

Centennial Elementary

10621666006142

Principal's Name: Monica Alvarez

Principal's Signature:

A handwritten signature in black ink that reads "Monica Alvarez". The signature is written in a cursive style with a long, sweeping tail that extends to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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

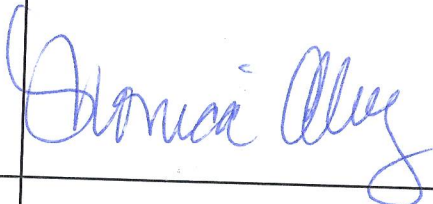
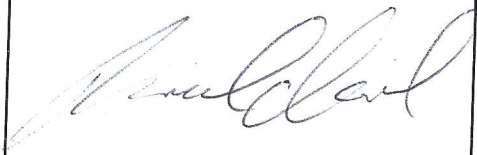
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 -Ricardo Andrade				x	
3. Alma Vargas Lopez		x			
4. Irasema Amaya		x			
5. Iris Villalva-Navarette				x	
6. Jasmine Dunn				x	
7. Bobbie Helmuth				x	
8. Elizabeth Cabral				x	
9. Faye Vircellini			x		
10. VACANT					
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 _____.

Required Signatures

School Name: Centennial Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Monica Alvarez		3/25/25
SSC Chairperson	Ricardo Andrade		3/25/25

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

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

FY 2025/26

Centennial - 0090

ON-SITE ALLOCATION

3010	Title I	\$92,046 *
7090	LCFF Supplemental & Concentration	\$290,106
7091	LCFF for English Learners	\$91,014

TOTAL 2025/26 ON-SITE ALLOCATION **\$473,166**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,668
Program Budget	\$89,378
Total Title I Allocation	\$92,046

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Centennial Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		39.1 %	2023-2024	40.2 %
SBAC ELA - Average distance from standard	✓	-30 pts	-68.9 pts	2023-2024	-53.9 pts
SBAC ELA - Average distance from standard (English Learner)	✓	45 pts	-84.7 pts	2023-2024	-69.7 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-72.7 pts	2023-2024	-57.7 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-150.3 pts	2023-2024	-135.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35.8 %	23.8 %	2023-2024	28.8 %
SBAC Math - Average distance from standard	✓	-50 pts	-80.6 pts	2023-2024	-65.6 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-133.1 pts	2023-2024	-118.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	24.7 %	17.3 %	2023-2024	22.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students at Centennial elementary are performing at 23.8% proficiency in ELA (-68.9 DFS) and 17.3% in Math (-80.6 DFS) which is far below standard.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students in grades 3-6 who are reading 2 or more grade levels below standard and lacking foundational skills
- 30+% of Kindergarten students are not mastering FSA at the end of the year
- Students are able to decode text, but struggle with comprehension. Students specifically struggle with informational text.
- Students are unable to understand vocabulary in both ELA and Math
- Students struggle with number sense and fact fluency
- Students struggle with application of skills within complex problems. (word problems, multi-step problems)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- There is a need to ensure that Tier 1 instruction is done with fidelity to the standards and the adopted curriculum.
- Tier 2 instruction is needed to provide differentiation for student learning and access to grade level work.
- Professional learning in mathematics.
- Professional learning in reading strategies for all grade levels. TK-1 will continue to learn with Lit 6 and Lit 6 coaching.
-

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Students will excel in mathematics at grade level and beyond

Partially Implemented

Centennial will implement a comprehensive program for mathematics that includes conceptual and procedural understanding and opportunities for application to real world problems to include digital application using technology. The program shall be aligned to CCSS standards and encompass focus, coherence and rigor within the standards. These are defined as: Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth. Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades. Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. Students will be given the opportunities to engage in lessons designed to allow for productive struggle, mathematical investigations, modeling with mathematics, collaboration, and presentation using academic vocabulary. Students will learn to present their solutions and build viable arguments independently and in collaborative groups. Students who are not meeting or exceeding grade level standards will receive additional instructional support through Blended Learning, small group instruction, enrichment and intervention.

Action 2: Students will excel in reading at grade level and beyond.

Partially Implemented

Centennial will implement a comprehensive literacy program to include foundational skills, access to rigorous text, rigorous tasks aligned to rigorous text, differentiated instruction in a three tiered system of support, vocabulary and language development (ELD), and instruction that is aligned to grade level standards. Foundational skills taught will be aligned to the reading foundations standards for each grade level. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Differentiated instruction will ensure that all students receive instruction that meets their assessed needs. Frequent monitoring of student progress will drive the instruction and content. Feedback will be provided to students to ensure understanding of learning targets.

Instruction and materials will provide multiple opportunities for all students to practice reading and writing, and newly acquired foundational skills. Students receiving additional support or special education services will be provided with necessary supports to help them to progress towards their IEP goals and towards grade level proficiency. Comprehension of both fictional and informational text will be demonstrated through rigorous tasks and writing. Writing across various genres will demonstrate student proficiency. Academic coaching support will be provided to teachers from the Instructional Coach and TSA to ensure that teachers implement best practices for student achievement.

Action 3: RTI will support students in meeting standards.

