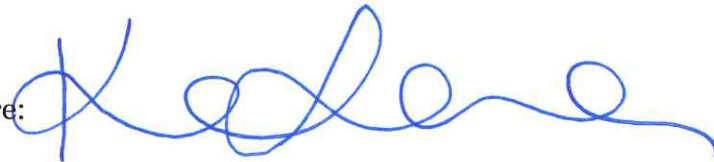


Centennial Elementary

10621666006142

Principal's Name: Karina Lara

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Karina Lara', with a stylized, cursive script.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

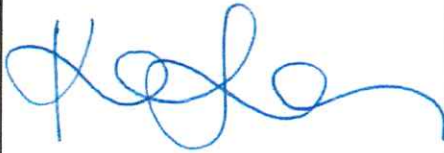
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Karina Lara	X				
2. Chairperson - Ricardo Andrade				X	
3. Adriana Caballero				X	
4. Maribel Acosta				X	
5. Adriana Caballero				X	
6. Elizabeth Uriostegui				X	
7. Aimee Halloway		X			
8. Jacqueline Espinosa		X			
9. Yame Moua		X			
10. Eric Soto			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

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	Karina Lara		3/11/26
SSC Chairperson	Ricardo Andrade		3/11/26

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

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

FY 2026/27

Centennial - 0090

ON-SITE ALLOCATION

3010	Title I	\$89,010 *
7090	LCFF Supplemental & Concentration	\$252,672
7091	LCFF for English Learners	\$85,560

TOTAL 2026/27 ON-SITE ALLOCATION

\$427,242

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,580
Program Budget	\$86,430
Total Title I Allocation	\$89,010

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Centennial Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		8.4 %	2024-2025	9.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.7 %	2024-2025	48.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		39.3 %	2025-2026	40.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50.4 %	2025-2026	51.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		57.7 %	2025-2026	58.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		66.1 %	2025-2026	67.2 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		31.8 %	2025-2026	32.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		49 %	2025-2026	50.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.9 %	2025-2026	53 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		66.3 %	2025-2026	67.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		66.3 %	2025-2026	67.4 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.4 %	2025-2026	20.5 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-53.9 pts	-58 pts	2024-2025	-43 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.5 %	2024-2025	32.5 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-65.6 pts	-70.1 pts	2024-2025	-55.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		21.5 %	2024-2025	26.5 %	↑

Goal 2	Chronic Absenteeism - (African American)		44.1 %	2024-2025	43.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	26.6 %	19.8 %	2025-2026	19.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	13.2 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	60 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		84 %	2025-2026	86 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	5.47 %	0.6 %	2025-2026	0.27 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Centennial continues to experience high rates of chronic absenteeism (19.8%), with African American (AA) students disproportionately impacted (44.1%). Missed instructional time due to chronic absenteeism has negatively impacted student learning and academic growth in literacy and math, as reflected in 2025–2026 SBAC results (ELA: 27.5% Met/Exceeded, AA: 21.06%; Math: 21.5%, AA: 5.26%).

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

A significant number of students are not meeting grade-level expectations in ELA and math, as reflected in 2025–2026 SBAC results (ELA: 27.5% Met/Exceeded; Math: 21.5%), placing them at risk for continued academic challenges in future grades. Targeted supports are needed to improve academic outcomes for AA students in mathematics (5.26%) and English Learners (EL) in ELA (10.2%).

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

Systems for identifying, monitoring, and responding to attendance concerns have been reactive rather than proactive, resulting in inconsistent outcomes:

- Family outreach is inconsistent and begins after attendance is identified as chronic
- Lack of a cohesive, sitewide system to identify, monitor and respond to absenteeism that is approaching chronic levels (6-9% absenteeism rate)
- Minimal supports to address familial issues contributing to absenteeism (e.g., transportation, access to healthcare, etc.)
- Minimal understanding of the unique challenges faced by AA students that result in chronic absenteeism

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

Inconsistent implementation of effective Tier I instructional strategies results in gaps in core instruction, creating variability in student mastery of standards and assessment outcomes within and among grade levels:

- Limited collaborative planning time reduces opportunities for teachers to align instructional practices, analyze student work, and consistently implement effective Tier I instructional strategies
- The absence of a cohesive system of clearly defined "look-fors" across all grade levels results in uneven application of best practices

- Differences in teachers’ understanding of standards/pacing expectations results in fragmented implementation or the exclusion of critical elements of core instruction
- A limited understanding of the specific academic needs of EL/AA students results in inequitable access to grade-level curriculum

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.

Need 1. A sitewide system that 1) identifies students at risk of chronic absenteeism 2) routinely monitors their progress toward improved attendance and 3) utilizes community resources to address family-related barriers to improved attendance.

Need 2: A comprehensive needs assessment that includes input from families, students, teachers, and other stakeholders to identify the root cause of disproportionately high rates of absenteeism among AA students.

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.

Need 1: A cohesive professional learning plan focused on high-leverage instructional practices in ELA and math to create clear, aligned look-fors across all grade levels.

Need 2: Structured quarterly planning days to strengthen teacher collaboration and ensure consistent instructional practices across classrooms/grade-levels.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Students will excel in mathematics at grade level and beyond

Partially Implemented

Although iReady D2 data increased from 14% in 2024-25 to 19% in 2025-26, this action was only partially implemented as attention and resources were largely directed toward ELA rather than math in response to district goals and guardrails.

Students will excel in reading at grade level and beyond.

Partially Implemented

iReady D2 data increased from 25% in 2024-25 to 31% in 2025–26; however, actions were only partially implemented due to insufficient professional learning on rigor in writing instruction across grade-levels.

RTI will support students in meeting standards.

Fully Implemented

A sitewide RTI program was fully implemented and aligned to FUSD goals and guardrails with the support of a .5 Certificated Tutor (CT) and 11 Teaching/InterAct Fellows, who provided targeted small-group instruction and intervention to support literacy.

