

Centennial Elementary

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

| School Site Council List | | | | | |
|-------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Monica Alvarez | X | | | | |
| 2. Chairperson – Jose Mora | | X | | | |
| 3. Amanda Mandas | | X | | | |
| 4. Diane Leonard | | X | | | |
| 5. Carla Maya | | | X | | |
| 6. Alya Wakeman | | | | X | |
| 7. Tracy Bojorquez | | | | X | |
| 8. Open | | | | | |
| 9. Open | | | | | |
| 10. Open | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|--|
| Check the appropriate box below: |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/23/22</u> . |

Required Signatures

| School Name: | | | |
|---|------------------|---|-----------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Monica Alvarez |  | 4/12/2022 |
| SSC Chairperson | Jose Mora |  | 4/12/2022 |

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 2022/23

Centennial - 0090

ON-SITE ALLOCATION

| | | |
|---|--|------------------|
| 3010 | Title I | \$78,507 * |
| 7090 | LCFF Supplemental & Concentration | \$264,796 |
| 7091 | LCFF for English Learners | \$73,200 |
| | | |
| 7099 | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$144,746</u> |
| TOTAL 2022/23 ON-SITE ALLOCATION | | \$561,249 |

| | | |
|---|--|-----------------|
| * 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 | \$2,684 |
| | Remaining Title I funds are at the discretion of the School Site Council | <u>\$75,823</u> |
| | Total Title I Allocation | <u>\$78,507</u> |

Centennial Elementary 2022-2023 - 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 |
|---|----------|----------------|---------|-----------|---------|
| i-Ready ELAD2 proficiency - percentage of students on/above | ✓ | | 21.91 % | 2021-2022 | 31.01 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓ | | 10.66 % | 2021-2022 | 20.76 % |

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.

Academic Progress- Additional Target Support and Improvement

| | 2019-20 | 2021-22 |
|------------------|---------|---------|
| Schoolwide Prof. | 22.26% | 21.7% |
| African American | 14.8% | 10.64% |
| White | 23.08% | 29.7% |
| English Learners | 5.74% | 9.22% |
| SPED | 5.8% | 0% |

Student achievement on iReady 2 demonstrated similarities in schoolwide proficiency from 19-20 iReady 2. African American student and special education student proficiency both have decreased. The special education population of students at Centennial has declined as a result of the SDC classes being moved to another campus. English Learners and White students saw increases in achievement. Factors that have contributed to results are schoolwide structures for differentiated instruction, an increase in instructional minutes for the first semester, in person instruction, monitoring of data, common formative assessments and targeted interventions in the classroom.

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

Factors that have contributed to disproportionality are:

- Absences due to COVID
- Inability to hire Certificated Tutors to support student achievement
- SPED Para on long term leave
- Effects from distance learning

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

In the 21-22 school year, we were unable to take the following actions that impacted the implementation of our plan:

- Hire Certificated Tutors to support intervention in ELA and Math due to a lack of qualified candidates.
- Provide substitutes to allow release time for teachers to work together and observe each other
- Meet weekly as PLCs to analyze data, create lesson plans and assessments, and learn strategies to improve practice.

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 2022-23 SPSA.

Changes that will be made for the 2022-2023 school year will be:

Teachers will to plan instruction using the grade level focus standards with the support of the TSA and/or Academic Coach.

Supplemental materials and supplies will be purchased to support math instruction with an emphasis on conceptual understanding and number sense.

Supplemental materials and supplies will be purchased to support Dual Language Immersion, English Learners, and students reading 2 or more grade levels below to increase reading levels and focus on foundational skills Teacher professional learning with the use of technology as an instructional tool in a blended learning model and substitutes will be provided to allow for Centennial to take part in the Personal Learning Initiative as a means to empower teachers with the use of technology.

Technology to include tablets, headphones with microphones, projectors, ELMOs, projector bulbs, and monitors to include maintainance.

Professional learning and substitutes will be provided to teachers to take part in Math Lesson Design, peer to peer observations, and the Personal Learning Initiative to enhance technology use and blended learning in the classroom.

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 tutoring support
- Parent workshops
- Parent communication that tells of standards that are being taught and how they are being taught/Week At A Glance
- Reading materials for students

2 ELAC:

- Extra support for ELA/ELD
- Small group instruction
- After school tutoring

3 Staff:

- Professional learning opportunities
- Supplemental materials and supplies to support ELA and Math instruction
- Time for planning and data analysis

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 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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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 English Learner students.