Partially Implemented

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 Action Details: Centennial Elementary 2024-2025- SPSA Draft Edits Explain the Progress Monitoring and data used for this Action students through common formative assessments to determine areas of need after analyzing assessments. Students will receive tiered levels of support to meet their needs and on going progress monitoring using multiple measures will determine best next steps. Students who demonstrate consistent struggle academically and/or behaviorally after receiving intervention will be referred to the Student Success Team. The Student Success team will meet to determine if further intervention or additional supports will be needed to help individual students to meet standards. Tier 1 All students will receive grade level standards aligned instruction in ELA or SLA (for Dual Immersion students) and Math, including differentiated instruction using the Guaranteed and Viable Curriculum for all core subjects. Common formative assessments, unit assessments, iReady, BAS/SEL, FSA, observational data, and SBAC data will be used to analyze student progress towards grade level standards. Social Emotional support to students through clear classroom expectations for behavior (CHAMPS), classroom rules, and behavior management plans will be present in every classroom. Teachers will use Second Step lessons weekly and Positivity Project lessons daily as the SEL curriculum. PLC teams will work together to plan differentiated instruction to provide additional support to students in both ELA and Math. Extension activities and instruction will also be planned to meet the needs of gifted and talented students. Blended learning will be used to provide additional opportunities for individualized learning. Social Emotional support will be provided to students demonstrating academic or behavioral difficulty in the classroom through counseling, TSA support, Paraprofessionals, Bilingual Paraprofessionals, Teaching Fellow Support and Academic and SEL Coaching support for the teacher. Tier 2 Targeted students will receive additional time and support to master grade level, essential learning targets, immediate pre-requisite skills, and extension standards. PLC teams will work together to plan differentiated instruction to provide additional support to students in both ELA and Math. Extension activities and instruction will also be planned to meet the needs of gifted and talented students. Blended learning will be used to provide additional opportunities for individualized learning. Academic and social emotional support in the primary classroom setting will be provided to meet the assessed needs of students with support from Teaching Fellows, TSA, Resource Special Education teacher, Paraprofessional staff, school psychologist, Clinical Social Worker, Tier 2 Intervention Specialist, and other site personnel. Data collection for academic and social emotional progress of students will be monitored and used to determine student growth and if further interventions are needed. Tier 3 In addition to Tier 1 and Tier 2, targeted students will receive intensive support to master universal skills in language arts, math, writing, and academic and social emotional behavior. Students will receive support from the RTI team which shall include but is not limited to the Special Education staff (teachers, aides, psychologist), Tier 2 Intervention Specialist, Clinical Social Worker and TSA. Student progress will be closely monitored to determine if students are in need of specialized services through an Individualized Educational Plan and/or Behavior Intervention Plan. Student Success Team Meetings, Accountable Community Meetings, IEP meetings and problem solving team meetings will be held to analyze student data to ensure that students receive supports necessary for academic growth, social emotional growth, and growth in speech and language.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Students will excel in mathematics at grade level and beyond

Partially Effective

Focus on planning to the rigor of the standards and intentional use of the adopted curriculum would help our school to provide better instruction. Professional learning with the math standards and planning is needed,

Action 2: Students will excel in reading at grade level and beyond.

Partially Effective

There is a need for professional learning for 3-6 grade teachers to address the needs of students reading 2-3 grade levels below grade level.

There is a site need for the explicit teaching of vocabulary in context.

Professional learning with reading standards and strategic planning using the adopted curriculum.

Action 3: RTI will support students in meeting standards.

Partially Effective

Consistency in Speech Language Pathologist has presented a problem for two years. There is a need for an in person to provide services.

There is a need for additional leveled materials in Spanish for grades 3-6 to provide leveled reading instruction in Spanish.

Professional learning is needed for strategic planning to meet the individual needs of students and the Universal Design for Learning.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The TSA position will be eliminated and a .5 Certificated Tutor will be hired to support 3-6 intervention. Teachers will receive professional learning to address reading proficiency and to provide differentiated instruction to all learners.

Section D: 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.

SSC:

- Provide more tutoring opportunities for students
- Provide training for parents in how to work with their children at home
- communicate student progress more regularly specifically when they are below grade level
- Provide incentives for students who do well

ELAC:

- Dual Immersion classes
- Tutoring support for English learners

Staff:

- Provide contracts for tutoring
- Materials and supplies for small group instruction
- need for headphones for testing
- supplemental reading materials.

Action 1 :

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.

Students will be given opportunities to engage in lessons designed to allow for productive struggle, mathematical investigations, modeling with mathematics, collaboration, and presentation using academic vocabulary. Students will learn to present their solutions and build viable arguments independently and in collaborative groups. Students who are not meeting or exceeding grade level standards will receive additional instructional support through Blended Learning, small group instruction, enrichment and intervention.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Tier 1:

- School site licenses for math programs, including but not limited to, Reflex Math, FRAX,
- Student data chats and goal setting conducted by classroom teachers
- Substitutes for data chats, release teacher time for planning, SSTs, IEPs, professional learning, peer observations, and testing support
- Classroom differentiated instruction to provide access to grade level standards for all

Tier 2:

- After school tutoring/homework support for identified students
- Student Success Team (SST) meetings to determine intervention supports
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for identified students
- Academic Coach to support teachers with Tier 2 strategies and differentiated instruction using supplemental and adopted materials
- Blended learning to support math fluency
- Third quarter parent conferences will be held for students working below grade level as demonstrated on SBAC, iReady, and IAB/FIAB assessments and/or identified as a candidate for retention

Tier 3:

- Determine, prioritize, implement, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

English learners at Centennial are identified as ORANGE in math. 48.6% of English Learners are making adequate progress.

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

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

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

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

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

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

Student Groups

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

In Math, all students demonstrated only 17.35% proficiency.

Students with Disabilities (SWD): -133.1 DFS

Hispanic (HI):-82.6 DFS

English Learner (EL): -90.3 DFS

African American (AA):_ 133.1 DFS

Title I funds will be used to support building the capacity of teachers to provide Math instruction that meets the rigor or their grade level, to provide tutoring contracts for teachers, subs for IEP and SST meetings, and supplemental materials that support instruction and blended learning.

