



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **CENTRAL ELEMENTARY** SCHOOL

**2022-23**

37-68338-6039366  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Hueso, Angelica

**Contact Person:** Hueso, Angelica

**Position:** Principal

**Telephone Number:** 619/344-6100;

**Address:** 4063 Polk Ave, Central Elementary, San Diego, CA, 92105-1436,

**E-mail Address:** ahueso@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval:** *January 24, 2023*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Central ES PHONE: 619-344-6100 FAX: \_\_\_\_\_

SITE CONTACT PERSON: Laura Lucatero E-MAIL ADDRESS: llucatero@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/27/22</u> |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input type="checkbox"/>            | Site Governance Team (SGT)  | Date of presentation: _____          |
| <input type="checkbox"/>            | Other (list): _____   | Date of presentation: _____          |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/22

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

Laura Lucatero  
Type/Print Name of School Principal

Melanie Stacy  
Type/Print Name of SSC Chairperson

Elsa Mendonca  
Type/Print Name of ELAC Representative

Christina Custody  
Type/Print Name of Area Superintendent

Laura Lucatero 10/5/22  
Signature of School Principal / Date

Melanie Stacy 10/5/22  
Signature of SSC Chairperson / Date

Elsa Mendonca  
Signature of ELAC Representative / Date

[Signature] 10/11/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

*one October 7th 2022*

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of *Title I Schoolwide Program* and Additional Target Support and Improvement Program. The team at Central Elementary is committed to meeting the needs of ALL students. School programs are strategically designed to engage students and staff in deepening their understanding of student strengths and needs to plan the right next steps. To provide a strong academic program, the team at Central collaborate to provide opportunities for students to develop social, emotional and problem-solving skills to promote agency and life-long learning.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and parent participation. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**ENGAGING EDUCATIONAL PARTNERS**

Our SPSA process involves input from all stakeholders including staff, parents, School Site Council, Site Governance Team and our English Learner Advisory Committee. During the 2021 - 22 and 2022-23 school year, the following meetings were held to dialogue and solicit input:

October 2021 the Annual Title I Parent Meeting was held.

January 19, 2022 Instructional Leadership Team input meeting

January 22, 2022 English Learner Advisory Committee provided input on funding that would support English Language Learners.

February 22, 2022 Staff budget input meeting

February 24, 2022 SSC adopted the 2022-23 Budget

September 27, 2022 - ELAC input on SPSA

October 5, 2022 - SSC approval of the SPSA

**RESOURCE INEQUITIES**

In order to conduct a root cause analysis, the Central Team examined a variety of data including 2021-22 CAASP results, the 2018-19 California Dashboard and California Parent Survey, California Healthy Kids Survey, FAST ELA and FAST MATH data as well as DEMI for 5th grade students and a review of the 2022-23 School Plan for Student Achievement.

**ENGLISH LANGUAGE ARTS & MATHEMATICS**

To support student progress in both ELA and Math, professional development will focus around monitoring multiple measures for our students and how they are progressing toward grade-level standards. Teachers will also participate in PLCs in order to support tier one instruction, a guaranteed viable curriculum and a hyper-focus on students who are learning English as well as students with disabilities.

**CHRONIC ABSENTEEISM**

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism which is in red with 20.3% of our students chronically absent (up 2.5 percentage points from the previous year). The school team is committed to work with students who are chronically absent in order for them to improve their attendance as students can't learn if they're not in school. The office staff will work collaboratively with the principal, school counselor, and certificated staff to monitor attendance and social emotional needs. In addition, the goal is to increase parent engagement and continue to strengthen the home-school relationships with families. There will be mental health services on-site through local partnership agencies to support students with social and emotional needs. The school community (staff, parents, community organizations) recognize the importance of a positive, safe, supportive, and inclusive school environment and will continue to cultivate a positive school culture for all stakeholders.

**ENGLISH LEARNERS**

Based on our data, we need to continue our focus to improve student achievement and close the achievement gap specific to our English Learners, Students with Disabilities and our Black Youth Students. Our Professional Development plan will include PLCs, flexible professional development opportunities, instructional walkthroughs, and District support. There is a need to dedicate PLC time on developing standards based instruction and assessments with ongoing monitoring. Also, in response to student need as identified by CAASPP scores over multiple years Central purchased an additional over-formula teacher to reduce the number of students in upper grade classrooms. Part-time resource teachers were also purchased in order to work side-by-side with teachers, conduct small group instruction, professional development, planning and student monitoring.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Juliana Villanueva	Classified Staff
Laura Lucatero	Principal
Kelly Nytes	Teacher
Le Bui	Teacher
Kristen Stacy	Teacher - Chair
Binh Vo	Parent Representative
Joseph Kim	Parent Representative
Najma Jeilani	Parent Representative
Claudia Vicente	Parent Representative
Phillip VanOstrand	Community Member

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

#### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

#### Annual Review of This Goal: SPSA Reviewed 2021-22

##### \*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

For 2021-22 attendance and chronic absenteeism were anomalous because of the Covid and Omicron surge. Our goal is to decrease the overall school wide chronic absenteeism rate and increase the average parent involvement rate, therefore our goals are moving forward for this school year.

Data obtained from the California Dashboard for the 2019/20 school year found that, compared to the previous year: :

- African American student chronic absentee rate had increased slightly from 22.8% to 25%
- Students with disabilities chronic absentee rate had decreased from 31.4% to 26.7%
- English Learners has remained relatively the same moving from 18.9% to 18.5%
- Hispanic students had declined slightly from 23.4% to 22.2%
- Socially Disadvantaged student chronic absentee rate has increased slightly from 20.% to 21.1%
- Asian student chronic absentee rate has increased from 2.1% to 7.8%
- Homeless student chronic absentee rate has decreased from 28.95 to 23.9%

For the 2021-22 school year we added goals to reduce the suspension rate to zero. Our goal is based on creating a culture of inclusion, belonging and inclusivity as well as a focus on restorative justice. On looking back at our suspension data from 2018 to 2019, the data was as follows:

- African American students increased from 1.5% to 6.2%

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- Our English Learners remained relatively the same going from .6% in 2018 to .7% in 2019.  
 - Our students with disabilities increases from 1.2% in 2018 to 3.2 in 2019  
 - Our Homeless population increased from 1.0% to 4.5% in 2019  
 Our goal is to eliminate suspensions for all students and as of the date of this document, we haven't suspended any students.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Although we worked hard with all subgroups to decrease the percentage of students who were chronically absent and suspended, the school closed in mid-March and it greatly impacted our ability to continue working on these goals. Although we did make a difference in our students with disabilities, the remainder of the groups stayed relatively the same. We will continue our goals but have adjusted the data based on California Dashboard Data.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Due to school closures last year and the continued need to quarantine students, we will continue with our interventions, supports and goals and adjust accordingly based on whether we're online or onsite.