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, REFLEX math progress(grades 2-6) and iReady data.

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 growth of all students and specifically African American, White, and English learner students. , Common Formative Assessments, FiAB assessments, and Foundations 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

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

- Technology to include hardware, projectors, light bulbs, interactive white boards, and document cameras.
- Student white boards, Collaborative large white boards, dry erase markers, erasers Notebooks, index cards, paper, graph paper and construction paper
- Supplemental contracts for tutoring students not meeting standards

- Additional instructional support provided by TSA, Teaching Fellows 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

Specify enhanced services for low-performing student groups:

- Equitable practices shall be studied and implemented to ensure academic success for all students, but specifically focused to ensure that the academic progress of African American students is aligned to the progress of all sub groups.
- Professional learning for staff in the area of Math Lesson Design, Academic Vocabulary and clarity.
- 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: | <input type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input checked="" type="checkbox"/> Promising Evidence |
|---|--|--|--|

Explain the Progress Monitoring and data used for this Action

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

Common formative assessments, from the Guaranteed and Viable Curriculum, SBAC Interim Assessments, iReady, BPST or the like, BAS and fluency, and teacher created will be used to assess progress and plan intentional instruction that meets the needs of students and leads to mastery of standards.

Owner(s):

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

Timeline:

Weekly, Bi-Weekly, Quarterly

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

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

Owner(s):

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

Timeline:

On-going following assessment administration

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

Quarterly Essential Standards will be identified by PLC teams and common formative assessments and assignments will be developed and analyzed. Teachers will complete a quarterly assessment profile on each student to monitor student progress towards grade level standards.

Owner(s):

PILC teams, Leadership team, Principal, Vice Principal, TSA, Academic Coach

Timeline:

Quarterly

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

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

Owner(s):

Vice Principal, Principal, TSA, Academic Coach

Timeline:

Weekly, Bi-Weekly, Quarterly

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

- Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards Materials to support differentiated instruction
- Foundational skills practice, and content area instruction to include on-line, and web based text and materials
- Student organizational materials that support study skills, record keeping, and goal setting to include but not limited to: Binders, agendas, dividers, notebooks,
- Materials to support instruction to include: Paper, ink, pencils, crayons, markers, chart paper, notebooks, post-its, highlighters, furniture, incentives for student success and related items
- Supplemental contracts for teachers for Tutoring, and additional PLC planning time to allow for targeted instruction and develop assessments.
- Tutoring for students during the school day and after school
- Graphics, support materials and visual aids for English only, Special Education and Dual immersion classrooms.
- Supplemental materials for reading and foundational skills instruction to mitigate learning loss due to COVID 19
- Professional learning and substitutes will be provided for teachers to learn strategies for guided reading, comprehension and blended learning to include the Personal Learning Initiative.
- TSA and Teaching fellows to support students reading on grade level by third grade.
- Professional Learning for teachers will be provided to enhance skills in but not limited to guided reading, writing, task alignment, and foundational skills.
- Academic Instructional Coach will provide support for teachers in implementing professional learning and best practices for literacy instruction.

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

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 student groups.
- Teacher professional learning to improve and refine strategies for teaching decoding, comprehension, vocabulary, writing, phonics, phonemic awareness 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, 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/mentoring support, TSA support, 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, and Hand in Hand Mentors. 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/mentors, 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, Interim Assessments, Common formative assessments, unit assessments, Foundational Skills Assessment, and specialized assessments.

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,

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

- Technology to include tablets, headphones with microphones, projectors, ELMOs, printers, projector bulbs, and Interactive White Boards to include maintainance.
- Professional learning and substitutes will be provided to teachers to take part in Math Lesson Design and the Personal Learning Initiative to enhance technology use and blended learning in the classroom.
- Supplemental Materials for differentiated instruction , foundational skills practice, and content area instruction to include on-line ,and web based text and materials for blended learning
- Student organizational materials to include: Binders, agendas, dividers, notebooks Materials to support instruction to include: Paper, ink, pencils, crayons, markers, chart paper, notebooks, post-its, highlighters, and related items.
- Teaching Fellows to support ELA/SLA and MATH Tier 1 and 2 instruction.
- Teacher on Special Assignment to provide support for RTI, assessments, data collection and progress monitoring.
- Substitutes for teacher release for analyzing data and planning interventions
- Support and mentoring for African American, White, and English learner students who demonstrate significantly lower scores in ELA and Math than that of their peers.
- Graphics, visual aids to support ELA and Math RTI
- Hand In Hand Mentors to support goal setting for Tier 2 and 3 students
- CWAS to assist in TST/SST meetings and provide support for students in attendance, academics and behavior.
- 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.