Student participation

Partially Implemented

Efforts to increase student participation were partially implemented due to delays in establishing student clubs and limited extracurricular opportunities for TK-2nd students. As a result, favorable responses to the Fall Climate and Culture Survey question, “*I have opportunities to be part of extracurricular activities at school,*” remained unchanged at 93% compared to the 2024-25 school year.

Building character for workplace competency.

Partially Implemented

This action was partially implemented due to staffing shortages, which limited student mentorship opportunities.

Student Engagement

Partially Implemented

Efforts to increase student engagement were partially implemented due to limited opportunities for student involvement in the decision-making process and clubs/activities.

Positive Behavior Supports and Intervention

Fully Implemented

A sitewide effort to strengthen Positive Behavior Interventions and Supports (PBIS) was fully implemented resulting in reduced incidents of misbehavior and lower suspension rates.

Hire and retain qualified staff that is high quality.

Partially Implemented

This action was partially implemented due to ongoing staff attrition, including retirements and a lateral transfer (17% staff attrition rate).

Parents as learning partners in our school community.

Fully Implemented

Actions to strengthen parents as learning partners were fully implemented as evidenced by increased family participation in SSC and ELAC meetings, Parent Coffee Hour, Family Engagement Hour, cultural events, and school dances.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Students will excel in mathematics at grade level and beyond

Partially Effective

Actions were partially effective, as FUSD goals and guardrails centered primarily on ELA, directing the majority of focus, monitoring, and resources toward literacy outcomes rather than math instruction. While 2025-26 data show a 10.5-point gain in math, overall performance remains 70.1 points below standard. Although this year's improvement efforts prioritized ELA, the focus on Teacher Clarity strengthened instructional practices across content areas, as reflected in moderate gains in iReady scores (+6% from 2024-25 D2), resulting in partial overall effectiveness.

Students will excel in reading at grade level and beyond.

Partially Effective

Actions were partially effective, as they were implemented without dedicated professional development on teaching vocabulary within context, which remains an area of need. Professional learning focused on Teacher Clarity improved alignment of learning objectives and instructional tasks and increased students' ability to articulate learning goals, as evidenced by classroom observation data, contributing to a 7% increase in iReady ELA compared to 2024-2025 D2 results.

RTI will support students in meeting standards.

Partially Effective

Structured Tier II and Tier III literacy supports in targeted grade levels led to a 5% decrease in students two or more grade levels below on iReady D2 compared to 2024–25, and a 7% increase in students at grade level overall. The addition of a .5 Certificated Tutor supporting grades 3rd-6th accelerated progress toward literacy goals. Teachers in grades 3rd-6th require additional training in reading foundational skills and a stronger emphasis on math instruction to further close gaps during classroom RTI blocks.

Student participation

Partially Effective

Although there were increases in the availability of student clubs, increased involvement of Leadership Club representatives, and more opportunities for students involvement in the selection of school incentives and activities, results on the Fall 2025 Student Climate and Culture Survey Student Engagement domain remained low compared to district averages. Responses to the question "*My school has activities that I can join*" remained unchanged from Fall 2024 at 93% compared to the district average of 95%. Results were particularly low among EL students (91% favorable) and third grade students (86% favorable), creating a need to provide more targeted supports to engage this student group.

Building character for workplace competency.

Partially Effective

Answer not provided.

Student Engagement

Partially Effective

Although there were increases in the availability of student clubs, increased involvement of Leadership Club representatives, and more opportunities for students to vote on school incentives and activities, results on the Fall 2025 Student Climate and Culture Survey Student Engagement domain remained low compared to district averages. Responses to the question "*I feel heard at my school*" remained unchanged from Fall 2024 at 66% compared to the district average of 71%, Results were particularly low among male students (64% favorable) and English Learners (63% favorable), creating a need to provide more targeted support to engage this student group.

Positive Behavior Supports and Intervention

Effective

This action was effective, as evidenced by a decrease in student suspensions from 21 in Quarter 3 2024-2025 to seven in Quarter 3 2025-2026. Favorable responses on the Staff Fall Climate and Culture Survey to the statement "*Students feel safe at this school*" increased from 81% in Fall 2024 to 99% in Fall 2025.

Hire and retain qualified staff that is high quality.

Partially Effective

Although the Organizational Environment domain on the Staff Climate and Culture Survey increased from 59% in Fall 2024 to 95% in Fall 2025, staff turnover will remain high as five veteran teachers retired (15+ years of experience) and one teacher transitioned to another position within the district, resulting in a 17% staff turnover rate.

Parents as learning partners in our school community.

Effective

This action was effective, as evidenced by an increase in favorable responses in the Family Engagement domain of the Family Climate and Culture Survey from 88% in Fall 2024 to 97% in Fall 2025. Centennial also expanded opportunities for family engagement through events like ELPAC Family Night, Literacy Nights, and Loteria Night, in partnership with Parent University and Success Together.

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.

- Based on our analysis of current SPSA actions and budget, Centennial will focus on the following:
- Prioritize professional learning in reading foundational skills, effective writing instruction, and Teacher Clarity to support student progress toward FUSD goals and guardrails
 - Strengthen math professional development to ensure balanced instructional support across content areas
 - Continue funding and maintaining the 0.5 CT position to provide targeted literacy intervention for students, while prioritizing hiring a bilingual CT for this role to more effectively address learning gaps among dual immersion students
 - Allocate funds from .5 Social Worker to fund two contracted mentors to provide academic and attendance support

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:	ELAC:	Staff:
• Increase SEL supports by providing students access to mentors and increasing the visibility/availability of Tier II Specialist and School Psychologist • Expand tutoring support within the Extended Learning Program, including the addition of bilingual tutors to better support dual immersion students • Increase opportunities for student involvement in clubs and activities • Continue quarterly planning days for teachers	• Tutoring support for EL students • Provide students/families with access to Summit K-12 digital resources for ELPAC support • Bilingual tutors for in-class support of dual immersion students • Ensure parent meetings/events are in English and Spanish • Additional cultural celebrations and events	• Keep quarterly planning days, but incorporate a lesson study format with peer observations • Keep the Certificated Tutor position while balancing a focus on both literacy and math • Keep extra pay contracts for tutoring support for students • Continue work around Teacher Clarity, with an increased focus on vertical alignment across grade levels