**\*Identified Need**

On the California Dashboard (2019) Central is in the red in the area of Chronic Absenteeism. The overall chronic absenteeism rate is 20.3% which is an increase of 2.5% over the previous year. The 2019 Dashboard shows we maintained the Chronic Absenteeism rate and increased slightly to 20.7%. According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 42.75% (with the response of "strongly agree" in each of the indicators (see below). 319 parents completed the survey in a student population of 633 students (as of July 18, 2019).

**Parent Involvement (indicators):**

- School allows input and welcomes parents/ contributions 44%
- School encourages me to be an active partner with the school in education my child 42%
- School actively seeks the input of parents before making important decision 34%
- Parents feel welcome to participate at this school 51%

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	59.6%	25%	Chronic Absenteeism	Trimester



<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate	50%	25%	Chronic Absenteeism	Monthly
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	76%	30%	Chronic Absenteeism	Monthly
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	65%	30%	Chronic Absenteeism	Monthly
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate	60%	30%	Chronic Absenteeism	Monthly
June 2023	TK-5	Asian	Decrease chronic absenteeism rate	35%	15%	Chronic Absenteeism	Monthly
June 2023	TK-5	Homeless/Foster	Decrease chronic absenteeism rate	78%	30%	Chronic Absenteeism	Monthly
June 2023	TK-5	Black or African American	Decrease suspension rate	0%	0	Suspension	Monthly
June 2023	TK-5	English Learner	Decrease suspension rate	0%	0	Suspension	Monthly
June 2023	TK-5	Students with Disabilities	Decrease suspension rate	0%	0	Suspension	Monthly
June 2023	TK-5	Homeless/Foster	Decrease suspension rate	0%	0	Suspension	Monthly

**Supporting Black Youth - Additional Goals**

- ✓ 1. Central's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Central is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Central will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Central will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

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- ✓ 5. Central's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Central will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Central will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Counselor

#### \*Students to be served by this Strategy/Activity

Counselor will connect with students and family, support creating a safe and welcome environment, and enhance the school's positive, inclusive, safe and collaborative culture.

#### \*Strategy/Activity - Description

Counselor will work with students who need support individually or in small group. In addition, 'Second Step' instruction in classroom and organize the student study team along with resource specialist.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005939	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0059-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Connect with students and family, support creating a safe and welcoming environment, support working toward decreasing chronic absenteeism. Also, coordinate counseling services and support decrease chronic absenteeism.
F00593A	School Counselor -	0.30000	\$26,862.90	\$39,252.38	0059-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Provide support for students and families in order to create a positive learning environment and to meet the social emotional needs of our students.

#### \*Additional Supports for this Strategy/Activity

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund the following:

Two part-time Resource Teachers to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; provide support for English Learners in acquiring English and accessing grade level standards as well as students with disabilities; collaborate with teachers to provide more individualized instruction and supports for students; support professional development. Visiting teachers to release classroom teachers from the classroom for PLCs and other professional development and collaboration opportunities in order to design lessons, analyze student work, individual, class and grade level data and to improve instructional strategies.

In reflecting upon our SPSA Goals, we realize the need to tighten and strengthen our overall professional development and student monitoring. While effort was made to improve, we did not make sufficient gains in order to meet our stated goal.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Resource Teachers worked in classrooms with teachers to strengthen Tier 1 instruction. We have designed a model for our site resource teachers to mirror the work of the Literacy Acceleration Program in upper grades with one RT per grade level doing push in guided reading with selected students in cycles to accelerate their acquisition of reading skills to achieve grade level reading.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

A strategic plan has been created in order to ensure classroom teachers are receiving support on strengthening Tier 1 instruction based on grade level standards and student need. Monitoring of students strategically throughout the year and planning for how these students will be supported within the classroom through teacher instruction and interventions will be planned every 5 to 6 weeks. In addition to the three part-time Resource Teachers, our Vice-Principal will support the Literacy Acceleration Program and Strategic Schedules in order to support teachers at all grade levels.

**\*Identified Need - English Language Arts**

The school's overall data for the 2017 school year indicates 21.3% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 27.2% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight gain of 5.9% in the area of ELA from 2017 to 2018. FAST ELA spring 2021 data for 3rd - 5th combined indicated 30% of students scored at advanced or low risk with 70% scoring at some or high risk. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically

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disadvantaged. Over 97% of Central's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Our black student population scored 108.6 points below standard in ELA based on CAASP 2018 data. There was a 27.8 point decrease in 2019 as black students scored only 69 points below standard.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	28%	36%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	37%	47%	FAST aReading	Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	8%	15%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards. (Non Reclassified)	9%	20%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of	21%	30%	CAASPP ELA	Annually

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			students meeting and exceeding grade level standards.				
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	10%	20%	FAST aReading	Trimester
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards. (Non Reclassified)	17%	27%	FAST aReading	Trimester
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	25%	35%	FAST aReading	Trimester

### **\*Identified Need - Math**

The 2021-22 school year, DEMI Math data showed 61%, 57%, and 48% Proficient and Strong in Knowledge, Application and Communication Respectively. In CAASPP our overall score in Math was 22% at grade level. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 97% of Central's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To support student progress in Math, professional development will focus on communication in math, sharing and revising their ideas. Teachers will participate PLCs on additional minimum days; strengthening tier one instruction throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments and monitoring student progress together as a grade level team during each PLC.

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<b>*Goal 3 - Mathematics</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3 - 5	Increase the percentage of students meeting and exceeding grade level standards.	22%	32%	CAASPP Math	Annually	
June 2023	3-5	Increase the percentage of students scoring proficient or strong in Knowledge	61%	71%	DEMI	Semi Annual	
June 2023	3-5	Increase the percentage of students scoring proficient or strong in Application.	57%	67%	DEMI	Semi Annual	
June 2023	3-5	Increase the percentage of students scoring proficient or strong in communication.	48%	58%	DEMI	Semi Annual	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	12%	22%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding	7%	17%	CAASPP Math	Annually

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			grade level standards.				
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	9%	19%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students scoring proficient or strong in Knowledge	31%	41%	DEMI	Semi Annual
June 2023	3-5	Students with Disabilities	Increase the percentage of students scoring proficient or strong in Application	34%	44%	DEMI	Semi Annual
June 2023	3-5	Students with Disabilities	Increase the percentage of students scoring proficient or strong in communication.	21%	31%	DEMI	Semi Annual
June 2023	3-5	English Learner	Increase the percentage of students scoring proficient or strong in Knowledge	50%	60%	DEMI	Semi Annual
June 2023	3-5	English Learner	Increase the percentage of students scoring	48%	58%	DEMI	Semi Annual



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			proficient or strong in Application.				
June 2023	3-5	English Learner	Increase the percentage of students scoring proficient or strong in communication.	41%	51%	DEMI	Semi Annual
June 2023	3-5	Black or African American	Increase the percentage of students scoring proficient or strong in Knowledge	46%	56%	DEMI	Semi Annual
June 2023	3-5	Black or African American	Increase the percentage of students scoring proficient or strong in Application.	46%	56%	DEMI	Semi Annual
June 2023	3-5	Black or African American	Increase the percentage of students scoring proficient or strong in communication.	46%	56%	DEMI	Semi Annual

**\*Identified Need - English Learners**

English Learner students make up 65% of the overall student population. According to the K-5 Summative ELPAC data there are 6 students performing at Level 4 (well developed), 98 students performing at Level 3 (moderately developed), and 106 students performing at Level 2 (somewhat developed), and 89 students performing at a Level 1 (minimally developed). In CAASPP English Learners scored at or above grade level at low rates: 9% in ELA and 7% in Math.