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

In Math, all students demonstrated only 17.35% proficiency.

Students with Disabilities (SWD): -133.1 DFS

Hispanic (HI):-82.6 DFS

English Learner (EL): -90.3 DFS

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7090 and 7091 funds will be used to support building the capacity of teachers to provide Math instruction that meets the rigor or their grade level, to provide tutoring contracts for teachers, subs for IEP and SST meetings, and supplemental materials that support instruction and blended learning.

As a site: What are the planned actions to support this student group?

In Math, all students demonstrated only 17.35% proficiency.

Students with Disabilities (SWD): -133.1 DFS

Hispanic (HI):-82.6 DFS

English Learner (EL): -90.3 DFS

African American (AA):_ 133.1 DFS

All teachers will receive focused professional learning in Mathematics standards, practices and curriculum. Some teachers will be provided opportunities to attend Math conferences to learn strategies that make content comprehensible while

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured and monitored through lesson plans and task analysis to ensure grade level rigor is being taught. Outcomes will be monitored by Principal, Vice principal, Academic Coach, and Instructional Leadership team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured and monitored through iAB and FiAB assessments and iReady assessment to ensure that students are meeting their stretch growth. Outcomes will be monitored by Principal, Vice Principal, and Academic Coach. Instructional Leadership Team will report progress to all teams.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured for annually yearly progress using SBAC and ELPAC assessments to determine student growth and the impact of rigorous instruction and tasks.

Action 2 :

Students will excel in reading at grade level and beyond.

Action Details:

Centennial will implement a comprehensive literacy program to include foundational skills, access to rigorous text, rigorous tasks aligned to rigorous text, differentiated instruction in a three tiered system of support, vocabulary and language development (ELD), and instruction that is aligned to grade level standards.

Foundational skills taught will be aligned to the reading foundations standards for each grade level. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Differentiated instruction will ensure that all students receive instruction that meets their assessed needs. Frequent monitoring of student progress will drive the instruction and content. Feedback will be provided to students to ensure understanding of learning targets. Instruction and materials will provide multiple opportunities for all students to practice reading and writing, and newly acquired foundational skills.

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

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

Academic coaching support will be provided to teachers from the Instructional Coach to ensure that teachers implement best practices for student achievement. Extra support for students will be provided through Teaching Fellows.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Quality first teaching based on grade level standards and evidence based teaching practices
- Foundational literacy skills will be taught explicitly and progress monitoring of foundational skills will be monitored quarterly. TK-1 will participate in Lit 6 training and implement strategies used.
- Professional learning in planning lessons with rigorous tasks that support comprehension of text, writing to include publishing (technology)

- Revisit and implement Integrated ELD, leading to Designated ELD instruction utilizing the supplemental Designated EL district developed lessons aligned to Wonders and the ELD Standards.
- All students will have opportunities to participate in district provided enrichment study trips and college and career readiness opportunities
- All students will use supplemental materials and manipulatives to decode, read fluently, and comprehend text at high levels.
- PLC planning time to develop lessons and assessments, analyze data and share strategies.

Tier 2:

- Interact Fellows and Teaching Fellows will provide extra support
- .5 CT will provide reading intervention to students in grades 3-6 not reading at their current grade level using supplemental materials
- After school tutoring/homework help will be offered through the after school program and tutoring contracts
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for the identified student groups
- Revisit and implement Integrated ELD, leading to Designated ELD instruction utilizing the supplemental Designated ELD district developed lessons aligned to Wonders and the ELD Standards.
- SST meetings to be held do discuss student progress and concerns.

Tier 3:

- TST to meet monthly to support Tier 3 struggling students
- Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff
- On site team to examine MTSS and provide individualized assistance to students, track progress, and seek additional supports as needed
- Support from RSP team using adopted and supplemental materials.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

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

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

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

- Integrated and Designated ELD daily instruction using the ELD standards and adopted curriculum
- Explicit vocabulary instruction in context of text and tasks
- Dual Immersion program to support bi-literacy
- ELPAC assessors for testing
- Technology to support instruction
- BIA support for EL students with a focus on LTEL

Student Groups

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

All students demonstrated proficiency at 24.8%(-68.9 DFS) Meeting and Exceeding standards in ELA.

Hispanic 22.7%(-72.7 DFS)

SWD 8%(-150.3 DFS)

EL 10.2%(-73.5 DFS)

Title 1 Funds will be used to improve teaching practices through professional learning to improve Tier 1, provide Tier 2 support and intervention, provide extra pay contracts for communicating student progress to parents and tutoring. Teaching fellows will support literacy and literacy intervention using supplemental materials to address learning gaps.

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

ll students demonstrated proficiency at 24.8%(-68.9 DFS) Meeting and Exceeding standards in ELA.

Hispanic 22.7%(-72.7 DFS)

SWD 8%(-150.3 DFS)

EL 10.2%(-73.5 DFS)

7090 and 7091 will be used to support building teacher capacity, purchase additional materials and supplies to support instruction, substitutes for IEP/SSTs and peer observations during learning walks, extra pay contracts for teachers for tutoring and parent communication, parent engagement and learning, and to support technology maintainance. The addition of a .5 Certificated tutor and 3 teaching fellows to provide intervention for students in grades 3-6 who are not reading at grade level.

As a site: What are the planned actions to support this student group?

ll students demonstrated proficiency at 24.8%(-68.9 DFS) Meeting and Exceeding standards in ELA.