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Instructional Plan TK-6th

Action Details

Early Literacy
Centennial will strengthen Tier I literacy instruction by prioritizing foundational reading skills and explicit writing instruction in support of FUSD's goal of improving early literacy and reducing the number of 3rd-6th grade students performing more than one year below grade level. Professional Learning Communities (PLCs) will implement the Teacher Clarity framework to establish clear learning intentions, success criteria, and standards-aligned tasks, while monitoring student progress toward mastery utilizing unit assessments, CFAs, FIABs/IABs, and iReady data. Goal 1: By June 2027, the percentage of 1st grade students scoring at or above standard will increase from 53.4% to 58.7%, as measured by iReady D3 ELA results. Goal 2: By June 2027, Centennial will decrease the distance from standard in ELA from -62.8 to -47.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):
Centennial will implement a tiered system to support all students in progressing toward grade-level proficiency:

Tier I:

- Implementation of Teacher Clarity framework to ensure clear learning intentions, aligned instructional tasks, and use of success criteria
- Consistent use of Heggerty Phonemic Awareness in TK-1st
- Professional development in Orton-Gillingham (OG) to support foundational reading instruction for all TK–2 teachers and 3rd–6th lead teachers
- Professional development for 3rd-6th on explicit writing instruction aligned to Wonders led by the CIPL Instructional Coach
- Substitute release time for TK-1 quarterly data chats using Hoover Regional Assessment (HRA), Basic Phonics Skills Tests (BPST), K-FSA, and TK-FSA
- Substitute release time for quarterly TK–6 planning days for peer observations (lesson study) and grade-level alignment
- Technology repair and maintenance (student laptops, RICOH copier, document cameras, Promethean Boards, etc.)
- Materials and supplies for student incentives for literacy achievement

Tier II:

- Development of common 30-45-minute K-6 intervention block for Certificated Tutor (CT), RSP Teacher, and InterAct/Teaching Fellows support
- Targeted literacy intervention for 3rd-6th grade students with .5 CT utilizing Phonics for Reading© intervention materials
- Teacher extra-pay contracts for after-school tutoring ("Miner Literacy Lab")
- Training of Extended Learning tutors by Literacy Coach in use of Phonics for Reading© intervention materials

Tier III:

- TST/SST meetings to identify students, implement targeted supports, and monitor progress toward grade-level proficiency
- SEL support through All-4-Youth and Tier II Specialist for students identified through the TST/SST process for targeted intervention
- OG professional development for RSP teacher to ensure continuity of intervention
- Substitute release days to allow for teacher participation in SST/IEP 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.

Targeted supports for EL students include:

- Professional learning led by EL Services to strengthen designated and integrated English Language Development (ELD)
- Summit K-12 digital license to support EL students in progressing at least one ELPI level (2024-25 47.7%, up from 39.1% in 2023-24)
- Teacher-led data chats with EL students to set goals toward redesignation
- Extra pay contracts for ELPAC assessors to support annual testing
- InterAct/Teaching Fellows to target Long-Term English Learners and Newcomers for small-group literacy intervention
- ELPAC Family Night to help parents support language development at home

Student Groups

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

With Title I funds, supports will be provided to the following student groups:

English Learner (EL): (EL Students -74 DFS)

- InterAct/Teaching Fellows in K-1 classrooms to provide literacy interventions under the guidance of Literacy Coach
- Extra-pay contracts for after-school tutoring of EL students/other identified students in need of literacy support
- Substitute coverage to allow for teacher professional learning, instructional planning, and data chats focused on supporting EL students

Students with Disabilities (SWD): (SWD -106.4 DFS)

- Professional development on supporting Autism Inclusion students led by SPED Regional Instructional Manager/Autism Inclusion Teacher
- Substitute coverage to increase collaboration between GE, RSP, School Psychologist, and Autism Inclusion Teacher to align instruction and supports
- .5 CT and InterAct/Teaching Fellows to provide literacy intervention in small groups with frequent progress monitoring

African American (AA): (AA -94.5 DFS)

- Two .375 mentors (Generation Changers) to track and improve student academics and attendance
- HSL mileage for targeted home visits to decrease AA chronic absenteeism (AA 45.5% chronic absenteeism rate)
- Materials and supplies to expand access to culturally relevant classroom resources (e.g. multicultural library books)

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

With 7090/7091 funds, supports will be provided to the following student groups:

English Learner (EL): (EL Students -74 DFS)

- InterAct/Teaching Fellows in K-1 classrooms to provide literacy interventions under the guidance of Literacy Coach (split-funded with Title I)
- Extra-pay contracts for after-school tutoring of EL students/other identified students in need of literacy support (split-funded with Title I)
- Translation services and childcare to increase parent participation in ELAC meetings
- Materials and supplies for ELPAC Family Night and Reclassification Dinner
- Materials and supplies for ELPAC test administration (e.g., headphones, additional student devices)

Students with Disabilities (SWD): (SWD -106.4 DFS)

- Substitute coverage to allow for teacher participation in IEP, 504, and SST meetings
- Materials and supplies for sensory and self-regulation support (e.g., weighted vests, noise cancelling headphones)

African American (AA): (AA -94.5 DFS)

- Multicultural books and materials for Family Literacy Nights
- Materials and supplies for parent meetings addressing chronic absenteeism

For all identified student groups:

- RICOH copy lease, graphics fund for literacy materials, GVC supplemental materials

- Materials and supplies for student incentives tied to SBAC/iReady/attendance/Student of the Month

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

English Learner (EL): (EL Students -74 DFS)