<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Are reclassified	%	%	Reclassification Rates	Annually
<b>*Identified Need - Graduation/Promotion Rate</b>							
<p>The 2016-2017 3rd grade students met or exceeded grade level standards was at 27% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 20% (ELA). This is a 7% decrease in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2017 school year indicated 24% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated 24% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was no change in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.</p>							
<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase the percentage of students reading at or above grade level as measured by the FAST	40%	50%	FAST aReading	Trimester	
June 2023	5	Increase the percentage of students reading at or above grade level as measured by the FAST	40%	50%	FAST aReading	Trimester	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Black or African American	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	30%	FAST aReading	Trimester

## Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	20%	FAST aReading	Trimester
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	27%	FAST aReading	Trimester
June 2023	5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	30%	FAST aReading	Trimester
June 2023	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	20%	FAST aReading	Trimester
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST	Small Student Group	27%	FAST aReading	Trimester

**Optional School Goal(s)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

<b>Resource Teacher</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.									
<b>*Strategy/Activity - Description</b>									
Resource Teachers and Vice Principal will support student progress in ELA by Leading Professional Development school wide, within PLCs and side-by-side with teachers. Together, they will focus on studying and gaining an in-depth understanding of grade level standards and expectations in order to strengthen tier one instruction throughout the school year for all classroom teacher as well as education specialists. They will meet with grade level teams every 5-6 week to monitor student progress.									
Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005930	Inschool Resource Tchr -	0.10000	\$9,891.60	\$14,737.87	0059-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction
F005931	Inschool Resource Tchr -	0.30000	\$29,674.80	\$44,702.31	0059-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Resource teacher supports student progress in ELA by leading PD and PLC, and conducting small group instruction
F005934	Inschool Resource Tchr -	0.20000	\$19,783.20	\$30,603.64	0059-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction
F005937	Inschool Resource Tchr -	0.45000	\$44,512.20	\$68,858.19	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction

## Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F005935	Inschool Resource Tchr -	0.45000	\$44,512.20	\$67,053.48	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction
F005936	Inschool Resource Tchr -	0.40000	\$39,566.40	\$58,951.38	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction
F005938	Inschool Resource Tchr -	0.30000	\$29,674.80	\$44,213.54	0059-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource teachers support student progress in ELA by leading PD, PLC and doing small group instruction

### \*Additional Supports for this Strategy/Activity

An over formula teacher in order to reduce the number of students at upper grade classrooms (which can have up to 35 students per teacher) will support teachers being able to better meet the needs of their students by facilitating more focused instruction in small groups or one-on-one with students.

### Professional Learning Communities and Professional Development

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

#### \*Strategy/Activity - Description

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

Visiting teachers and teacher hourly are essential for classroom teachers to have opportunities to participate in professional development with support staff to work on the lesson design, lesson studies, cross classroom visits. Teachers also need time to analyze data and plan instruction.

Teachers will participate in ongoing professional development and workshops in order to provide opportunities that meet the specific needs of students with disabilities in the areas of ELA and Math. Education Specialists will be included in all learning.

Visiting teachers and teacher hourly pay are essential for classroom teacher to participate in professional development with support staff to work on lesson design, lesson studies, and analyzing data. In addition, all classroom teachers and Education Specialists will have opportunities to participate in PLCs with resource teacher as a coach.

## Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00593B	Elem Prep Teacher/Pe -	0.20000	\$18,731.40	\$27,190.91	0059-30100-00-1118-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional release time for teachers for professional development, PLCs, and lesson observations.
N00594R	Prof&Curriclm DevHrlyClstrmTchr		\$10,000.00	\$12,381.00	0059-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Release time for professional development and PLCs in all academic areas.
N00596T	Prof&Curriclm Dev Vist Tchr		\$28,750.00	\$35,595.38	0059-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Release time for professional development and PLCs in all academic areas.
N0059B2	Prof&Curriclm Dev Vist Tchr		\$22,000.00	\$27,238.20	0059-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for professional development and PLCs in all academic areas.
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Tiered interventions</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.									
<b>*Strategy/Activity - Description</b>									
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00597H	Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0059-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Academic field trips to augment the instructional programs such as the zoo, Reuben H. Fleet Space center, and the Elementary Institute of Science.

## Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N00597J	Supplies		\$19,727.00	\$19,727.00	0059-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as chart paper, classroom library books, math manipulatives, markers, etc.
N00597K	Supplies		\$166.00	\$166.00	0059-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies such as chart paper, classroom library books, math manipulatives, markers, etc.
N0059DX	Supplies		\$647.00	\$647.00	0059-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies such as chart paper, classroom library books, math manipulatives, markers, etc.

**\*Additional Supports for this Strategy/Activity**

**Small Group Interventions**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

**\*Strategy/Activity - Description**

Additional opportunities for students to participate in re-teaching and differentiated instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00597G	Classroom Teacher Hrly		\$3,000.00	\$3,714.30	0059-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring support for students in literacy and mathematics.

**\*Additional Supports for this Strategy/Activity**

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In order for parents to be involved, parents often request childcare support and we have better attendance when we are able to provide snacks for them while on campus. We also look for opportunities to provide workshops or trainings off- site at conferences.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Childcare is always offered, but not always taken advantage of. We will focus on encouraging parents to attend by continuing to provide translation, childcare and snacks.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend school trainings and meetings. All staff will work with our current parent volunteers to increase parent awareness of the importance and impact of parent involvement on academic achievement.