Hispanic 22.7%(-72.7 DFS)

SWD 8%(-150.3 DFS)

EL 10.2%(-73.5 DFS)

All student groups will participate in daily instruction aligned to standards, differentiated instruction that meets their assessed needs and intervention or acceleration to ensure that students are provided access to what they need. All student groups will participate in regular progress monitoring that addresses foundational reading skills, independent reading levels and comprehension. Data will be reported quarterly to monitor student progress. Students not making adequate progress or who are identified as at risk of retention will have an additional parent conference, receive additional support through differentiated instruction or intervention using supplemental materials, and possibly be referred for an SST or TST meeting .

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Quarterly progress monitoring and iReady data will be used to determine student progress towards grade level standards. Principal, Vice Principal, Academic Coach, and Teachers will monitor progress.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>iReady data, quarterly data, iAB and FIAB data will be monitored mid year to determine student progress, stretch and typical growth and effectiveness of instruction. Data will be monitored by Principal, Vice Principal, Academic Coach and teachers will monitor data to determine student performance.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC data, FSA, DRDP and EOY data (BAS, BPST) will be monitored for yearly progress towards district goals by the Principal and Vice principal.</p>

Action 3 :

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 . 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 to determine best next steps. Students who demonstrate consistent struggle academically and/or behaviorally after receiving intervention will be referred to the Student Success Team or Targeted Student Support Team. The Student Success or Targeted support 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, Paraprofessionals, Bilingual Paraprofessionals, Teaching Fellow Support and Academic and SEL Coaching support for the teacher.

Tier 2

Targeted students will receive additional time and support to master grade level, essential learning targets, immediate pre-requisite skills, and extension standards. PLC teams will work together to plan differentiated instruction to provide additional support to students in both ELA and Math. Extension activities and instruction will also be planned to meet the needs of gifted and talented students. Blended learning will be used to provide additional opportunities for individualized learning. Academic and social emotional support in the primary classroom setting will be provided to meet the assessed needs of students with support from Teaching Fellows, Academic Coach, .5 certificated tutor, Resource Special Education teacher, Paraprofessional staff, school psychologist, Social Worker, Tier 2 Intervention Specialist, and other site personnel. Data collection for academic and social emotional progress of students will be monitored and used to determine student growth and if further interventions are needed.

Tier 3

In addition to Tier 1 and Tier 2 , targeted students will receive intensive support to master universal skills in language arts, math, writing, and academic and social emotional behavior. Students will receive support from the RTI team which shall include but is not limited to the Special Education staff (teachers, aides, psychologist), Tier 2 Intervention Specialist, Social Worker and Academic Coach. 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 develop the capacity of teachers for meeting student needs and teaching grade level standards.
- 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.
- .5 Certificated Tutor to provide intensive reading support to students in grades 3-6.
- Substitutes for teacher release for analyzing data and planning interventions
- Support and mentoring for African American, SWD, TOM and English learner students who demonstrate significantly lower scores in ELA and Math than that of their peers.
- Graphics, visual aids to support ELA and Math RTI
- Supplemental reading materials to support small group instruction
- Incentives to support behavior and academic progress.
- .6 Social Worker to support goal setting for Tier 2 and 3 students
- Tier 2 intervention specialist to assist in TST/SST meetings and provide support for students in attendance, academics and behavior.
- Paraprofessionals and Teaching Fellows and Bilingual paraprofessionals to support Tier 1, 2 and 3.
- Job embedded coaching for teachers will be provided by the Academic Coach

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

- Designated ELD time based on ELD levels
- Vocabulary instruction on tier 1,2,3 words
- Comprehension strategies
- Explicit instruction in writing to texts and prompts
- Teaching fellows support for students in comprehension, reading, and writing guided by the EL standards.
- Supplemental contracts provided to teachers for tutoring
- Materials and supplies to support RTI and tutoring support for EL students
- Graphics, visual aids to support EL students

- Technology to support individualized learning.
- Bilingual Paraprofessional to support DI, ELD, and Long Term EL students.

Student Groups

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

Title 1 funds will be used to support student learning by allowing for supplemental materials, Teaching Fellows, tutoring contracts, Teacher supplemental to improve communication with families through third quarter conferences, social emotional supports and blended learning resources for students.

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

7090 and 7091 funds will support instruction by building the capacity of teachers, providing support personnel for intervention (Teaching Fellows and .4375 CT), purchase supplemental materials for intervention, tutoring contracts for teachers, substitutes to allow for teachers to attend IEPs and observe instruction. Social emotional support for all students using positivity project and part time Social worker.

As a site: What are the planned actions to support this student group?

All groups will receive support after data has been collected and analyzed to ensure that services match needs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Academic outcomes will be measured using quarterly data, progress monitoring, SST referrals, TST referrals and behavior data. Data will be monitored by the principal, vice principal, ILT and CCT.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes for Tier 1 data will be measured using iReady and quarterly data to determine stretch and typical growth and progress.

Tier 2 data will measure the effectiveness of interventions in 6 week cycles.

Tier 3 data will be measured as progress and growth on IEP goals and the number of new IEPs written.

Principal, Vice principal and academic coach will monitor this data.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Yearly progress on SBAC and new IEPs will be monitored to determine growth. Analysis of intervention programs and progress of students receiving intervention will be analyzed for effectiveness by the Principal and Vice Principal.