- Designated and integrated ELD blocks aligned to FUSD Curriculum Guidance Document
- PLCs will utilize PLC+ framework to analyze performance on CFAs/IAB/FIABs/i-Ready and plan differentiated supports
- ELPAC data chats with students to set goals toward redesignation
- ELPAC Family Night to strengthen home-school alignment
- Summit K-12 digital license for adaptive practice of ELPAC domain skills

Students with Disabilities (SWD): (SWD -106.4 DFS)

- Increased collaboration between RSP, Autism Inclusion Teacher, and School Psychologist during PLC meetings and sub release days
- Student data chats to support iReady/SBAC goal setting
- Targeted RTI with InterAct/Teaching Fellows/.5 CT

African American (AA): (AA -94.5 DFS)

- SEL skill building with Tier II Specialist and contracted mentors (Generation Changers)
- PLCs will utilize PLC+ framework to analyze performance on CFAs/IAB/FIABs/i-Ready and plan differentiated supports
- Targeted RTI with InterAct/Teaching Fellows/.5 CT

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement and communication strategies include:

- Quarterly Family Literacy Nights in partnership with Success Together
- Monthly Parent Coffee Hour/Family Engagement meetings
- Cultural and community events (e.g. Día de los Muertos Exhibit, African American Heritage Month Assembly, Sweetheart Dance, etc.)
- Provision of childcare and translation supports during parent meetings to increase family participation
- Weekly newsletter via ParentSquare in English, Spanish, and Hmong to share school updates
- Administrator presence during arrival/dismissal to support informal communication with families

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities include:

- Professional development on implementing the Teacher Clarity framework
- Orton-Gillingham to strengthen foundational literacy instruction (TK–2 teachers; 3–6 lead teachers)
- Explicit writing instruction for grades 3–6 aligned to GVC led by the CIPL Instructional Coach
- Professional development on Phonics for Reading® for Extended Learning Tutors to implement targeted reading intervention
- Designated/integrated ELD instruction aligned to ELD standards and FUSD Curriculum Guidance Document

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

- 70% (25 of 36) of teachers will implement the Teacher Clarity framework, aligning learning intentions, learning tasks, and success criteria to the rigor of the standard
- 75% (10 of 13) of TK-1st teachers will implement Orton-Gillingham and Heggerty to develop phonics/phonemic awareness proficiency
- 80% (16 of 20) of 3rd-6th teachers will implement daily explicit writing instruction across content areas aligned to the rigor of the standard
- Outcomes monitored by Administration, Literacy Coach, and PLCs

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.

- HRA/BPST and TK/K-FSA data will be analyzed in six-to-eight-week cycles to monitor progress for students in grades TK-1st
- Outcomes will be measured by an increase in the percentage of students demonstrating typical and stretch growth between iReady D1 and D2
- Consistent administration of FIABs and IABs in 3rd-6th
- Outcomes monitored by Administration, Literacy Coach, and PLCs

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.

- The percentage of 1st grade students meeting or exceeding grade-level standards will increase from 53.4% to 58.7% as measured by iReady D3 data
- The distance from standard will decrease from -62.8 to -47.8 as measured by ELA SBAC assessment results

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Instructional Plan TK-6th

Action Details

College & Career Readiness

Centennial will strengthen students' conceptual understanding of mathematics and procedural fluency in TK-6 through daily number sense and fluency routines, targeted intervention for students performing below standard, and strategic use of digital tools to provide individualized practice. PLC teams will apply the Teacher Clarity framework to strengthen learning intentions and success criteria and ensure learning tasks are aligned to grade-level standards, while monitoring student progress toward mastery utilizing unit assessments, CFAs, FIABs/IABs, and iReady data.

Goal 1: By June 2027, Centennial will decrease the distance from standard in math from -70.1 to -55.1 as measured by SBAC assessment results

Goal 2: Centennial will increase the percentage of K-6 students demonstrating 40% or greater stretch growth from i-Ready D1 to D2 from 66.3% to 70%

Direct Instructional Services

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

Centennial will implement a tiered system to support all students in progressing toward grade-level proficiency:

Tier I:

- Alignment of learning intentions and success criteria to grade-level standards through implementation of the Teacher Clarity framework
- Dedicated 15-20-minute daily math fluency routine within the instructional block
- Professional development to align math fluency tasks to FUSD Curriculum Guidance Document led by FUSD Math Coach
- Use of digital platforms (NextGen Math, Reflex) to increase adaptive fluency practice
- Coaching cycles focused on implementing Number Talks and Counting Collections in TK-2nd
- Consistent use of FIABs/IABs in 3rd-6th to monitor student progress toward SBAC proficiency
- Substitute coverage for quarterly planning days to analyze IAB/FIAB, iReady, and CFA data and plan for intervention and acceleration
- Materials and supplies to support mathematical fluency (e.g., manipulatives, fluency games, etc.)
- Technology to support instruction (e.g., student tablets, headphones, etc.)

Tier II:

- Teaching/InterAct Fellows to support small-group instruction during designated classroom intervention blocks ("Daily 5")
- Extra-pay contracts for teachers to provide after-school tutoring in six-week cycles (e.g., SBAC Bootcamp)
- Professional development for Expanded Learning Program tutors on effective math fluency and number sense strategies led by FUSD Math Coach

- TST/SST/504 meetings to review student data and determine appropriate intervention supports

Tier III:

- Targeted SEL support through All-4-Youth and Tier II Specialist for students with significant social-emotional needs
- Align RSP teacher instruction with evidence-based strategies for fluency and number sense to ensure continuity of intervention
- Substitute release days to allow for teacher participation in SST/IEP 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.