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.

2022-2023 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 | | | Also supports G1A2 and G1A3. Extra paid contracts for tutoring **No IEPs** | 9,999.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supports all actions in Goal 1. Extra paid contracts for teacher planning outside duty day **No IEPs** | 9,999.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Supports all of Goal 1. **No food or incentives** | 10,000.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Supports all of Goal 1. | 6,009.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | PLI- Also supports G1A2 and G1A3 | 14,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | Also support G1A2 and G1A3. | 140,585.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Also supports G1A2 and G1A3. | 31,611.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Supports all of Goal 1 | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Also supports all of Goal 1 | 5,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | : Supports all of Goal 1 | 5,500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Supports all of Goal 1. | 15,117.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | DLI- Supports ALL of Goal 1 | 23,595.00 |
| G1A1 | LCFF: EL | Parent Participation | Direct-Graph | | | : Supports all Goal 1. | 5,000.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Supports all of Goal 1. | 15,000.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : CTFF-Also supports Goal 1 actions. | 58,766.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | TBD - : Professional Learning Consultants. | 48,980.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Also supports G1A1 and G1A3. Subs for peer observations and professional learning. | 9,945.00 |
| G1A2 | One-time School | Instruction | Travel | | | Supports ALL Goal 1 | 10,000.00 |

\$429,606.00

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 | ✓ | | 83.74 % | 2021-2022 | 84.84 % |

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.

All sports and activities were halted due to COVID, which impacted students and families opportunities to participate in activities.

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

Covid 19 impacted all groups ability to participate in activities and learning experiences in the first half of the school year.

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).

All grade levels have been impacted by COVID 19 and have been unable to participate in study trips, assemblies, and real world experiences until March 2022. This greatly impacted the intended plans and intended actions for our school year. Students have been able to engage in online and site based experiences.

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 2022-23 SPSA.

For the upcoming school year, leadership team will plan for monthly opportunities for students to engage in real world learning experiences through assemblies, class speakers, and school wide job shadowing. Students will be able to participate in study trips and learning experiences that will expand their knowledge outside of the classroom.

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:

- Study trips for students
- Guest Speakers
- Career Day
- Assemblies

2 ELAC:

3 Staff:

- Guest speakers
- Assemblies
- Study trips

Action 1

Title: Student participation

Action Details:

Student participation in arts, activities and athletics will increase by offering opportunities for students to participate in organized athletic activities, clubs, and the arts before school, at lunch, and after school.

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

Explain the Progress Monitoring and data used for this Action

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

Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Clubs and activities (such as dance, choir, and crafts) will be offered during lunch recess to encourage participation from students who are unable to stay after school.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Students will be offered non-athletic options for extra curricular activities to include but not limited to Peach Blossom, History Day, Science Fair, Lego robotics, cultural dance and more.

Owner(s):

Principal, Vice Principal, TSA, Mentors, ASP

Timeline:

Monthly, Quarterly

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

Students will be encouraged to participate in the After School Program for both academic support and enrichment through activities that include art, science, athletics, field trips, and organized recreational activities.

Owner(s):

Principal, Vice Principal, After School Program Coordinator

Timeline:

Daily, Weekly, Monthly, Quarterly

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

- Supplemental contracts to pay teachers, NTAs, Mentors
- Supplies to support activities to include but not limited to: art supplies, balls, athletic equipment, music, materials and supplies to support activities.
- Graphics

Specify enhanced services for EL students:

- Primary language support

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

Action 2

Title: Building character for workplace competency.

Action Details:

Centennial will implement a school-wide character education program to reinforce the importance of demonstrating good character, having a growth mindset, self efficacy, and individual determination to accomplish goals by themselves or with a group. Mentoring will be provided to students by adults on campus, through business/church partnerships, through study trips, and a "Career Day" to provide real world examples of character.

All teachers will demonstrate the belief that all students can learn and progress, achievement for all is changeable and not fixed, and that they care about and are responsible for student learning through building the climate and culture that allows for students to feel safe. (Visible Learning) These beliefs shall be visible through clear expectations, teacher clarity, and student and teacher relationships.