2025-2026 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			supplemental contracts for tutoring and 3rd quarter parent conferences. *No IEPs OR 504s*	18,391.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			books to support instruction and professional learning	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TF to support literacy	48,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4300		50,808.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for planning and pl, and IEPs	5,887.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning Focus ELA	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes	5,964.00
G1A1	LCFF: EL	Instruction	Travel			DI conferences	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			substitutes for peer observations and professional learning *No IEPs or 504s*	10,155.00
G1A2	Sup & Conc	Instruction	Travel			: Professional Learning Focus MATH	25,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring	5,974.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay for planning contracts	12,260.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts for teachers	30,694.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	33,509.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Support EL family engagement	7,739.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL support	22,315.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TF to support literacy for DI and EL students.	48,000.00

\$380,196.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.1 %	76 %	2024-2025	77.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The percentage of favorable responses from the student CC survey indicate that only 76% of students feel that they are provided student centered real-world experiences which is below the goal of 95% and below the district average of 85%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students are not making connections between study trips and career opportunities.
- Explicit connections to real world situations and careers are not being made during instruction.
- Students have limited experiences to apply what they are learning in presentations, competitions and application.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Students need to be provided with opportunities to apply what they are learning in competitions and formal presentations.
- Teachers need to be explicit in providing opportunities for students to apply learning in real life situations.
- Connections to possible fields of study or careers need to be made connecting field trips and classroom learning experiences.
- Opportunities within

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student participation

Partially Implemented

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.

Action 2: Building character for workplace competency.

Partially Implemented

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. These beliefs shall be visible through clear expectations, teacher clarity, and student and teacher relationships.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student participation

Effective

In the 24-25 school year, there was an increase in the number clubs and activities that students could be involved in. Students were able to take part in activities both at lunch and after school. An academic competition group, provided invited GATE students the opportunity to learn about Engineering and participate in a competition. Leadership for 5th and 6th grade allowed students to learn how to plan and organize events on campus including a school dance for families. These activities and clubs allowed students opportunities to be connected. We are still in need of providing more opportunities for students in grades 1-4.

Action 2: Building character for workplace competency.

Ineffective

In the 24-25 school year, teachers have implemented daily character lessons using the Positivity Project and 4th-6th grade students were provided with planners for organization. Teachers have provided lessons for SEL using the Second Step curriculum and school wide expectations for common areas have been taught and reinforced for campus structure. Students needing additional support have been provided support through our Tier 2 intervention specialist and School Social Worker.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For the 25-26 school year, Centennial will continue to provide opportunities for students to participate in arts, activities, and athletics. There is a desire to increase opportunities for students to compete in academic competitions

such as County History Day, Science Fair, and Lego robotics if advisors are available.

Section D: 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.

SSC:

- More opportunities for students in grades K-2
- Field trips
- Guest speakers
- Connections to the university/ higher learning.
- Assemblies
- Career Day

ELAC:

- Dual Immersion Classes
- Translators

Staff:

- Increase clubs and activities
- Field trips
- Peach Blossom Festival
- Guest speakers

Action 1 :

Student participation

Action Details:

Students will be provided with learning experiences that allow them to make connections with content in real world applications. Study trips, assemblies, classroom experiences, academic competitions will all give students opportunities to apply their learning in real world experiences.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Entry fees to competitions, experiences, assemblies and festivals that support student learning
- Graphics
- Supplemental materials to support instruction in STEM, MATH, Social Science, and Literacy

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Primary language support for students in ASP, athletics, music, and activities.
- Parent meetings to inform of opportunities for students outside of the classroom.
- Tutoring and acceleration opportunities for EL students
- Build the capacity of teachers to improve strategies that support language development for students at all levels

Student Groups

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

Title 1 funds will be used to support building the capacity of teachers to make connections to real world application of content. Supplemental materials and contracts for teachers will be used to support clubs, activities and academic competition teams. School wide and in class speakers and assemblies to expose students to opportunities to apply learning will be provided for all grade levels.

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

With 7090 or 7091 funds we plan to support English learner students by providing supplemental contracts for teachers to work with students after school, Clinical Social worker to encourage students to participate in extra and co-curricular activities. Learning experiences and competitions where students are encouraged to use their bilingual skills for presentation

As a site: What are the planned actions to support this student group?

African American and students with disabilities will be encouraged to enroll in and participate in study trips, academic competitions, and learning opportunities outside of the classroom.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Student rosters will be monitored for participation demographics quarterly by the Vice Principal and Climate and Culture team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Student survey data, participation rosters and assemblies and classroom experiences will be analyzed to determine the number of students participating, student groups, and grade levels by Principal and Vice Principal.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Student survey data will be compared fall to spring, rosters will be analyzed to determine student participation in study trips, academic competitions, classroom experiences and assemblies. Data will be analyzed by principal and vice principal.

Action 2 :

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 assemblies.

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. These beliefs shall be visible through clear expectations, teacher clarity, and student and teacher relationships.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- .6 Clinical Social Worker and Tier 2 intervention specialist to support SEL
- Student Success Team
- Second Step, and CHAMPs book replacements
- Mner Madness- supplies for positive behavior incentive activities
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

English Learners will be supported in engaging in real world learning experiences by;

- Dual Immersion program
- Cultural Appreciation assemblies and activities
- Culturally diverse classroom books
- opportunities to use their primary language for bilingual presentations.

Student Groups

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

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

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

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

With 7090 or 7091 funds we plan to support English learner students by: providing a .6 Social Worker to support students along with the Tier 2 intervention specialist. Assemblies, entry fees and supplemental materials that support student connections of content to real world applications.

As a site: What are the planned actions to support this student group?

Student groups such as EL, AA, SWD will be supported by building teacher capacity around equitable and inclusive practices, ELD lessons that encourage positive interactions and discussions, and strategies for supporting students with disabilities in the GE setting.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by the number of students participating monthly in Miner Madness, the number of behavior referrals per month, and number of students being processed through TST for behavior. This data will be monitored principal, vice principal, ILT and CCT.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by the number of students participating monthly in Miner Madness, the number of behavior referrals per month, and number of students being processed through TST for behavior. This data will be monitored principal, vice principal, ILT and CCT.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

EOY data for behavior will be monitored to determine effectiveness of character education.