Targeted supports for EL students include: (EL -97 DFS)

- Explicit instruction in academic math vocabulary, including the use of visuals, sentence frames, and repeated practice of key terms
- InterAct/Teaching Fellows to target Long-Term English Learners and Newcomers for small-group math intervention
- Implement Number Talks and Counting Collections in TK-2nd to build number sense
- Deepen conceptual understanding through the consistent use of manipulatives, models, and academic discourse in TK-6th
- Teacher-led data chats with EL students to set iReady/SBAC goals

Student Groups

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

With Title I funds, supports will be provided to the following student groups:

Students with Disabilities (SWD): (SWD -122 DFS)

- Professional development on supporting Autism Inclusion students led by SPED Regional Instructional Manager/Autism Inclusion Teacher
- Substitute coverage to increase collaboration between GE, RSP, School Psychologist, and Autism Inclusion Teacher to align instruction and supports
- Substitute coverage for administrators and teachers for data chats focused on monitoring progress and supporting SWD
- Extra-pay contracts for teachers to provide after-school tutoring in six-week intervention cycles (e.g., SBAC Bootcamp)
- InterAct/Teaching Fellows (6) to provide math interventions during intervention block ("Daily 5")

African American (AA): (AA -118 DFS)

- HSL mileage for targeted home visits to decrease AA chronic absenteeism (AA 44.1% chronic absenteeism rate)
- Materials and supplies to build math fluency kits in 3rd-6th
- Materials and supplies to increase AA participation in Family Math Night
- Supplemental materials to support implementation of GVC (e.g., student workbooks, take-home math kits, white boards)

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

With 7090/7091 funds, supports will be provided to the following student groups:

Students with Disabilities (SWD): (SWD -122 DFS)

- Substitute coverage to support teacher participation in IEP meetings
- Substitute coverage for administrators/teachers for data chats to progress monitor and support students with disabilities (split fund with Title I)
- Professional development materials and resources to support differentiated instruction and standards-aligned rigor (e.g., Common Core Companion)
- Digital tools to provide individualized fluency practice (e.g., NextGen Math, Reflex)

African American (AA): (AA -118 DFS)

- Professional development materials/resources to support culturally responsive and equity-centered instructional practices
- Two .375 mentors (Generation Changers) to track and improve student academics and attendance
- Supplemental materials to support implementation of GVC (split fund with Title I)
- Materials and supplies for student incentives for math achievement
- Graphics and printing for instructional posters and academic support materials

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

Students with Disabilities (SWD): (SWD -122 DFS)

- PLCs will utilize PLC+ framework to analyze performance on CFAs/IAB/FIABs/iReady and plan differentiated supports
- Teacher-led data chats to set SBAC and iReady stretch growth goals
- Math Family Night to strengthen home-school alignment
- NextGen Math/Reflex/iReady Toolbox digital license for adaptive practice of math fluency skills

African American (AA): (AA -118 DFS)

- Targeted RTI with InterAct/Teaching Fellows
- Targeted RTI support provided by teachers during after-school tutoring cycles
- SEL skill building with Tier II Specialist and contracted mentors (Generation Changers)

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement and communication strategies include:

- Math Literacy Nights in partnership with Parent University
- iReady Toolbox family letters in multiple languages to support home-school alignment
- Monthly Parent Coffee Hour/Family Engagement meetings
- Provision of childcare during parent meetings to increase family participation
- Weekly newsletter via ParentSquare in English, Spanish, and Hmong to share school updates
- Administrator presence during arrival/dismissal to support informal communication with families

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities include:

- Professional development on implementing the Teacher Clarity framework
- Number Talks and Counting Collections for TK-2 led by the FUSD Math Coach
- Interactive math fluency strategies for 3rd-6th aligned to FUSD Curriculum Guidance Document
- Training on the NextGen platform for teachers new to the school site
- Training for Extended Learning tutors on use of math fluency activities aligned to FUSD Curriculum Guidance Document

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- 70% (25 of 36) of teachers will implement the Teacher Clarity framework, aligning learning intentions, learning tasks, and success criteria to the rigor of the standard
- 70% (9 of 13) of TK-2 teachers will utilize Number Talks and Counting Collections to strengthen conceptual fluency

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 increases to the percentage of students demonstrating typical/stretch growth from D1 to D2 compared to 2025–2026 baseline data
- Consistent administration of FIABs and IABs in 3rd-6th to progress monitor toward SBAC proficiency

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.

- Students will improve math achievement by reducing the distance from standard from -70.1 to -55.1 on the SBAC assessment
- The percentage of K-6 students demonstrating 40% or greater stretch growth from iReady D1 to D2 will increase from 66.3% to 70%

- 70% (16 of 20) of 3rd-6th teachers will implement daily 15-20 minute math fluency routines aligned to FUSD Curriculum Guidance Document
- Outcomes monitored by Administration, Literacy Coach, and PLCs

- Observation data/feedback will indicate implementation of Number Talks/Counting Collections in 70% of TK-2nd classrooms
- Observation data/feedback will indicate implementation of math fluency strategies aligned to the FUSD Curriculum Guidance Document in 70% of 3rd-6th classrooms
- Outcomes monitored by Administration, Literacy Coach, and PLCs

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Peer Observations, Professional Learning. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,236.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute for classroom coverage for Teachers to attend Student Success Team Meetings (monthly meetings). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,649.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Miner Literacy Tutoring: Teacher Supplemental Contracts for Targeted Grade Levels instruction for one 6-8 week cycle (Funding is for 252 hours max). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,998.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SBAC Bootcamp Tutoring: Teacher Supplemental Contracts for one 6-week cycle of targeted instructions for 3rd-6th grade students (Funding is for 252 hours max). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,998.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books to support Instruction and Professional Development	3,453.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies to support instruction. *No Food or Incentives*	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Foundation: Teaching Fellows Tutors to support Literacy & RtI.	44,600.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement *No Food or Incentives*	2,576.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4300	3.5-hr Certificated Tutor to support RtI Small Group Instruction **Budget lines for personnel include salaries and related benefits	52,541.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days for PLC Teams (4 days per Team for 34 Teachers) **Budget lines for personnel include salaries and related benefits	36,050.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to cover classrooms for Teachers to attend IEP and 504Plan Meetings (One Substitute approx 2 days per month). **Budget lines for personnel include salaries and related benefits	5,300.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady Toolbox for Teachers (K-6th; no workbooks) to support Annual Stretch Growth Academic Achievement and Intervention Supports in both Math and ELA	7,500.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady 3rd-6th Foundational Skills Intervention	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material & Supplies	35,000.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning and Conferences (i.e. Writing, Orton-Gillingham, Foundational Skills)	31,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Leases	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: Technology	4,340.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitute Coverage for Site Leaders to attend Side-by-Side Professional Learning, Conferences, PLC Quarterly Planning with Teachers. **Budget lines for personnel include salaries and related benefits	4,798.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for two weeks (80 hours each) to facilitate ELPAC assessments and for required training. **Budget lines for personnel include salaries and related benefits	5,564.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: K12Summit (English Learners; 6-8week cycles) academic support in English for EL students.	8,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies: EL support	10,701.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TF to support literacy for DI and EL students.	48,000.00
G1A1	LCFF: EL	Instruction	Travel			DI conferences and Professional Learning to support DLI Program	1,079.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings. **Budget lines for personnel include salaries and related benefits	695.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: NextGenMath (2nd-6th) to support Academic Growth in Mathematics	11,000.00

