conc      | Instruction                      | Mat & Supp    |                             |        | G2A2. G3A1, G3A2- Materials and Supplies for school events                                            | 62,529.00  |
| G3A2   | Sup & Conc      | Health Services                  | Cls Sup-Reg   | Assistant, Resrce Cnslg     | 0.7500 | G1A3, G2A2                                                                                            | 57,804.00  |
| G5A1   | Title 1 Basic   | Parent Participation             | Mat & Supp    |                             |        | Literacy books for family events. **No incentives or food **                                          | 3,000.00   |
| G5A1   | Title 1 Basic   | Attendance & Social Work Service | Local Mileag  |                             |        | Home visits to reengagement families and students.                                                    | 500.00     |
| G5A1   | Sup & Conc      | Parent Participation             | Mat & Supp    |                             |        | Materials and supplies for Family engagement                                                          | 3,000.00   |
| G5A1   | LCFF: EL        | Parent Participation             | Oth Cls-Supp  |                             |        | Translation services for parents.                                                                     | 2,000.00   |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$88,695.00         |
| Sup & Conc            | 7090   | \$283,244.00        |
| LCFF: EL              | 7091   | \$82,080.00         |
| One-time School       | 7099   | \$27,716.00         |
| <b>Grand Total</b>    |        | <b>\$481,735.00</b> |

\$481,735.00

| Goal Totals                                                                               | Budget Totals       |
|-------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                   | \$352,902.00        |
| G2 - Expand student-centered and real-world learning experiences                          | \$62,529.00         |
| G3 - Increase student engagement in their school and community                            | \$57,804.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$8,500.00          |
| <b>Grand Total</b>                                                                        | <b>\$481,735.00</b> |