2025-2026 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
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	3,000.00

\$3,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		33.8 %	2023-2024	26.6 %
Suspension Rate	✓	3.07 %	5.8 %	2023-2024	5.47 %
Suspension Rate - (Two or More Races)	✓	2.27 %	9.7 %	2023-2024	9.37 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Centennial saw a decrease in the percentage of chronic absenteeism in 23-24 of 7.7%, but chronic absenteeism continues to be over 25% and greater. Suspensions in the 24-25 school year have decreased significantly with only 21 suspensions through the middle of the third quarter.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Suspensions accounted for many absences.

Students are missing school due to family business.

For the first half of the 24-25, Centennial did not have a homeschool liaison. Since December 2024, home visits have been made and documented.

Student illness

Suspensions have been addressed through positive relationship and empathy building through the use of Positivity Project, Second Step and SEL at the Tier 1 level. The Tier 2 level supports are Tier 2 Intervention Specialist and TST meetings, at the Tier 3 level the School Social Worker has begun providing intervention.

There has been an increase in the amount of student clubs and activities to participate in this school year.

After school program has increased enrollment to 240 students. After School Program also accommodates all student athletes by providing study hall for an hour before all practices.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Suspensions have been addressed through positive relationship and empathy building through the use of Positivity Project, Second Step and SEL at the Tier 1 level. The the Tier 2 level supports are Tier 2 Intervention Specialist and TST meetings, at the Tier 3 level the School Social Worker has begun providing intervention. Student misbehavior during recess and lunch periods will need to continue to be addressed through clear expectations and monitoring of common areas. Increased training for staff on active supervision can support this need.

Chronic absenteeism and the need to decrease the number of tardy students daily are high needs. Student attendance

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Fully Implemented

In the 23-24 school year, clubs and activities increased allowing students more opportunities for involvement. For 5th and 6th grade, we began BLOCK C which is a point system tracking student participation. Student of the month activities

Minor Madness activities for positive behavior.

Quarterly awards and awards assemblies.

Study trips and student classroom engagements, CTE opportunities.

6th grade transition counselor and Move Up day with middle school partners.

Athletic contract

Action 2: Positive Behavior Supports and Intervention

Partially Implemented

Positivity Project daily lessons and agendas for 4-6 grade classes to reinforce character traits. Student of the month based on positivity project. Minor madness criteria for participation. School wide expectations for behavior shown daily in classes

Interventions to include Tier 2 Intervention Specialist providing CICO, small group lessons, individual lessons, and TST meetings and monitoring. School social worker 3 days a week has been added as an intervention for students not progressing with the Tier 2.

Minor Madness

Student of the month

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

In the 24-25 school year, clubs and activities increased allowing students more opportunities for involvement. For 5th and 6th grade, we began BLOCK C which is a point system tracking student participation. Student of the month activities

Mner Madness activities for positive behavior.

Quarterly awards and awards assemblies.

Study trips and student classroom engagements, CTE opportunities.

6th grade transition counselor and Move Up day with middle school partners.

Athletic contract

Action 2: Positive Behavior Supports and Intervention

Effective

Positivity Project daily lessons and agendas for 4-6 grade classes to reinforce character traits. Student of the month based on positivity project. Mner madness criteria for participation. School wide expectations for behavior shown daily in classes

All for Youth and Care Solace for Tier 3 referrals.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Continue to fund the .5 SSW. Continue to build the TST process and referral process. SST process will continue to identify student needs.

Section D: 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.

SSC:

- Incentives for positive behavior
- Increase activity opportunities for students
- Teach about micro-aggression and racism

ELAC:

- Suggestion boxes for students
- Spanish classes in the ASP

Staff:

- Mner madness
- Leadership club
- Positivity Project

- Social Worker
-

Action 1 :

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. Improving student connections to school will have a positive impact on student attendance.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Incentives for attendance and improved attendance
- Mileage for HSL home visits
- Parent meeting to discuss the importance of daily attendance and the attendance codes.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Student Groups

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

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

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

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

As a site: What are the planned actions to support this student group?

CCT and ILT will work to expand opportunities for students to participate in student activities and clubs, with an emphasis on expanding opportunities for students in grades K-3. Student participation in ASP and ASP activities will also be monitored to increase opportunities for enrichment that is engaging and expands learning.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Student participation rosters and daily attendance will be monitored by the CCT and Vice Principal. Extra pay contracts for clubs and activities will also be monitored to determine student and staff interest.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Mid year attendance rates will be reported to staff in a mid year review by the Vice Principal and Principal.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

EOY attendance and suspension data will be analyzed to determine which efforts were effective in increasing the daily attendance rate.

Action 2 :

Positive Behavior Supports and Intervention

Action Details:

In an effort to help all students feel connected to the school and having a caring adult at school, Centennial will develop a tiered level support system for student behavior with clearly defined levels of misbehavior and corrective responses. Class meetings, Character Counts, Second Step, Positivity Project and mentoring. Targeted Student Support Team meetings will be held to determine best ways to connect students and support positive attendance, behavior and academics. A .6 Social Worker and Tier 2 Intervention Specialist will support students at all levels.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Mner Madness- supplies for positive behavior incentive activities
- Book of the Month – Character Education Focus for all classrooms
- .6 Social Worker to support students and families
- Materials to support the implementation of school wide expectations, guidelines for success, CHAMPS and positive school climate. (GRAPHICS)
- Technology
- Positivity Project
- Contracts for special projects for the Climate and Culture team
- Incentives for students for positive behavior and attendance.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Multiple Races (MR):

Title 1 funds will be used to support family engagement through events, primary language supports, and social worker support. Positivity Project will support all students in developing character and learning strategies to communicate with others using their words.