\$367,078.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

SEL Instructional Plan TK-6th

Action Details

Life Skills

- Centennial will implement a Multi-Tiered System of Supports (MTSS) that reinforces clear behavior expectations, schoolwide SEL instruction, consistent use of the Guidelines for Success, and a tiered response system to student misbehavior. Targeted interventions, mentoring, and expanded opportunities for student leadership and participation will strengthen student engagement, reduce behavior incidents, and support improved daily attendance.
- Goal 1: Centennial will implement the Discipline Guidelines framework, utilizing a tiered response system and alternatives to suspension to reduce the suspension rate from 0.6% in 2025-2026 to 0.27% in 2026-2027, as measured by district discipline data
- Goal 2: Centennial will increase the percentage of favorable student responses in the Student Engagement domain of the Fall Climate and Culture Survey from 82% in Fall 2025 to 90% in Fall 2026, as measured by district survey results
- Goal 3: Chronic absenteeism will decrease from 19.8% in 2025-2026 to 15% in 2026-2027, and AA chronic absenteeism will decrease from 44.1% to 35%, as measured by district attendance data

Direct Instructional Services

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

- Centennial will implement a tiered system of support to reduce incidents of misbehavior, increase student engagement, and improve daily attendance rates.
- Tier I:
- Implement the Discipline Guidelines framework with support from the district DPI Coach to continue identifying alternatives to suspension
 - Continue refining the Centennial Responses to Misbehavior document with teacher input to increase clarity and consistent implementation
 - Communicate Guidelines for Success during morning announcements/posted visuals to reinforce expectations
 - Use of Positivity Project/Second Step curriculum to provide consistent social-emotional learning
 - Calming corners in all classrooms to reinforce student self-regulation
 - Extra-pay contracts for teachers to increase the availability of student clubs in grades 3rd-6th
 - Monthly incentives aligned with schoolwide behavior goals ("Miner Madness") to reinforce responsible decision-making
 - Increase opportunities for student voice in selecting incentives tied to meeting attendance/behavior goals
 - Continue Leadership Club involvement in schoolwide decision-making
 - Continue Meaningful Work program, allowing students to take on campus jobs that build responsibility and ownership
 - Continue Student of the Month breakfast with families to recognize students who demonstrate good character

- Implement a system to monitor and communicate weekly attendance rates by grade level and recognize weekly winners with incentives

Tier II:

- Tier II Specialist will continue implementing Check-In/Check-Out (CICO), facilitating SEL small groups, and providing individual support for students identified by TST and DESSA data
- CICO with a staff mentor for students with attendance concerns
- All-4-Youth services will expand to include two on-campus clinicians providing additional targeted SEL support two days per week
- Two contracted mentors will support students through regular check-ins and relationship building
- Continue to address social-emotional needs through the SST/TST process and Climate and Culture Team meetings
- HSL to provide targeted home visits to students approaching chronic absenteeism (6%-9% absenteeism rate)

Tier III:

- School Psychologist will connect families with Care Solace for additional therapeutic supports
- HSL will connect families with community resources to address barriers to school attendance
- Coordinate with FUSD attendance office/Student Attendance Review Board (SARB) to identify supports
- Family conferences to develop individual attendance plans for students with attendance concerns

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.

Targeted supports for EL students include:

- Explicit teaching of SEL vocabulary to help EL students express feelings and needs
- SEL materials and supplies in multiple languages
- HSL to conduct home visits to students with attendance concerns, with translation support provided
- CICO with bilingual staff mentor
- Parent Coffee Hour/Family Engagement Hour meetings focused on attendance/SEL skills, with translation support provided
- Posted Guidelines for Success and common area expectations will be displayed in English/Spanish and include visuals

Student Groups

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

With Title I funds, supports will be provided to the following student groups:

Socio-economically Disadvantaged (SED):

- SEL curriculum materials (e.g., CHAMP book replacements, character education books)

- Extra-pay contracts for staff mentors
- Two contracted mentors for SEL/attendance support (Generation Changers)
- Materials and supplies/childcare during parent meetings/family engagement events
- Materials and supplies for student clubs and activities/attendance

African American (AA):

- Calming Corner supplies (e.g., emotional regulation tools, feeling charts)
- Culturally relevant SEL books for classroom libraries
- HSL mileage to provide targeted home visits and support

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

With 7090/7091 funds, supports will be provided to the following student groups:

Socio-economically Disadvantaged (SED):

- Materials and supplies for student clubs and activities (split fund with Title I)
- Materials and supplies to improve student attendance (e.g., hygiene kits, backpacks, jackets)
- Graphics/visual materials to support supplemental SEL instruction

African American (AA):

- Mentor/mentee activity kits/games
- Attendance recognition awards and incentives
- Discipline Guidelines supplemental materials (e.g., behavior expectation charts/signage)

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

Socio-economically Disadvantaged (SED):

