

The Single Plan for Student Achievement



School: Central Park Elementary School
CDS Code: 43-69674-0133363
District: Santa Clara Unified School District
Principal: Miakje Kamstra
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Miakje Kamstra
Position: Principal
Phone Number: (408) 423-4400
Address: 2720 Sonoma Place
Santa Clara, CA 95051
E-mail Address: mkamstra@scusd.net

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Central Park Elementary School's Vision and Mission Statements

Central Park Elementary

where...

Minds are Ignited

Hearts are Expanded

Passions are Inspired

Mission

We nurture the development of the whole child who is then inspired to continually expand all aspects of his/her being (mind, body, heart) and is empowered to improve the world for others. We build habits of mind and ways of being that are caring, curious, reflective and visionary.

Vision

We use innovative systems and structures that provide a highly engaging learning environment.

These include:

- * S.T.E.A.M. (Science, Technology, Engineering, Arts, Math)
- * Project/Problem Based Learning
- * Blended Learning
- * Personalized Learning
- * Active, Flexible Learning Environments

STEAM: An interdisciplinary approach to teaching and learning that inspires a passion for Science, Engineering, the Arts & Technology. Students engage, explore & make sense of the world through inquiry & project based learning.

Project Based Learning: Students engage in real-world project, inquiry-based learning that includes: Solving real world challenges, meeting design challenges, exploring abstract questions, conducting investigations, taking a position on issues

Personalized Learning: Allows for goal setting, ownership, high motivation, and acceleration.

Blended Learning: Integrates technology and face-to-face learning which personalized the learning experience for each child resulting in increased interest, motivation, and achievement.

Active, Flexible Learning Environments: We employ innovative flexible, mobile furniture that allows for adaptability in learning spaces--that acknowledge the importance of bodies being at their best when offered alternative seating and standing arrangements that respect the natural movements of children.

We increase motivation, personal accountability, and achievement by offering a brain-friendly approach to learning.

Social-emotional development: We teach skills to manage emotions, set/achieve goals, feel empathy towards others, maintain positive relationships and make responsible choices.

School Profile

Central Park Elementary is Santa Clara Unified's newest neighborhood school, opening in August of 2016. During the 2018-2019 school year, Central Park Elementary will serve approximately 410 students in grades Kindergarten through Fifth grade. Central Park is a public school, with some students attending on open-enrollment status.

Central Park Elementary is committed to educating the Whole Child and providing a state-of-the-art STEAM education for students of all races, ethnicities, gender and socioeconomic status. We teach the state standards using the following philosophies and structures:

1. STEAM
2. Project Based Learning
3. Personalized Learning
4. Blended Learning
5. Active, Flexible Learning Environments

6. Maker Space
7. Social Emotional Development
8. Developing a Growth Mindset and qualities of compassion, critical thinking, collaboration, creativity and communication

ASSESSMENTS/STATE TESTING:

Students take part in all required district and state testing (i.e. ELPAC, CAASPP)

FACULTY & STAFF:

In 2018-2019 Central Park's staff consists of: 16 classroom teachers (K-5), a library media assistant, an on-site counselor two and one-half days per week, a psychologist two days per week, a Wellness Coordinator 2 days per week, a part-time speech and language therapist, a full-time resource specialist, a part-time ELSAT (English Language Technician) a 50% LIT (Literacy Intervention Teacher). We have a full-time credentialed Physical Education teacher and P.E. Paraprofessional. We receive support from the district STEAM/PBL TOSA (Teacher on Special Assignment).

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each classroom is observed on a regular basis.

As per the teacher contract:

Probationary Teachers: Two formal observations and one evaluation summary each year in addition to on-going informal observations.

Permanent Teachers: One formal observation and one evaluation summary each year. Teachers with Satisfactory Evaluations have the option of participating in an Alternative Evaluation Project. Informal on-going observations throughout the year.