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

Multiple Races (MR):

With 7090 or 7091 funds we plan to support students by providing support of a social worker and Tier 2 intervention specialist for students struggling with absences and behavioral challenges. Incentives and Positivity Project will be purchased to support Tier 1 instruction, TST meetings and support from the TIER 2 Intervention specialist will

As a site: What are the planned actions to support this student group?

Multiple Races (MR):

All students will be supported through and MTSS model for support with Tier 1 supports being SW and in the classroom, Tier 2 supports provided through TST and/or SST and Tier 3 supports provided through the school social worker and counseling partners.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

CCT and VP will monitor the number of behavior referrals, ATLAS entries and suspensions monthly.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

VP and Principal will monitor the number of suspensions with reasons, behavior referrals and ATLAS entries to report to staff at mid year and make adjustments based on the data. Fidelity to SE curriculum will be determined through classroom walkthroughs.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

EOY behavior data, survey data and attendance data will be analyzed to determine effectiveness of programs.

2025-2026 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
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage for HSL, Tier 2 and Social Worker	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Split Fund SSWL 0.6 FTE Centennial G1A3, 0.4 FTE Viking G3A2	80,709.00

\$81,209.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.3 %	58.9 %	2024-2025	60 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff survey results remain low despite efforts to increase participation and favorable responses.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Low survey participation rates from staff on survey
- Low participation rates in staff events that build community
- Lack of time for professional learning and limited staff meetings

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase participation in staff survey and # of favorable responses by offering incentives to complete the survey. This year we offered coffee and donuts for everyone who stopped in to take the survey before school and during breaks.
- This year we had many staff events such as potlucks, dress up days, and on site staff gatherings. We also had Lucky Duck days and Marzo Madness with random drawings and dress up days. The staff gatherings that where teachers only had to show up were well attended and had good participation.
- Optional professional learnings were offered at the beginning of the year and departments were brought in for PLC learning times that most PLCs took advantage of.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Hire and retain qualified staff that is high quality.

Partially Implemented

All teachers hired for their positions are credentialed or clearing credentials for their assigned positions. This puts the average number of years of experience at 9.5 for the school.

Action 2: Build the capacity of the staff to meet student needs.

Partially Implemented

This year our staff attended training for PLC+ and ELD training offered by the DLI department and our Academic Coach. The TK-1 teachers have attended Lit 6 training and have implemented strategies learned. This has been reinforced during Lit Walks where peers have observed each other teach. We had wanted to use this strategy with all grade levels and substitutes were not available.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Hire and retain qualified staff that is high quality.

Partially Effective

We hired staff that is qualified to teach the grades/ and languages of their grade levels, but we did have a long term sub in 6th grade for more than 75% of the school year and in 4th grade for 50% of the school year.

Action 2: Build the capacity of the staff to meet student needs.

Ineffective

Building the capacity of staff has been challenging as time is limited. This year the staff has had the following professional learning:

- PLC+ for all staff
- Lit 6 for TK-2
- Math Fluency for all grades except K and 2
- ELD training of district lessons for all
- Backwards mapping for grades 3-6
- Early reading skills for levels D-I for grades K-2
- Break Through Results for third grade

Teachers have also been provided with feedback from formal and informal observations.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of this analysis, the CCT team will need to work to provide opportunities for staff engagement and to build team spirit. Professional learning to build the capacity of the staff will need to take place during summer learning opportunities and through PLC work due to the challenge of securing substitutes.

Section D: 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.

SSC:

- Peer observations
- Train teachers to teach "all" students
- Increase communication with parents.

ELAC:

Teachers that speak Spanish and other languages are helpful for parents to build relationships with the teacher

Staff:

- Professional learning is needed
- Opportunities for planning and contracts for planning

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
 - BCLAD teachers will be hired to fill all Dual Language Immersion classes.
 - All beginning teachers will be encouraged to attend Saturday Pipeline trainings.
 - Professional learning for content areas, social emotional learning, and best practices will be provided to all staff.
 - STULL evaluation process will be used to ensure that Centennial students have the most qualified teachers.
 - Support for beginning and veteran teachers will be provided through our TSA, Site Academic Coach, Teacher Development support coaches.
 - Paraprofessionals and Bilingual Paraprofessionals will be hired to support intervention and instruction.
- **Student Centered and Real-World Learning:**
 - Culture and climate team will be provided with supplemental contracts to develop strategies to engage staff and build a sense of belonging
 - Team building activities will be built into all staff meetings.
 - Teachers will be encouraged to communicate with parents' weekly about academics, behavior and student progress
- **Student Engagement:**
 - Teachers will be provided with extra pay contracts to support clubs, sports, and activities to 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.
- Professional learning in Math and ELA will be provided for teachers to improve understanding of standards and planning for results.
- Substitutes will be provided for peer observation and coaching
- K-2 teachers will take part in regional training to support reading by the end of first grade.
- A .437 Certificated tutor will be hired to support 3-6 reading intervention.

Student Groups

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

Substitutes to allow for teachers to attend IEP meetings, peer observations and professional learning.

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

- Substitutes to allow for teachers to attend IEP meetings, peer observations and professional learning.
- .4375 CT to support intervention for students in 3-6.

As a site: What are the planned actions to support this student group?