- Monitor participation in student clubs/activities and address barriers to participation through community resources/HSL
- Schedule clubs during lunch or immediately after school to avoid transportation barriers
- Track participation in student clubs/activities and follow-up with families if students stop attending
- Ensure all materials/supplies are provided to support equitable access

African American (AA):

- HSL to provide targeted home visits to students approaching chronic absenteeism (6%-9% absenteeism rate)
- Two contracted mentors will support students through regular check-ins and relationship building
- Staff mentors will provide CICO supports, as needed
- Monitor participation in monthly student incentives ("Miner Madness") and create targeted supports to increase participation, as needed

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement and communication strategies include:

- Monthly Parent Coffee Hour/Family Engagement meetings
- Provision of childcare and translation supports during parent meetings to increase family participation
- Monthly calendar for families with Positivity Project weekly topic
- Weekly newsletter via ParentSquare in English, Spanish, and Hmong to share school updates
- Individual conferences with families and administration to address attendance concerns

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities include:

- Discipline Guideline framework training led by FUSD DPI Coach
- CHAMPS, Positivity Project, Second Step training for teachers/paras/NTAs
- Centennial Responses to Misbehavior document review and training

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

- Suspension rate will decrease from 0.6% in 2025-2026 to 0.27% in 2026-2027, as measured by district discipline data

- 80% (29 of 36) of teachers will implement daily Positivity Project/Second Step lessons during the designated SEL block
- 80% of misbehavior entries in ATLAS will reflect implementation of Discipline Guidelines framework best practices
- 50% of eligible students will have access to a school club or extracurricular activity to strengthen student engagement
- At least 93% of enrolled students will attend school daily, with targeted supports for AA students to meet this attendance goal
- Outcomes monitored by Administration, TST, and HSL

- Outcomes will be measured by a reduction in misbehavior incidents in ATLAS and monitored through weekly reviews of ATLAS entries to assess alignment with the Discipline Guidelines framework
- Outcomes will be measured through student participation records, club rosters, and monitoring of the percentage of eligible students participating in a school club/activity
- Outcomes will be monitored through regular reviews of site attendance data to track daily attendance rates and the effectiveness of targeted supports for AA students
- Outcomes monitored by Administration, TST, HSL, Office Assistant

- The percentage of favorable student responses in the Student Engagement domain of the Fall Climate and Culture Survey will increase from 82% in Fall 2025 to 90% in Fall 2026, as measured by district survey results
- Chronic absenteeism will decrease from 19.8% in 2025-2026 to 15% in 2026-2027, and African American chronic absenteeism will decrease from 44.1% to 35%, as measured by district attendance data

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Proposition 28

Action Details

- Centennial will use Proposition 28 funds to increase student access to arts education and incorporate visual and performing arts into literacy and math instruction to increase student engagement and deepen understanding of academic content. Art materials and supplies will be purchased to support arts-integrated learning experiences for students and families.
- Goal 1: Centennial will increase the percentage of favorable student responses in the Student Engagement domain of the Fall Climate and Culture Survey from 82% in Fall 2025 to 90% in Fall 2026 as arts-integrated learning opportunities increase
- Goal 2: By June 2027, 80% of students will engage in arts-integrated learning activities tied to literacy and math at least once per week, as evidenced by lesson plans, student artifacts, and schoolwide arts opportunities supported by Proposition 28 funds

Direct Instructional Services

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

- Centennial will implement the following to provide all students with access to art-integrated learning experiences:
- Tier I:
- Weekly dance/art classes for students tied to literacy/math GVC led by Arts Integration Teacher
 - Supplemental curriculum materials to support arts-integrated lessons
 - Art displays throughout campus to showcase student work
 - Music instruments and instructional materials to support student participation in music/visual arts classes
 - Materials and supplies for family events and Winter/Spring programs
 - Materials and supplies to support arts-integration lessons (e.g., Folklorico costumes, paint, storage materials, etc.)
 - Materials and supplies for the organization and storage of arts-integration materials
- Tier II:
- Outreach by HSL to support student participation in arts-integration activities and events
 - Portable art supply bins for literacy/math intervention groups
 - Drawing tools to support math-integrated intervention groups (e.g., pattern blocks, compasses, etc.)
- Tier III:

- Materials and supplies to support art-integrated calming corners in classrooms
- Individual art kits for students needing structured art activities

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28

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

Not required to speak to this section for Prop 28

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

Not required to speak to this section for Prop 28

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement strategies include:

- Family Literacy/Math Night with arts-integrated activities
- Family Art Night in collaboration with Extended Learning to showcase student artwork and projects
- Multicultural celebrations and events showcasing arts-integrated activities (e.g., Black History Month Assembly and Art Show)

- Student performances at assemblies, school carnivals, and Winter/Spring programs

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- 20% of math/literacy lessons (one per week) will show evidence of arts-integration
- 80% of students will participate in weekly dance/art classes for students led by Arts Integration Teacher
- Outcomes monitored by Administration, Teachers, PLCs

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 increased collaboration between grade-level teachers and the Arts Integration Teacher, resulting in the implementation of arts-integrated literacy/math lessons as evidenced by PLC notes/planning day artifacts and classroom observation data
- Outcomes will be measured by increased student engagement through participation in weekly dance and art classes led by the Arts Integration Teacher, as evidenced by improved attendance rates and a decrease in misbehavior incidents
- Outcomes monitored by Administration, Teachers, PLCs

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.