**\*Identified Need**

According to the 2021 California School Parent Survey (CSPS),

**Parent Involvement (indicators) that include only "Agree/Strongly Agree" responses:**

- School encourages me to be an active partner with the school in educating my child=89%
- School actively seeks the input of parents before making important decisions=90%
- Parents feel welcome to participate at this school=87%%

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important	90%	100%	CAL - SCHLS (CSPS)



## Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		decisions. (Agree/Strongly Agree)							
<b>*Annual Measurable Outcomes</b>									
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>				
June 2023	Other (Describe in Objective)	Parents/Families will attend at least two school events	TBD	90%	Other - Describe in Objective				
<b>Parent Meeting Support</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families and students at the school will benefit from this strategy/activity.									
<b>*Strategy/Activity - Description</b>									
Provide childcare for parent trainings/meetings. Provide translation services in Spanish and Vietnamese to facilitate communication between school, classroom teachers and parents. Allocate funds for in-service supplies for parent meetings and workshops. Provide funding for conferences that will equip parents on how to stay involved and impact their child's education.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059Q	Clerical OTBS Hrly		\$2,500.00	\$3,425.25	0059-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Oral translations for parent events and meetings. Writtent translation of documents for families (less than 15% primary language).
N0059EH	Supplies		\$1,155.00	\$1,155.00	0059-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent events and meeting such as chart paper, markers. May include light refreshments such as pastries, coffee, and juice.
<b>*Additional Supports for this Strategy/Activity</b>									

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Central at Wilson Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 292,278
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 528,781

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 118,574
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 118,574

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 117,929
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 117,929

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 528,781

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Central at Wilson	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	59,349.60	0.6	\$59,349.60
Central at Wilson			3000 Benefits			0	\$30,694.22
Central at Wilson		<b>Inschool Resource Tchr Total</b>				<b>0.6</b>	<b>\$90,043.82</b>
Central at Wilson		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	22,000.00	0	\$22,000.00
Central at Wilson			3000 Benefits			0	\$5,238.20
Central at Wilson			4301 Supplies	Supplies	647	0	\$647.00
Central at Wilson		<b>(blank) Total</b>				<b>0</b>	<b>\$27,885.20</b>
Central at Wilson	<b>09800 LCFF Intervention Support Total</b>					<b>0.6</b>	<b>\$117,929.02</b>
Central at Wilson	30100 Title I Basic Program	Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	18,731.40	0.2	\$18,731.40
Central at Wilson			3000 Benefits			0	\$8,459.51
Central at Wilson		<b>Elem Prep Teacher/Pe Total</b>				<b>0.2</b>	<b>\$27,190.91</b>
Central at Wilson		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	128,590.80	1.3	\$128,590.80
Central at Wilson			3000 Benefits			0	\$66,272.25
Central at Wilson		<b>Inschool Resource Tchr Total</b>				<b>1.3</b>	<b>\$194,863.05</b>
Central at Wilson		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Central at Wilson			3000 Benefits			0	\$8,259.65
Central at Wilson		<b>School Counselor Total</b>				<b>0.2</b>	<b>\$26,168.25</b>
Central at Wilson		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	3,000.00	0	\$3,000.00
Central at Wilson			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	28,750.00	0	\$28,750.00
Central at Wilson			3000 Benefits			0	\$7,559.68
Central at Wilson			4301 Supplies	Supplies	166	0	\$166.00
Central at Wilson		<b>(blank) Total</b>				<b>0</b>	<b>\$39,475.68</b>
Central at Wilson	<b>30100 Title I Basic Program Total</b>					<b>1.7</b>	<b>\$287,697.89</b>
Central at Wilson	30103 Title I Parent Involvement	(blank)	2451 Clerical OTBS Hrly	Clerical OTBS Hrly	2,500.00	0	\$2,500.00
Central at Wilson			3000 Benefits			0	\$925.25
Central at Wilson			4301 Supplies	Supplies	1,155.00	0	\$1,155.00
Central at Wilson		<b>(blank) Total</b>				<b>0</b>	<b>\$4,580.25</b>
Central at Wilson	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$4,580.25</b>
Central at Wilson	30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	29,674.80	0.3	\$29,674.80
Central at Wilson			3000 Benefits			0	\$14,538.74
Central at Wilson		<b>Inschool Resource Tchr Total</b>				<b>0.3</b>	<b>\$44,213.54</b>
Central at Wilson		School Counselor	1210 Counselor	Counselor	26,862.90	0.3	\$26,862.90
Central at Wilson			3000 Benefits			0	\$12,389.48
Central at Wilson		<b>School Counselor Total</b>				<b>0.3</b>	<b>\$39,252.38</b>
Central at Wilson		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	10,000.00	0	\$10,000.00
Central at Wilson			3000 Benefits			0	\$2,381.00
Central at Wilson			4301 Supplies	Supplies	19,727.00	0	\$19,727.00
Central at Wilson			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	3,000.00	0	\$3,000.00
Central at Wilson		<b>(blank) Total</b>				<b>0</b>	<b>\$35,108.00</b>
Central at Wilson	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>					<b>0.6</b>	<b>\$118,573.92</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

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*Central Elementary*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Central Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. The policy was written with input from Title I parents. School Site Council members reviewed, gave input, and approved the Title I Parent & Family Engagement Policy.

It has distributed the policy to parents of Title I students. The policy is distributed to parents of Title I students in October in English, Spanish and Vietnamese. Copies of the policy are available upon request.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution
- The annual Title I parent meeting will be held in the fall (October)
- A copy of the Parent and Family Engagement Policy is distributed to families in October in English, Spanish and Vietnamese.
- Copies are always available upon request.
- The policy is updated annually with approval of the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Central offers a flexible number of parent classes and/or meetings and may provide, with funds provided under this part, translation, child care, and refreshments for these meetings.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum,

- academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- The annual Title I meeting is held in the month of October. It is presented in English, Spanish and Vietnamese.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Monthly Parent Meetings
- Individual classroom activities as planned by individual classes/teachers
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House in May
- Parents have access to teachers each school day at dismissal and class dojo.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- School Site Council meetings
- English Learner Advisory Council meetings
- Parent Meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Annual Title I meeting
- Information sent home in English, Spanish and Vietnamese.
- Bilingual staff available to assist and answer questions
- Quarterly Standards Based Report Card Report in English, Spanish and Vietnamese.
- All meetings are conducted in both English and Spanish
- Teacher communication with parents

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent Meetings
- Parent Conferences
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC)



If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- School Site Council meetings
- English Learner Advisory Committee meetings
- Monthly Parent Meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent Teacher Conferences
- Quarterly Standards Based Report Card Report
- Parent Notification of child's ELPAC score
- Learning Contract conferences (on-going)
- Monthly Parent Meetings
- SST/IEP meetings

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Learning Contract conferences (on-going)
- Monthly Parent Meetings
- School Site Council Meetings
- SST/IEP meetings

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional Development and/or staff meetings on Social Emotional Health · School Site Council Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- School Site Council meetings
- English Learner Advisory Committee meetings
- Monthly Parent Meetings
- SST/IEP Meetings

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Class Dojo and phone calls in both English and Spanish
- Marquee displaying upcoming events
- Monthly Parent Meetings
- SST/IEP meetings

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent Survey
- Title One meeting
- School Site Council
- ELAC

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Flyers, phone calls in both English and Spanish
- Bilingual staff (Vietnamese & Spanish)
- Quarterly Standards Based Report Card Report in both English and Spanish · All meetings conducted in multiple languages, as necessary
- ELAC

If the school-wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Parent comments are submitted to the School Site Council for consideration.

This policy was adopted by Central Elementary on October 5, 2022 and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: end of November 2022.

Laura Lucatero

Signature of authorized official here

*Laura Lucatero*

October 5, 2022

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

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CENTRAL ELEMENTARY

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2022-23.