Teachers with ten or more years of satisfactory performance may be placed on a five-year formal evaluation cycle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in grade level and focus group professional development meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, online apps such as RAZ-Kids, Dreambox and Rosetta Stone. Supports are based on individual student needs. Students can also participate in leadership opportunities: Classroom buddy, Green Team, Student Leadership, Lunchtime Helper. Students in grades 3-5 participate in district-wide music program. Students in grades K-5 participate in Starting Arts with access to classes (as determined by grade levels) in Visual Arts, drama, dance and or music.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, RAZ-Kidz, Dreambox, SEAL ELD strategies, target meetings, assessment walls,, Project Based Learning unit design and Gradual Release of Responsibility. Students in grades K-5 participate in Starting Arts with access to classes (as determined by grade levels) in Visual Arts, drama, dance and or music. Students participate in annual Code-a-thon. Teachers integrate coding and computer science throughout the year.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include SOAR after school intervention, peer buddy mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Lunchtime Sports coaches, Peaceful Playground activities, summer school for migrant and EL 1 students, alternative and opportunities programs, and educational options. District-wide music program grades 3-5. After school Robotics Club (parent run). Lunchtime making/design (parent run).

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

On-going school renovation and construction has resulted in challenges in terms of access to space (3rd-5th grade playground, permanent classrooms, some grade level teachers being on the other side of the school away from colleagues). Our construction has been delayed by up to two years from the original timeline.

Since Central Park is a new school, we have needed to actively pursue additional funding through grants and donations in order to establish some programs to their full extent. Some of these include technology, Garden program, Lunchtime/Peaceful Playground, Robotics, Music/Dance/Art Teacher, Instructional Assistants, funding for our Makerspace and extra materials to carry out Project Based Learning. Our PTA has been a tremendous support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		51			48			48			94.1	
All Grades		51			48			48			94.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		2463.9			45.83			22.92			10.42			20.83	
All Grades	N/A	N/A	N/A		45.83			22.92			10.42			20.83	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		39.58			39.58			20.83	
All Grades		39.58			39.58			20.83	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		39.58			37.50			22.92	
All Grades		39.58			37.50			22.92	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		29.17			64.58			6.25	
All Grades		29.17			64.58			6.25	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		52.08			29.17			18.75	
All Grades		52.08			29.17			18.75	

Conclusions based on this data:

- Currently, there are 49 4th graders at CP. 46/49 took the Smarter Balanced Assessments as 3rd graders last year. Given that Central Park has just one year of Smarter Balanced Results data, (last year's 3rd grade), it is a good opportunity to do a close analysis of the year one results. One caution is that CP had less than 50 3rd graders (46) who took Smarter Balanced. The data and percentages from this small number of students should be analyzed cautiously (percentages based on small numbers of students are easily skewed--one student makes a large percentage difference in a small group).
 - At every level (state, county and district) we look at overall as well as group results--especially those of economically disadvantaged students compared to their not-economically disadvantaged peers. Economically Disadvantaged students meet at least one of 5 criteria: Qualify for F/R lunch, highest parent ed. Level is <high school grad, foster, homeless, or migrant.

Of the current 49 4th graders, 19 are Ec. Disadvantaged, with 16 of those having Smarter Balanced results.

One advantage of closely analyzing a single data point for a small group of students, is that we can verify (or triangulate) the data for these 16 students by looking at their current local assessment results (such as Fountas & Pinnell, and beginning of year math assessments), and to the extent that we see similar gaps between this group of students and their peers, we can focus support or intervention for these students

- 68.7% of Central Park 3rd graders overall met or exceeded grade level standard in ELA/Literacy.

13.3% more than did the district, 12.3% more than the county, and 24.8% more than the state overall.

Both the economically disadvantaged and not economically disadvantaged groups at CP had a higher percentage of students meeting/exceeding grade level standard than their peers at the state, county, and district level.

- The state does not publish results for groups <10, and Central Park had 7 3rd grade English Learners who took Smarter Balanced.

None of the 3rd grade English Learners met or exceeded grade level standard in ELA/Literacy.

Because of the small number and individual variance, it is not valid to compare Central Park's 3rd grade results for English Learners to district, county or state 3rd grade English Learner results.

This data point serves as a "baseline" to follow growth of these students in following years and to see if there is change over time in 3rd grade English Learner achievement on Smarter Balanced.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		51			50			50			98	
All Grades		51			50			50			98	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		2472.5			48.00			18.00			16.00			18.00	
All Grades	N/A	N/A	N/A		48.00			18.00			16.00			18.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		60.00			18.00			22.00	
All Grades		60.00			18.00			22.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		42.00			42.00			16.00	
All Grades		42.00			42.00			16.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		52.00			32.00			16.00	
All Grades		52.00			32.00			16.00	

Conclusions based on this data:

1. 66% of Central Park 3rd graders overall, met or exceeded grade level standard in Math. That is about 6% more than the district, 4% more than the county, and 19% more than the state.
2. Unlike the results for ELA/Literacy, economically disadvantaged students at Central Park had a lower percentage of students meeting/exceeding grade level standard (28.5%) than their peers at the state, county, and district level.
3. The state does not publish results for groups <10, and Central Park had 7 3rd grade English Learners who took Smarter Balanced.