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

Explain the Progress Monitoring and data used for this Action

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

Data on the monthly participation rate in school wide positive character and behavior event (Mner Madness) will be collected,.

Owner(s):

Principal, Vice Principal, TSA

Timeline:

Monthly

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

- Office referrals for behavior
- Suspensions
- Pre-suspensions
- Classroom conduct card

Owner(s):

Principal, Vice Principal, TSA, Climate and Culture team, Leadership team

Timeline:

Monthly

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

- Mentoring provided for students through Hand in Hand Mentoring
- Student Success Team
- Positive behavior support library for use with students referred to the office
- Second Step, Olweus, and CHAMPs book replacements
- Mner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms
- Positivity Project to support daily positive behavior and growth mindset
- Materials and supplies to support Class Meetings/Morning meetings
- Supplies for special events that expose students to various careers
- Character Education materials and supplies
- Materials and supplies to support dual immersion.
- Provide exposure to multiple careers through highlighted career days.

Specify enhanced services for EL students:

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.

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 | ✓ | | 57.57 % | 2021-2022 | 50.97 % |
| Suspension Rate - Semester 1 | ✓ | | 3.95 % | 2021-2022 | 3.62 % |

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.

Centennial has seen a significant decline in suspensions this year. African American and Hispanic males continue to be the highest amount of students suspended but that number has come down. The playground continues to be the place in which incidents most occur and 48900 (a)(1) is reasoning the most incidents occur. We were able to begin a Young Men of Character club in our afterschool program with the support of our CWAS. School wide implementation of Positivity Project in conjunction with Second Step has helped to create a more positive environment for students.

Attendance this year has been affected by COVID 19 illness and/or the need for students to quarantine.

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

There are more boys suspended than girls. Of the suspensions, African American and Hispanic males are the ones being suspended the most. One factor contributing to this is that hispanics make up 64% of our total school population.

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 school year, we have provided mentoring through Hand In Hand Mentoring. We began using the Positivity Project in all classrooms along with Second Step. We have continued with a school wide positive behavior incentive (Minor Madness). A Young Men of Character group was started in our afterschool program with the support of our CWAS. It was challenging to get students engaged in face to face learning, and there was an increased need to teach and reteach schoolwide and classroom expectations.

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 2022-23 SPSA.

- Provide more opportunities for students to engage in the school community by increasing leadership club
- Provide a variety of clubs and activities to engage students
- Expand Positivity Project to make it more visual on our campus
- Increase the presence of our Dual Immersion program on campus

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 parents to volunteer
- Opportunities for students to volunteer in the community
- Community partnerships

2 ELAC:

- Additional counseling opportunities for students
- More clubs for students
- Folklorico dance

3 Staff:

- Community partnerships
- Opportunities for students to learn be involved
- Community mentors.

Action 1

Title: Students are a part of our school community.

Action Details:

Centennial will develop a tiered level support system for student behavior with clearly defined levels of misbehavior and corrective responses. Class meetings, Character Counts, Second step and Positivity Project will encourage positive relationships between students and adults. Mentoring/Counseling will be provided for students who demonstrate the need for additional support.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Office referrals will be monitored by offense, time of day, location, and ethnicity.

Owner(s):
Principal, Vice Principal, Climate and Culture Team

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. Power BI data will be monitored to determine where misbehaviors occur, what types of misbehaviors occur, and when misbehaviors most occur.

Owner(s):
Principal, Vice Principal, Climate and Culture team

Timeline:
Weekly, Monthly, Quarterly

Power BI will also be used to monitor chronic absenteeism.

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

- Student Success Team
- Positive behavior support library for use with students referred to the office
- Second Step, Olweus, and CHAMPs book replacements
- Miner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms
- Hand in Hand Mentoring support for students
- Materials to support the implementation of school wide expectations, guidelines for success, CHAMPS and positive school climate. (GRAHICS)
- Technology
- Awards Assemblies
- Student performances and Programs
- Positivity Project
- Saturday Academy participation
- Assemblies
- Opportunities for students to volunteer in our community
- Partnership with Every Neighborhood Partnership

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

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

Action 2

Title: Student Engagement

Action Details:

Student participation in arts, activities and athletics will increase by offering opportunities for students to participate in organized athletic activities, clubs, and the arts before school, at lunch, and after school. Students will be encouraged to participate in at least one activity or club outside of their classroom.