*Central Elementary* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility is to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Winter Parent/Teacher Conferences, November
- Spring Parent/Teacher Conferences, March
- Quarterly Standards Based Report Card Report
- Parent Notification of child's ELPAC score
- Learning Contract conferences (on-going)
- Parents have access to teachers via Class Dojo.
- Daily communication between teachers and parents available through teacher contact and Class Dojo
- Monthly Parent Meetings
- SST/IEP meetings

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Parent Teacher Conferences
- Quarterly Standards Based Report Card Report
- Parent Notification of child's ELPAC score
- Learning Contract conferences (on-going)
- Monthly Parent Meetings
- SST/IEP meetings

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Learning Contract conferences (on-going)
- Monthly Parent Meetings
- School Site Council Meetings
- SST/IEP meetings

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Professional Development and/or staff meetings on Social Emotional Health
- School Site Council Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- School Site Council
- ELAC
- Monthly Parent Meetings
- SST/IEP meetings

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Class Dojo and phone calls in both English and Spanish
- Marquee displaying upcoming events
- Monthly Parent Meetings
- SST/IEP meetings

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Parent Survey
- Title One meeting
- School Site Council
- ELAC

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Flyers, phone calls in both English and Spanish
- Bilingual staff (Vietnamese & Spanish)
- Quarterly Standards Based Report Card Report in both English and Spanish
- All meetings conducted in multiple languages, as necessary
- ELAC

This Compact was adopted by Central Elementary on October 5, 2022 and will be in effect for the period of the 2022-23 School Year..

The school will distribute the Compact to all parents and family members of students participating on, or before the end of November 2022.

Laura Lucatero

*Laura Lucatero*

October 5, 2022

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support / School Dashboard Additional Reports and Data

# Central Elementary (San Diego, CA)

## San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

### Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Green	None	None	Yellow	Yellow
English Learners	Orange	Green	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Green	None	None	Yellow	Yellow
Students with Disabilities	Orange	Red	None	None	Orange	Orange
African American	Red	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	Yellow	Green
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None