Increased professional learning opportunities for teachers will support student outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teacher evaluations and observations by admin and coaches.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Mid year evaluations by admin will be monitored to determine coaching supports for the second semester and RETAIN and RELEASE status.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Admin will complete summative evaluations and work with HR admin to determine RELEASE and RETAIN status.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.6 %	88 %	2024-2025	13.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Centennial did not hit the target of 90.6% but did increase to 88% favorable on the fall 24 survey. We had 40 families participate in taking the survey, which was an increase from 30 families at the prior administration. The need to increase the number of parents completing the survey continues to be a challenge.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Accessibility- not all families are able to complete the survey digitally.
2. Lack of HSL in the fall to reach out to families
3. Lack of parent involvement with the survey, ELAC, and SSC.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Accessibility- Opportunities for paper surveys, access to computers at the site for parents to take the survey, multiple days for parents to take the survey on site, opportunities for parents to take the survey at ASP dismissal.
 Lack of HSL- HSL began in December and is currently working with parent university.
 Lack of parent involvement- Promote meetings for ELAC and SSC during all family events, promote the creation of a PTA, continue to plan monthly events for families, increase staff participation in family events.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parents as learning partners in our school community.

Not Implemented

Literacy nights with parents and Success Together to promote reading with your child at home. Dual Immersion parent night to connect to new program at Tioga Middle School. Teachers presented standards for the grade level and material pertinent to the school year at Back to School night. Parent teacher conferences offered opportunities for teachers to share current progress, SBAC data, iReady data and resources for use at home.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parents as learning partners in our school community.

Ineffective

ELAC and School Site Council meetings are held to gather parent input on budget and site plan decisions. Title Parent meeting provided progress on state testing. Parent University and the HSL have provided coffee hours and opportunities to review possible social studies adoptions, learn about connecting through Parent Square, and a monthly calendar of events in English and Spanish is being sent home. Through the Hoover Regional Literacy grant, a partnership with Success Together has been implemented to provide 5 opportunities for families to learn to read with their children at home, provide books for the home, and teach literacy activities that support learning foundational skills.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

HSL will be in place from the beginning of the school year. Back to school packet will contain a list of upcoming meetings and events for the school year.. Parent events will be strategically planned to allow for monthly connection activity.

Section D: 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.

SSC:

- Increase parent nights and family events
- Provide paper copies of surveys
- structured activities that support dialogue between students and parents.
- Free giveaways for families

ELAC:

English classes for parents
Workshops for parents in Spanish

Staff:

- New Marquee
- Parent conferences
- family events

- Meetings that start after 6:00pm.
- Workshops for parents on how to work with your child
- Increase parent volunteer opportunities.
- Improve communication regarding student progress

Action 1 :

Parents as learning partners in our school community.

Action Details:

Centennial will provide opportunities for parents to participate in their child's education through School Site Council, ELAC, and Coffee Hours. Centennial will hold parent learning nights for literacy, math, technology, and science to empower parents to work with their children at home and understand grade level standards. Events will be held to connect families and the school community such as Pan Dulce with People that love you, Back to School Night, Open House, Movie night and student performances. Parent communication will be provided in Spanish, English and Hmong. Translators will be available for family events to encourage family participation.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.
- 3rd quarter parent conferences to discuss promotion/retention and student progress towards grade level 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, Pan dulce with parents and events that are engaging for families.
- Food for parent meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

Parent engagement and learning opportunities such as literacy nights, family engagement events, coffee hours, ELAC and SSC.

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

- Supplemental contract for HSL for primary language support outside of the duty day
- supplies for parent events such as Pan Dulce with parents, literacy nights, meetings and such.
- Supplemental contracts to support qt. 3 contracts

As a site: What are the planned actions to support this student group?

HSL will work provide outreach to targeted groups to increase participation rates of parents whose students are African American, English learners, and students with disabilities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Sign in sheets from meetings and events will be used to determine participation by HSL. Parent participation in CC survey will be monitored by the CCT.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Parent Title 1 survey will be used to plan additional parent events and services. Survey results and participation rates will be monitored by HSL, VP and Principal.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

EOY data on parent participation rates with events, surveys, meetings and conferences will be analyzed by Principal and Vice Principal.

2025-2026 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			Materials and supplies for parent participation *No Food or Incentives*	5,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			BABYSITTING FOR PARENT MEETINGS.	655.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translations and extra support	3,106.00

\$8,761.00

2025-2026 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			supplemental contracts for tutoring and 3rd quarter parent conferences. *No IEPs OR 504s*	18,391.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			books to support instruction and professional learning	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TF to support literacy	48,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4300		50,808.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for planning and pl, and IEPs	5,887.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning Focus ELA	40,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes	5,964.00
G1A1	LCFF: EL	Instruction	Travel			DI conferences	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			substitutes for peer observations and professional learning *No IEPs or 504s*	10,155.00
G1A2	Sup & Conc	Instruction	Travel			: Professional Learning Focus MATH	25,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring	5,974.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay for planning contracts	12,260.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts for teachers	30,694.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	33,509.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Support EL familiy engagment	7,739.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL support	22,315.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TF to support literacy for DI and EL students.	48,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	3,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for HSL, Tier 2 and Social Worker	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Split Fund SSWL 0.6 FTE Centennial G1A3, 0.4 FTE Viking G3A2	80,709.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation *No Food or Incentives*	5,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			BABYSITTING FOR PARENT MEETINGS.	655.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translations and extra support	3,106.00

\$473,166.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,046.00
Sup & Conc	7090	\$290,106.00
LCFF: EL	7091	\$91,014.00
Grand Total		\$473,166.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$380,196.00
G2 - Expand student-centered and real-world learning experiences	\$3,000.00
G3 - Increase student engagement in their school and community	\$81,209.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,761.00
Grand Total	\$473,166.00