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

Explain the Progress Monitoring and data used for this Action

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

Inter-mural athletic activities and sport skill building will be offered to students during all lunch periods.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Clubs and activities (such as dance, choir, and crafts) will be offered during lunch recess to encourage participation from students who are unable to stay after school.

Owner(s):

Principal, Vice Principal, TSA, Mentors

Timeline:

Monthly

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

Students will be offered non-athletic options for extra curricular activities to include but not limited to Peach Blossom, History Day, Science Fair, Lego robotics, cultural dance and more.

Owner(s):

Principal, Vice Principal, TSA, Mentors, ASP

Timeline:

Monthly, Quarterly

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

Students will be encouraged to participate in the After School Program for both academic support and enrichment through activities that include art, science, athletics, field trips, and organized recreational activities.

Owner(s):

Principal, Vice Principal, After School Program Coordinator

Timeline:

Daily, Weekly, Monthly, Quarterly

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

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

Specify enhanced services for EL students:

- Primary language support

Specify enhanced services for low-performing student groups:

Utilize data to indicate student groups needed additional support/counseling

Action 3

Title: Positive Behavior Supports and Intervention

Action Details:

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

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

2022-2023 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 | Instruction | Mat & Supp | | | : Material to support student engagement and transportation | 10,000.00 |
| G3A2 | One-time School | Instruction | Direct Trans | | | : Transportation for student engagement | 2,000.00 |
| G3A3 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand mentors-Split Funded with 7090 and 7091. | 23,000.00 |
| G3A3 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in hand Mentoring : Hand in Hand Mentoring- Split funded W/ 3010 and 7091. | 46,000.00 |
| G3A3 | LCFF: EL | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring- Split funded w/ 3010 and 7090. | 23,000.00 |
| G3A3 | One-time School | Instruction | Bks & Ref | | | Character education-SEL resources- Professional Learning | 10,000.00 |

\$114,000.00

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 | ✓ | | 76.21 % | 2021-2022 | 85.31 % |

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.

Returning from distance learning into a simultaneous classroom when students were quarantined contributed to low staff morale. Teachers were provided with equipment necessary to provide simultaneous instruction, but changing guidelines and health metrics provided stress for teachers.

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 were effected this year by the lack of qualified substitutes due to the pandemic. Multiple teacher absences and the need for staff to quarantine had a negative impact on student academic performance in the first two quarters of the school year.

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).

Upgrades to classroom technology and additional student devices on campus will ensure that we will be prepared in the event of another school closure or if the need for simultaneous instruction should arise. Teachers will be trained in the use of their classroom technology to ensure that they are able to be efficient in providing quality instruction.

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 2022-23 SPSA.

Teacher training and professional learning in the areas of Math, Technology, and Literacy. A list of qualified substitutes will be assembled to ensure that teachers have a resource to use when needing a substitute, specifically for Dual Immersion classrooms.

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:

- Provide technology for classrooms
- Provide loaner laptops
- Teacher learning
- Substitutes when teachers are out sick

2 ELAC:

Substitutes to support Dual Immersion

Equipment for Simultaneous instruction

3 Staff:

Technology

Promethean boards

Extra laptops/chargers for student loaners

Substitutes to ensure classroom coverage for meetings, absences and pl.

Action 1

Title: Hire and retain qualified staff that is high quality.

Action Details:

Centennial will seek to hire and retain qualified staff to meet the academic, linguistic, and social emotional needs of our students. We will work to ensure that meaningful relationships are built from student to, staff, staff to family, and staff to staff. Centennial will work to build the capacity of our classified staff and encourage participation in district Pipeline programs.

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

Explain the Progress Monitoring and data used for this Action

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

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

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

Owner(s):

Principal, Vice Principal, TSA, Climate and Culture team

Timeline:

Monthly, quarterly, annually

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

- **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.
- **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.

Specify Professional Development or Staff Services to support EL students:

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

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|---------|-----------|---------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✓ | | 74.29 % | 2021-2022 | 84.39 % |

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.

Many family events and did not take place do to COVID restrictions. Parents were unable to attend school trips for most of the school year. Parents were not allowed on campus for most of the school year and all parent meetings were held virtually. This did not present a welcoming environment and parents felt disconnected.

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

The inability to fill the open Home School Liaison position presented an inequity in the ability to make connections with our families who are Spanish speaking. The inconsistent attendance of our CWAS was also a problem in contacting families with excessive absences that were non-Covid related.