**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Central**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	359	24.8	320	22.2	299	23.7	269	27.1	262	28.2	3.4	1.1	359	16.7	327	12.8	302	15.6	266	23.7	276	22.1	5.4	-1.6
Female	168	25.6	148	24.3	138	27.5	115	35.7	151	33.1	7.5	-2.6	168	14.3	154	13.0	139	12.9	114	23.7	158	20.9	6.6	-2.8
Male	191	24.1	172	20.3	161	20.5	154	20.8	111	21.6	-2.5	0.8	191	18.8	173	12.7	163	17.8	152	23.7	118	23.7	4.9	0.0
African American	19	31.6	15	13.3	21	9.5	20	30.0	19	21.1	-10.5	-8.9	19	21.1	15	0.0	21	9.5	20	20.0	23	8.7	-12.4	-11.3
Asian	3	-	5	-	5	-	34	32.4	46	45.7	-	13.3	3	-	5	-	5	-	33	42.4	46	43.5	-	1.1
Filipino	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Hispanic	276	20.7	247	19.8	228	23.2	210	26.7	187	24.1	3.4	-2.6	276	13.0	251	9.6	231	13.0	208	21.2	196	18.4	5.4	-2.8
Native American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	3	-	-	-	1	-	1	-	0	-	0	-	3	-	-	-
White	4	-	2	-	1	-	3	-	3	-	-	-	4	-	2	-	1	-	3	-	3	-	-	-
Multiracial	6	-	6	-	5	-	1	-	2	-	-	-	6	-	6	-	5	-	1	-	3	-	-	-
English Learner	208	8.2	161	6.2	163	6.1	142	9.2	133	9.0	0.8	-0.2	208	5.3	168	2.4	166	7.8	141	9.9	147	6.8	1.5	-3.1
English-Speaking	151	47.7	159	38.4	136	44.9	127	47.2	129	48.1	0.4	0.9	151	32.5	159	23.9	136	25.0	125	39.2	129	39.5	7.0	0.3
Reclassified†	100	53.0	111	40.5	87	60.9	77	58.4	85	58.8	5.8	0.4	100	33.0	111	25.2	87	32.2	76	50.0	85	47.1	14.1	-2.9
Initially Eng. Speaking	51	37.3	48	33.3	49	16.3	50	30.0	44	27.3	-10.0	-2.7	51	31.4	48	20.8	49	12.2	49	22.4	44	25.0	-6.4	2.6
Econ. Disadv.*	352	25.0	310	21.0	286	23.8	262	26.7	250	28.4	3.4	1.7	352	16.5	317	12.0	287	15.3	259	23.2	261	21.8	5.3	-1.4
Non-Econ. Disadv.	7	-	10	60.0	13	23.1	7	-	12	25.0	-	-	7	-	10	40.0	15	20.0	7	-	15	26.7	-	-
Gifted	69	60.9	54	42.6	34	50.0	26	42.3	6	-	-	-	69	49.3	54	37.0	34	32.4	25	48.0	6	-	-	-
Not Gifted	290	16.2	266	18.0	265	20.4	243	25.5	256	27.0	10.8	1.5	290	9.0	273	8.1	268	13.4	241	21.2	270	20.7	11.7	-0.5
With Disabilities	59	1.7	53	0.0	56	3.6	48	6.3	26	7.7	6.0	1.4	59	1.7	53	0.0	56	1.8	46	2.2	26	11.5	9.8	9.3
WO Disabilities	300	29.3	267	26.6	243	28.4	221	31.7	236	30.5	1.2	-1.2	300	19.7	274	15.3	246	18.7	220	28.2	250	23.2	3.5	-5.0
Homeless	25	28.0	26	23.1	26	23.1	26	15.4	26	30.8	2.8	15.4	25	16.0	28	10.7	26	15.4	26	19.2	23	8.7	-7.3	-10.5
Foster	0	-	0	-	1	-	1	-	0	-	-	-	4	-	0	-	1	-	1	-	0	-	-	-
Military	1	-	0	-	1	-	2	-	0	-	-	-	1	-	0	-	1	-	2	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Central**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	104	23.1	103	27.2	88	21.6	0	-	88	26.1	3.0	-	104	20.2	105	18.1	89	21.3	90	28.9	94	23.4	3.2	-5.5
Female	44	20.5	47	34.0	44	25.0	0	-	51	27.5	7.0	-	44	13.6	48	16.7	44	18.2	34	32.4	54	24.1	10.5	-8.3
Male	60	25.0	56	21.4	44	18.2	0	-	37	24.3	-0.7	-	60	25.0	57	19.3	45	24.4	56	26.8	40	22.5	-2.5	-4.3
African American	9	-	6	-	4	-	0	-	6	-	-	-	9	-	6	-	4	-	9	-	7	-	-	-
Asian	1	-	2	-	1	-	0	-	16	50.0	-	-	1	-	2	-	1	-	9	-	16	50.0	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	78	19.2	81	25.9	73	23.3	0	-	62	19.4	0.2	-	78	17.9	81	16.0	74	18.9	69	27.5	66	18.2	0.3	-9.3
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
White	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	2	-	1	-	-	-
Multiracial	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	1	-	-	-
English Learner	75	14.7	64	10.9	55	10.9	0	-	59	11.9	-2.8	-	75	12.0	66	6.1	56	19.6	42	11.9	65	12.3	0.3	0.4
English-Speaking	29	44.8	39	53.8	33	39.4	0	-	29	55.2	10.4	-	29	41.4	39	38.5	33	24.2	48	43.8	29	48.3	6.9	4.5
Reclassified†	8	-	22	72.7	17	58.8	0	-	16	81.3	-	-	8	-	22	50.0	17	41.2	29	55.2	16	62.5	-	7.3
Initially Eng. Speaking	21	33.3	17	29.4	16	18.8	0	-	13	23.1	-10.2	-	21	23.8	17	23.5	16	6.3	19	26.3	13	30.8	7.0	4.5
Econ. Disadv.*	102	22.5	97	24.7	83	22.9	0	-	82	28.0	5.5	-	102	19.6	99	17.2	83	22.9	90	28.9	87	24.1	4.5	-4.8
Non-Econ. Disadv.	2	-	6	-	5	-	0	-	6	-	-	-	2	-	6	-	6	-	7	-	7	-	-	-
Gifted	16	62.5	19	36.8	2	-	0	-	6	-	-	-	16	62.5	19	42.1	2	-	7	-	6	-	-	-
Not Gifted	88	15.9	84	25.0	86	20.9	0	-	88	26.1	10.2	-	88	12.5	86	12.8	87	20.7	83	26.5	94	23.4	10.9	-3.1
With Disabilities	59	1.7	24	0.0	18	0.0	0	-	13	7.7	6.0	-	8	-	24	0.0	18	5.6	9	-	13	0.0	-	-
WO Disabilities	96	25.0	79	35.4	70	27.1	0	-	75	29.3	4.3	-	96	21.9	81	23.5	71	25.4	81	32.1	81	27.2	5.3	-4.9
Homeless	5	-	5	-	13	7.7	0	-	4	-	-	-	5	-	5	-	13	7.7	11	27.3	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Central**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	119	21.8	101	22.8	103	20.4	0	-	88	21.6	-0.2	-	119	16.0	104	13.5	105	12.4	78	17.9	93	16.1	0.1	-1.8
Female	60	23.3	45	22.2	46	23.9	0	-	47	29.8	6.5	-	60	18.3	49	14.3	47	8.5	36	16.7	49	16.3	-2.0	-0.4
Male	59	20.3	56	23.2	57	17.5	0	-	41	12.2	-8.1	-	59	13.6	55	12.7	58	15.5	42	19.0	44	15.9	2.3	-3.1
African American	2	-	7	-	9	-	0	-	7	-	-	-	2	-	7	-	9	-	4	-	7	-	-	-
Asian	1	-	2	-	2	-	0	-	12	16.7	-	-	1	-	2	-	2	-	9	-	12	25.0	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	91	15.4	77	19.5	75	17.3	0	-	65	24.6	9.2	-	91	8.8	79	8.9	77	9.1	65	18.5	70	15.7	6.9	-2.8
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Multiracial	3	-	3	-	1	-	0	-	2	-	-	-	3	-	3	-	1	-	0	-	2	-	-	-
English Learner	84	7.1	54	5.6	59	1.7	0	-	46	4.3	-2.8	-	84	2.4	57	0.0	61	1.6	46	13.0	51	3.9	1.5	-9.1
English-Speaking	35	57.1	47	42.6	44	45.5	0	-	42	40.5	-16.6	-	35	48.6	47	29.8	44	27.3	32	25.0	42	31.0	-17.6	6.0
Reclassified†	20	65.0	30	53.3	27	63.0	0	-	25	60.0	-5.0	-	20	50.0	30	36.7	27	40.7	20	30.0	25	44.0	-6.0	14.0
Initially Eng. Speaking	15	46.7	17	23.5	17	17.6	0	-	17	11.8	-34.9	-	15	46.7	17	17.6	17	5.9	12	16.7	17	11.8	-34.9	-4.9
Econ. Disadv.*	115	22.6	99	22.2	97	19.6	0	-	87	21.8	-0.8	-	115	15.7	102	12.7	98	11.2	76	18.4	90	16.7	1.0	-1.7
Non-Econ. Disadv.	7	-	2	-	6	-	0	-	1	-	-	-	4	-	2	-	7	-	2	-	3	-	-	-
Gifted	20	50.0	15	53.3	17	41.2	0	-	6	-	-	-	20	40.0	14	42.9	17	41.2	2	-	6	-	-	-
Not Gifted	99	16.2	86	17.4	86	16.3	0	-	88	21.6	5.4	-	99	11.1	90	8.9	88	6.8	76	17.1	93	16.1	5.0	-1.0
With Disabilities	59	1.7	9	-	27	0.0	0	-	6	-	-	-	20	0.0	9	-	27	0.0	12	0.0	6	-	-	-
WO Disabilities	99	26.3	92	25.0	76	27.6	0	-	82	23.2	-3.1	-	99	19.2	95	14.7	78	16.7	66	21.2	87	17.2	-2.0	-4.0
Homeless	10	10.0	9	-	4	-	0	-	9	-	-	-	10	0.0	10	20.0	4	-	10	20.0	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Central**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	136	28.7	116	17.2	108	28.7	0	-	86	37.2	8.5	-	136	14.7	118	7.6	108	13.9	98	23.5	89	27.0	12.3	3.5
Female	64	31.3	56	17.9	48	33.3	0	-	53	41.5	10.2	-	64	10.9	57	8.8	48	12.5	44	22.7	55	21.8	10.9	-0.9
Male	72	26.4	60	16.7	60	25.0	0	-	33	30.3	3.9	-	72	18.1	61	6.6	60	15.0	54	24.1	34	35.3	17.2	11.2
African American	8	-	2	-	8	-	0	-	6	-	-	-	8	-	2	-	8	-	7	-	9	-	-	-
Asian	1	-	1	-	2	-	0	-	18	61.1	-	-	1	-	1	-	2	-	15	60.0	18	50.0	-	-10.0
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	107	26.2	89	14.6	80	28.7	0	-	60	28.3	2.1	-	107	13.1	91	4.4	80	11.3	74	17.6	60	21.7	8.6	4.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
White	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	1	-	0	-	-	-
Multiracial	1	-	3	-	3	-	0	-	0	-	-	-	1	-	3	-	3	-	1	-	0	-	-	-
English Learner	49	0.0	43	0.0	49	6.1	0	-	28	10.7	10.7	-	49	0.0	45	0.0	49	2.0	53	5.7	31	0.0	0.0	-5.7
English-Speaking	87	44.8	73	27.4	59	47.5	0	-	58	50.0	5.2	-	87	23.0	73	12.3	59	23.7	45	44.4	58	41.4	18.4	-3.0
Reclassified†	72	47.2	59	22.0	43	60.5	0	-	44	50.0	2.8	-	72	22.2	59	10.2	43	23.3	27	59.3	44	43.2	21.0	-16.1
Initially Eng. Speaking	15	33.3	14	50.0	16	12.5	0	-	14	50.0	16.7	-	15	26.7	14	21.4	16	25.0	18	22.2	14	35.7	9.0	13.5
Econ. Disadv.*	135	28.9	114	16.7	106	28.3	0	-	81	35.8	6.9	-	135	14.8	116	6.9	106	13.2	93	21.5	84	25.0	10.2	3.5
Non-Econ. Disadv.	7	-	2	-	2	-	0	-	5	-	-	-	1	-	2	-	2	-	5	-	5	-	-	-
Gifted	33	66.7	20	40.0	15	60.0	0	-	6	-	-	-	33	48.5	21	28.6	15	20.0	16	43.8	6	-	-	-
Not Gifted	103	16.5	96	12.5	93	23.7	0	-	80	33.8	17.3	-	103	3.9	97	3.1	93	12.9	82	19.5	83	22.9	19.0	3.4
With Disabilities	31	3.2	20	0.0	11	18.2	0	-	7	-	-	-	31	3.2	20	0.0	11	0.0	25	4.0	7	-	-	-
WO Disabilities	105	36.2	96	20.8	97	29.9	0	-	79	39.2	3.0	-	105	18.1	98	9.2	97	15.5	73	30.1	82	25.6	7.5	-4.5
Homeless	10	50.0	12	25.0	9	-	0	-	13	38.5	-11.5	-	10	20.0	13	7.7	9	-	5	-	11	9.1	-10.9	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**Central Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CENTRAL ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Professional Development-all staff**