- The percentage of favorable student responses in the Student Engagement domain of the Fall Climate and Culture Survey from 82% in Fall 2025 to 90% in Fall 2026 as arts-integrated learning opportunities increase across literacy and math instruction
- By June 2027, 80% of students will engage in arts-integrated learning activities linked to literacy and math at least once per week, as evidenced by lesson plans, student artifacts, and schoolwide arts opportunities supported by Proposition 28 funds
- Outcomes monitored by Administration, Teachers, PLCs

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0090 Centennial Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Mileage for HSL & Tier II IS	500.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	2,500.00
G2A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Generation Changers Mentoring Services : Two 4-hour Mentors 180-days starting on the first day of school and ending on the last day of school (Aug 17th-June 10th).	45,643.00
G2A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Generation Changers Mentoring Services : Split Fund with 7090 for two 4-hour mentors, 5-days a week starting on Aug 17th through June 10.	11,521.00

\$60,164.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0090 Centennial Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0090	1110	1000	1120	Teacher-Subs					G1A1	Teacher Substitutes for Peer Observations, Professional Learning. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,236.00
060	3010	0090	1110	1000	1120	Teacher-Subs					G1A1	Substitute for classroom coverage for Teachers to attend Student Success Team Meetings (monthly meetings). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,649.00
060	3010	0090	1110	1000	1160	Teacher-Supp					G1A1	Miner Literacy Tutoring: Teacher Supplemental Contracts for Targeted Grade Levels instruction for one 6-8 week cycle (Funding is for 252 hours max). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,998.00
060	3010	0090	1110	1000	1160	Teacher-Supp					G1A1	SBAC Bootcamp Tutoring: Teacher Supplemental Contracts for one 6-week cycle of targeted instructions for 3rd-6th grade students (Funding is for 252 hours max). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,998.00
060	3010	0090	1110	1000	4200	Bks & Ref					G1A1	Books to support Instruction and Professional Development	3,453.00
060	3010	0090	1110	1000	4300	Mat & Supp					G1A1	: Materials & Supplies to support instruction. *No Food or Incentives*	1,000.00
060	3010	0090	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : CA Teaching Fellows Foundation: Teaching Fellows Tutors to support Literacy & RtI.	44,600.00
060	3010	0090	1110	2495	4300	Mat & Supp					G1A1	Parent Engagement *No Food or Incentives*	2,576.00
060	3010	0090	1110	3130	5211	Local Mileag					G2A1	Mileage for HSL & Tier II IS	500.00
030	7090	0090	1110	1000	1110	Teacher-Regu	Tutor	T004	Redelfs, Debra	0.4300	G1A1	3.5-hr Certificated Tutor to support RtI Small Group Instruction **Budget lines for personnel include salaries and related benefits	52,541.00
030	7090	0090	1110	1000	1120	Teacher-Subs					G1A1	Quarterly Planning Days for PLC Teams (4 days per Team for 34 Teachers) **Budget lines for personnel include salaries and related benefits	36,050.00
030	7090	0090	1110	1000	1120	Teacher-Subs					G1A1	Substitutes to cover classrooms for Teachers to attend IEP and 504Plan Meetings (One Substitute approx 2 days per month). **Budget lines for personnel include salaries and related benefits	5,300.00
030	7090	0090	1110	1000	4200	Bks & Ref					G1A1	: iReady Toolbox for Teachers (K-6th; no workbooks) to support Annual Stretch Growth Academic Achievement and Intervention Supports in both Math and ELA	7,500.00
030	7090	0090	1110	1000	4200	Bks & Ref					G1A1	: iReady 3rd-6th Foundational Skills Intervention	6,000.00
030	7090	0090	1110	1000	4200	Bks & Ref					G1A2	: NextGenMath (2nd-6th) to support Academic Growth in Mathematics	11,000.00
030	7090	0090	1110	1000	4300	Mat & Supp					G1A1	Material & Supplies	35,000.00
030	7090	0090	1110	1000	5221	Travel					G1A1	Professional Learning and Conferences (i.e. Writing, Orton-Gillingham, Foundational Skills)	31,500.00
030	7090	0090	1110	1000	5631	Off Eq Lease					G1A1	Copier Leases	10,000.00
030	7090	0090	1110	1000	5723	Direct-Maint					G1A1	Direct Maintenance: Technology	4,340.00
030	7090	0090	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics	500.00
030	7090	0090	1110	2100	1320	Crt Supr-Sub					G1A1	Substitute Coverage for Site Leaders to attend Side-by-Side Professional Learning, Conferences, PLC Quarterly Planning with Teachers. **Budget lines for personnel include salaries and	4,798.00

030	7090	0090	1110	2100	1320	Crt Supr-Sub	G1A1	related benefits	4,708.00
030	7090	0090	1110	2495	4300	Mat & Supp	G2A1	Parent Involvement	2,500.00
030	7090	0090	1110	3110	5110	Subagreements	G2A1	Generation Changers Mentoring Services : Two 4-hour Mentors 180-days starting on the first day of school and ending on the last day of school (Aug 17th-June 10th).	45,643.00
030	7091	0090	4760	1000	1160	Teacher-Supp	G1A1	ELPAC Assessors for two weeks (80 hours each) to facilitate ELPAC assessments and for required training. **Budget lines for personnel include salaries and related benefits	5,564.00
030	7091	0090	4760	1000	4200	Bks & Ref	G1A1	: K12Summit (English Learners; 6-8week cycles) academic support in English for EL students.	8,000.00
030	7091	0090	4760	1000	4300	Mat & Supp	G1A1	Materials & Supplies: EL support	10,701.00
030	7091	0090	4760	1000	5110	Subagreements	G1A1	California Teaching Fellows Foundation : TF to support literacy for DI and EL students.	48,000.00
030	7091	0090	4760	1000	5221	Travel	G1A1	DI conferences and Professional Learning to support DLI Program	1,079.00
030	7091	0090	4760	2495	2960	Oth Cls-Supp	G1A1	Babysitting for Parent Meetings. **Budget lines for personnel include salaries and related benefits	695.00
030	7091	0090	4760	3110	5110	Subagreements	G2A1	Generation Changers Mentoring Services : Split Fund with 7090 for two 4-hour mentors, 5-days a week starting on Aug 17th through June 10.	11,521.00
									\$427,242.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$89,010.00
Sup & Conc	7090	\$252,672.00
LCFF: EL	7091	\$85,560.00
Grand Total		\$427,242.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$367,078.00
G2 - The Whole Child (SEL and Engagement)	\$60,164.00
Grand Total	\$427,242.00