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 made great efforts to re-connect with our families returning to school but the lack of a home school liaison to make home visits and connect with families was difficult. This impacted our budget as funds for the home school liaison and milages went unused and were reallocated.

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 2022-23 SPSA.

For the 22-23 school year, we will have a full time Home School Liaison to support home school connections. All meetings will be held in person for SSC, ELAC, TITLE 1 and so on. We will resume parent chapeornes and volunteers. We will be providing liteacy and math nights to educate parents on the curriculum. We will reenstate our Pancakes with Parents, Mvbie Nights, and family 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:

- Need for in person meetings
- Need for spanish support in the office
- Opporunities for parents to volunteer
- Opporntnities for parents to learn, possibly english classes.

2 ELAC:

- Classes for parents
- oppurtunities to volunteer

3 Staff:

- Spanish support in the office
- Home visits by HSL for attendance
- HSL support in contacting families
- Events for families.

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

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

Owner(s):

HSL, Principal, Vice Principal

Timeline:

Fall and Spring administration of parent survey

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

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**
- Supplies for parents to create learning aide kits for support with learning
- Books and supplies for at home literacy and math kits.
- Supplies for meetings to include refreshments, paper products, and office supplies.
- Babysitting for parent meetings
- Translation support for Hmong 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

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

2022-2023 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 | | | Parent Participation **No food or incentives** | 5,000.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | Mileage for HSL | 500.00 |
| G5A1 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | Babysitting for parent events | 655.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation | 5,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Communication for EL families | 5,232.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Ext | | | Translation for meetings | 1,256.00 |

\$17,643.00

2022-2023 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 | | | Also supports G1A2 and G1A3. Extra paid contracts for tutoring **No IEPs** | 9,999.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supports all actions in Goal 1. Extra paid contracts for teacher planning outside duty day **No IEPs** | 9,999.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | : Supports all of Goal 1. **No food or incentives** | 10,000.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Supports all of Goal 1. | 6,009.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | PLI- Also supports G1A2 and G1A3 | 14,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | Also support G1A2 and G1A3. | 140,585.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Also supports G1A2 and G1A3. | 31,611.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Supports all of Goal 1 | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Also supports all of Goal 1 | 5,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | : Supports all of Goal 1 | 5,500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Supports all of Goal 1. | 15,117.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | DLI- Supports ALL of Goal 1 | 23,595.00 |
| G1A1 | LCFF: EL | Parent Participation | Direct-Graph | | | : Supports all Goal 1. | 5,000.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Supports all of Goal 1. | 15,000.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : CTFF-Also supports Goal 1 actions. | 58,766.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | TBD - : Professional Learning Consultants. | 48,980.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Also supports G1A1 and G1A3. Subs for peer observations and professional learning. | 9,945.00 |
| G1A2 | One-time School | Instruction | Travel | | | Supports ALL Goal 1 | 10,000.00 |
| G3A2 | Sup & Conc | Instruction | Mat & Supp | | | : Material to support student engagement and transportation | 10,000.00 |
| G3A2 | One-time School | Instruction | Direct Trans | | | : Transportation for student engagement | 2,000.00 |
| G3A3 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand mentors-Split Funded with 7090 and 7091. | 23,000.00 |
| G3A3 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in hand Mentoring : Hand in Hand Mentoring-Split funded W/ 3010 and 7091. | 46,000.00 |
| G3A3 | LCFF: EL | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring-Split funded w/ 3010 and 7090. | 23,000.00 |
| G3A3 | One-time School | Instruction | Bks & Ref | | | Character education-SEL resources- Professional Learning | 10,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Participation **No food or incentives** | 5,000.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Services | Local Mileag | | | Mileage for HSL | 500.00 |
| G5A1 | Sup & Conc | Parent Participation | Oth Cls-Supp | | | Babysitting for parent events | 655.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation | 5,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Communication for EL families | 5,232.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$78,507.00 |
| Sup & Conc | 7090 | \$264,796.00 |
| LCFF: EL | 7091 | \$73,200.00 |
| One-time School | 7099 | \$144,746.00 |
| Grand Total | | \$561,249.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - Improve academic performance at challenging levels | \$429,606.00 |
| G3 - Increase student engagement in their school and community | \$114,000.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$17,643.00 |
| Grand Total | \$561,249.00 |