**\*Strategy/Activity - Description**

On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Safe, Supportive, and collaborative school culture and decrease chronic absenteeism.	Teachers meeting together and with support staff in order to best meet the needs of students: absenteeism, communicating with their families, and planning.	Shortage of available support staff & subs	Develop structure to allow teachers to meet without reliance on subs/ support staff.
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**Goal 2 - English Language Arts**

**Professional Learning Communities**

**\*Strategy/Activity - Description**

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$17,971.50	09800-1192	Release time for grade level planning and cross curricular planning	Learning cycles, PLC support, individual coaching, & professional development.	Staffing for class coverage, shortage of subs/support staff	Design structures to allow teachers to meet, eg: extra minimum day

**Instructional Supplies**

**\*Strategy/Activity - Description**



## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,933.00	09800-4301	Support closing the achievement gap with instructional supplies.	Supplies are used to support daily instructional needs		None at this time

**Goal 3 - Mathematics**

**Resource Teacher**

**\*Strategy/Activity - Description**

District and site resource teachers as well as our Vice-Principal will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. Collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students by creating meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.25000	\$35,301.70	09800-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities,	Learning cycles, PLC support, individual coaching, & PD		None at this time

## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				African American students, Graduation by Leading Professional Development school wide.			
Inschool Resource Tchr - NEW POSN, SBB2530325	0.20000	\$23,066.17	09800-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, individual coaching, & PD		None at this time
Inschool Resource Tchr -	0.30000	\$43,556.33	09800-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, individual coaching, & PD		None at this time

**Goal 4- Supporting English Learners**

**Resource Teacher**

**\*Strategy/Activity - Description**

Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting	Learning cycles, PLC support, individual coaching, & PD		None at this time

## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions			
Inschool Resource Tchr	--	--	09800-1109	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions	Learning cycles, PLC support, individual coaching, & PD		None at this time

### Professional Learning Communities

**\*Strategy/Activity - Description**

Visiting teachers and teacher hourly are essential for classroom teachers to have opportunities to participate in professional development with support staff to work on the lesson design, lesson studies, cross classroom visits. Teachers also need time to analyze data and plan instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on
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## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>qualitative and quantitative data.</b>
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap in ELA and Math; English Learners, by Leading Professional Development school-wide.	Learning cycles, PLC support, individual coaching, & PD	Staffing for class coverage, shortage of subs/support staff	Design structures to allow teachers to meet, eg; extra minimum day Learning cycles, PLC support, one-on-one coaching, professional development

**Goal 8- Graduation/Promotion Rate**

**Resource Teacher**

**\*Strategy/Activity - Description**

Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr -	--	--	09800-1109	In School Resource Teacher supports instruction for all students as well as small group interventions.	Learning cycles, PLC support, one-on-one coaching, professional development		None at this time
Inschool Resource Tchr .	--	--	09800-1109	In School Resource Teacher supports instruction for all students as well as small group interventions.	Learning cycles, PLC support, one-on-one coaching, professional development		None at this time

### Instructional Supplies

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.
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**Central Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CENTRAL ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Vice Principal**

**\*Strategy/Activity - Description**

The Vice Principal will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be an active members of the PBIS team as well as other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Vice Principal –	0.17000	\$29,843.24	30106-1309	Safe, supportive, and collaborative school culture which will support efforts to decrease chronic absenteeism	VP served as Test Coordinator, assisted with daily operation and functions of school site.	50% position is not sufficient for school needs.	
<b>Attendance Data Review</b>							
<b>*Strategy/Activity - Description</b>							
Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, Parent connection, school/home communication).							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Clerical OTBS		\$2,661.80	30103-2451	Decrease chronic	Office staff will		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Hrly				absenteeism rate (SARB, parent connection, school/home communication).	make phone calls to follow up with parents about absences and encourage students to attend daily		
<b>Professional Development-all staff</b>							
<b>*Strategy/Activity - Description</b>							
On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.50000	\$64,705.78	30106-1210	Provide support	Counselor has		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

-				for students and families in order to create a positive learning environment and to meet the social emotional needs of our students.	developed relationships with students and staff to effectively contribute toward changing school culture to focus on inclusivity and belonging		
Prof&Curriclm DevHrlyClstrmTch r		\$17,104.08	30106-1170	Safe, supportive, and collaborative school culture and decrease chronic absenteeism.	Curriculum taught in classes to promote responsibility for self and others		None currently
<b>Parent Trainings</b>							
<b>*Strategy/Activity - Description</b>							
Certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>assessments, pre/post test, progress monitoring results, etc.).</b>	<b>quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Prof&Curriclm Dev Vist Tchr		\$11,981.00	30100-1192	Safe, supportive, and collaborative school culture and decrease chronic absenteeism.		Restrictions on visitors, preference for in-person meetings	Shift to in-person meetings on campus
<b>Personal Health Initiative</b>							
<b>*Strategy/Activity - Description</b>							
Physical Education Teacher spends this time working with students to establish personal health, attendance and behavior goals. She also is the first to train students in school wide behavior expectations and inspiring students and families to be a part of The Central Way by reviewing chants and songs aligned with expectations.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum</b>	<b>Modifications based on qualitative and quantitative data.</b>

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
Elem Prep Teacher/Pe -	0.20000	\$24,804.35	30106-1118	Safe, supportive, and collaborative school culture which will support efforts to decrease chronic absenteeism.	Students engage in physical activities that promote friendly competition and sportsmanship and building community		None currently

<b>Goal 2 - English Language Arts</b>							
<b>Resource Teacher Vice Principal</b>							
<b>*Strategy/Activity - Description</b>							
Resource Teachers and Vice Principal will support student progress in ELA by Leading Professional Development school wide, within PLCs and side-by-side with teachers. Together, they will focus on studying and gaining an in-depth understanding of grade level standards and expectations in order to strengthen tier one instruction throughout the school year for all classroom teacher as well as education specialists. They will meet with grade level teams every 5-6 week to monitor student progress.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Inschool Resource Tchr	0.50000	\$70,603.41	30100-1109	Support closing the achievement gap in ELA and Math; English Learners, Students	Learning cycles, PLC support, professional development.		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				with Disabilities, African American students, Graduation by Leading Professional Development school wide.			
Inschool Resource Tchr -	0.35000	\$50,815.73	30100-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, professional development.		None Currently
Vice Principal –	--	--	30106-1309	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school-wide.	Learning cycles, PLC support, professional development.		None currently
<b>Classroom Teacher</b>							



## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<b>*Strategy/Activity - Description</b>							
An over-formula teacher at upper grades (which can have up to 35 students) in order to reduce class size to 30 or less per class. This will allow the teachers to be more focused on the students within their class and facilitate their ability to work closer with students in small group or individually as needed. This also helps build relationships with students.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher -	1.00000	\$127,646.22	30100-1107	Over-formula teacher at upper grades to lower class size and offer more opportunities for one-on-one support as well as	Upper grade teachers have increased knowledge of their students and what they need by lowering class sizes.		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				additional small group instruction.			
<b>Instructional Supplies</b>							
<b>*Strategy/Activity - Description</b>							
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$5,000.00	30100-5733	Support closing the achievement gap with instructional supplies.	Purchasing instructional materials in order to meet the specific needs of students (supplemental		None currently

# Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					books, resources, core materials, etc.)		

**Goal 3 - Mathematics**

**Professional Learning Communities**

**\*Strategy/Activity - Description**

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Release time for grade level planning and cross curricular planning.	Learning cycles, PLC support, one-on-one coaching, professional development.		None currently

**Small Group Interventions**

**\*Strategy/Activity - Description**

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Additional opportunities for students to participate in re-teaching and differentiated instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for grade level planning and cross curricular planning.	Targeted instruction in literacy, focus on guided reading, monitoring student progress toward reading at grade level		None currently

**Goal 4- Supporting English Learners**

**Resource Teacher**

**\*Strategy/Activity - Description**

Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting	Learning cycles, PLC support, one-onone coaching, professional development		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions			
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions	Learning cycles, PLC support, one-on-one coaching, professional development		None currently
<b>Instructional Support</b>							
<b>*Strategy/Activity - Description</b>							
Materials in order for students to participate in re-teaching and differentiated instruction.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative</b>	<b>What is not working (ineffective indicators) and</b>	<b>Modifications based on qualitative and quantitative data.</b>

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$11,859.00	30100-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None currently



**Goal 5 - Supporting Students with Disabilities**

**Professional Development**

**\*Strategy/Activity - Description**

Teachers will participate in ongoing professional development and workshops in order to provide opportunities that meet the specific needs of students with disabilities in the areas of ELA and Math. Education Specialists will be included in all learning.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Hourly time to participate in Professional Development outside of work hours.	PLCs, PD, developing common assessments, evaluation and planning next steps.		None currently

**Instructional Support**

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**\*Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None currently

**Goal 7 - Family Engagement**

**Parent Meeting Support**

**\*Strategy/Activity - Description**

Provide childcare for parent trainings/meetings.  
 Provide translation services in Spanish and Vietnamese to facilitate communication between school, classroom teachers and parents.  
 Allocate funds for in-service supplies for parent meetings and workshops.  
 Provide funding for conferences that will equip parents on how to stay involved and impact their child's education.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,571.00	30103-4301	Support closing the achievement gap and increase parent	Working with parents on how to partner with us in the education of their children by	Covid restrictions prevented meeting in person	

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				engagement with translation to multiple languages.	providing supplies and refreshments.		
Clerical OTBS Hrly	--	--	30103-2451	Support closing the achievement gap and increase parent engagement by providing child care and translation for parent meetings.	Working with parents on how to partner with us in the education of their children.	Covid restrictions prevented meeting in person.	

**Goal 8- Graduation/Promotion Rate**

**Resource Teacher**

**\*Strategy/Activity - Description**

Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource	--	--	30100-1109	In School Resource Teacher	Learning cycles, PLC support, one-on-one coaching,		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				supports instruction for all students as well as small group interventions.	professional development.		
Inschool Resource Tchr	--	--	30100-1109	In School Resource Teacher supports instruction for all students as well as small group interventions.	Learning cycles, PLC support, one-on-one coaching, professional development.		None currently

### Instructional Supplies

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30100-4301	Instructional supplies to support Tier 1, 2, and 3 instruction.	Working with parents on how to partner with us in the education of their children.		None currently
<b>Professional Learning Communities</b>							
<b>*Strategy/Activity - Description</b>							
Visiting teachers and teacher hourly pay are essential for classroom teacher to participate in professional development with support staff to work on lesson design, lesson studies, and analyzing data. In addition, all classroom teachers and Education Specialists will have opportunities to participate in PLCs with resource teacher as a coach.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Support co- planning and data driven instruction	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps		None currently



**Goal 6 - Supporting Black Youth**

**Vice Principal**

**\*Strategy/Activity - Description**

The Vice-Principal will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technicians, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be an active member of the PBIS team as well as other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal –	--	--	30106-1309	Support closing the achievement gap in ELA and Math; English Learners, Students	Foster a safe, inclusive school community		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				with Disabilities, African American students, Graduation by Leading Professional Development school-wide.			
<b>Attendance Tracking</b>							
<b>*Strategy/Activity - Description</b>							
Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, Parent connection, school/home communication).							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Clerical OTBS Hrly	--	--	30103-2451	Decrease chronic absenteeism rate (SARB, parent connection, school/home communication).	Office staff follows up on absences with phone calls and supports families		
<b>Professional Development</b>							
<b>*Strategy/Activity - Description</b>							
On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and to partner with families regarding behavior in order to keep students at school.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm	--	--	30106-1170	Hourly time to	PLCs every 6 weeks,		None currently

## Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

DevHrlyClstrmTchr				participate in Professional Development outside of work hours.	PD, coaching cycles, developing common assessments, evaluation and planning next steps		
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What are my leadership strategies in service of the goals?

## Central Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>pre/post test, progress monitoring results, etc.).</b>	<b>(curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Supplies	--	--	09800-4301	Instructional supplies to support Tier 1, 2, and 3 instruction.	Supplies are used to support daily instructional needs		None at this time

What are my leadership strategies in service of the goals?