None of the 3rd grade English Learners met or exceeded grade level standard in Math.

Because of the small number and individual variance, it is not valid to compare Central Park's 3rd grade results for English Learners to district, county or state 3rd grade English Learner results.

This data point serves as a "baseline" to follow growth of these students in following years and to see if there is change over time in 3rd grade English Learner achievement on Smarter Balanced.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					25			75							
1		18			47			24			12				
2		14			29			29			29				
3					25						75				
Total		13			38			28			22				

Conclusions based on this data:

1. CELDT:

We do not have 2017-2018 CELDT data available yet.

Results from 2015-2016 to 2016-2017 CELDT data:

69% of students gained one level or more (20 students).

24% of students stayed at the same level (3 students).

7% of students slid back one level (2 students). Both of these students are also special needs.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
Asian	121	7	5.8
Filipino	1	1	*
Hispanic or Latino	39	5	12.8
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	28	1	3.6
White	63	4	6.3
Male	139	7	5.0
Female	132	10	7.6
English Learners	66	7	10.6
Students with Disabilities	23	1	4.3
Socioeconomically Disadvantaged	34	3	8.8
Homeless	1	1	*
Kindergarten	78	8	10.3
Grades 1-3	193	9	4.7
Grades K-8	271	17	6.3
Total	271	17	6.3

Conclusions based on this data:

- Our school maintains a 96.43% attendance rate. This is slightly above the district average of 96.07%
- K: 95.91%
1st: 95.8%
1st: 96.34%
2nd: 97.08%
3rd: 97.08%
4th: 97.23%
- Target Subgroups:
English Learners: 95.83% (78 students)
Hispanic/Latino: 96.34% (53 students)
Special Ed: 96.18% (35 students)
Both English Learners and Hispanic/Latino: 96.75% (16 students)

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts (ELA)
LEA/LCAP GOAL:
LEA Goals: 1A. Proficiency in ELA 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching and Administration 2A. English Learner Achievement LCAP Goals: Goal 1: All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready. Goal 2: All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking while promoting their social-emotional well-being.
SCHOOL GOAL #1:
All students will meet or exceed Annual Measurable Objectives in English Language Arts as measured by CAASPP for grade 3-5(California Assessment of Student Performance and Progress) , F&P, grades K-5 and ELPAC (English Learners).
Data Used to Form this Goal:
Fountas-Pinnell Reading Assessment, Writing PBA, CAASPP

Findings from the Analysis of this Data:

Fountas & Pinnell Reading Assessment
 Proficiency Level Progress Winter 2018 (ALL STUDENTS)
 Percent Proficient: 84%
 Nearly Met: 6.5%
 Not Met: 9.7%

Percent Proficient Winter 2018 (by grade level)
 K: Standard Met: 84.72% (61 students)
 Standard Nearly Met/Not Met: 15.28% (11 students)

1: Standard Met: 84.62% (55 students)
 Standard Mostly Met: 9.23% (6 students)
 Standard Not Met: 6.15% (4 students)

2: Standard Met: 88.14% (52 students)
 Standard Mostly Met:
 Standard Not Met: 11.86% (7 students)

3: Standard Met: 82.54% (52 students)
 Standard Mostly Met: 1.59% (1 student)
 Standard Not Met: 15.87% (10 students)

4: Standard Met: 80% (40 students)
 Standard Mostly Met: 2.0% (1 student)
 Standard Not Met: 18% (9 students)

How the School will Evaluate the Progress of this Goal:

Progress toward meeting this goal will be evaluated by grade level Collaborative teams, the school site Listening & Learning team and literacy intervention team meetings. Principal will meet with grade level teams to assess progress. Student Success Team meetings will be held to support at-risk students. Data will be shared at staff meetings, School Site Council and ELAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Part-time Literacy Intervention specialist will provide small-group, targeted intervention to at-risk students grades K-2. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.	July 1, 2018-June 30, 2019	LIT Teacher	Part-time LIT Teacher, District Funded	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Purchase Learning A-Z licenses for all students in order to provide additional access to leveled reading materials both in school and at home.	July 1, 2018-June 30, 2019	Site Administrator Classroom Teachers	Learning A to Z , RAZ Kids licenses	None Specified	
3 Purchase books, LLI Kits for the Book Room to support students reading at their just right reading level and to support literature studies and targeted intervention.	July 1, 2018-June 30, 2019	Site Administrator Classroom Teachers	Books	Targeted Allocation	5000
4 Purchase Instructional Materials to support the implementation of CCSS through Reader's,Writer's Units of Study, Project Based Learning. Some Examples include: writing folders, lamination materials for SEAL strategies, hands on materials, printers and printer ink for SEAL print-outs that feature colored illustrations to support EL students, books, evidence folders for progress monitoring, portable sound system to support student performance, technology, equipment, licenses (Lightbox, Raz-Kids, Pebble-to-go, See-Saw), materials for speech pathologist, SAI teacher.	July 1, 2018-June 30, 2019	Site Administrator Classroom Teachers	Equipment, Materials, Supplies, Books, licenses, technology	Targeted Allocation	3000
5 Provide release time 2 times per year for grade level teams to meet with Principal and LIT to analyze data and plan targeted interventions for under-performing students.	July 1, 2018-June 30, 2019	Site Administrator Classroom Teachers Literacy Intervention Teacher Wellness Coordinator Counselor Specialized Academic Instruction (SAI) teacher	Substitutes	Targeted Allocation	360
6 Students will visit school library a minimum of one time per week. Students will receive instruction on the use of the library, be assisted with finding relevant materials for research, projects, etc. Library will be kept up-to-date with current books/materials	July 1, 2018-June 30, 2019	Library Media Assistant	Books, Materials	Targeted Allocation	2500
7 Teachers will be provided release time to attend	July 1, 2018-June 30,	Principal	Substitutes	Targeted Allocation	1620

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
professional development sessions in order to increase their effectiveness in teaching reading and writing (focus on at-risk students).	2019	Teachers Classified Staff	Registration Fees, Travel, Conference Expenses	None Specified	
8 Provide Kindergarten Instructional Aide support the first 10 days of school (two hours per day) in order to support student success.	July 1, 2018-June 30, 2019	Instructional Aides	Compensation (classified instructional)	Targeted Allocation	1500
9 Parent Involvement a. Hold Parent/Teacher Conferences b. Monitor AAP's (Academic Assistance Plans) c. Hold SST's (Student Success Team Meetings) when necessary. d. Encourage parent/community involvement & attendance at: SSC, ELAC, PTA, Principal/PTA Coffees e. Encourage parents to volunteer in ways they feel comfortable. f. Provide parent workshops/trainings g. Teachers compensated for planning and delivering trainings.	July 1, 2018-June 30, 2019	Principal Teachers Specialists Parents Wellness Coordinator Community Partners to provide parent workshops	Compensate Teachers for after hours for parent training sessions	Targeted Allocation	400
10 Compensate teachers and classified staff for additional hours beyond the work day related to student achievement.	July 1, 2018-June 30, 2019		Teacher and classified staff hourly compensation	Targeted Allocation	600
11 Childcare for parent education meetings	July 1, 2018-June 30, 2019	Principal	Hourly compensation	Targeted Allocation None Specified	300
12 Teachers, Principal, SAI teacher. Psych, counselor, Wellness coordinator and support staff will meet in pre-Student Success Team meetings to support at risk students.	July 1, 2018-June 30, 2019	Principal Wellness Coordinator Counselor Teachers Psychologist SAI Teacher	Substitutes	Targeted Allocation	360

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA Goal: 1B. Proficiency in Mathematics 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching and Administration 2A. English Learner Achievement LCAP Goals: Goal 1: All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready.
SCHOOL GOAL #2:
Every student and all subgroups will make measurable progress towards the standards measured by state assessments and/or Santa Clara Unified School District Performance Based Assessments.
Data Used to Form this Goal:
Origo Quarterly Math Assessments, CAASPP Mathematics

Findings from the Analysis of this Data:

Our analysis of Quarter 3 Origo Math Assessment (Winter 2018) reveals the following:

Disaggregated by Grade Level

Percent proficient:

K: 83.6% District average: 81.6%

1: 83.2% District average: 76.5%

2: 91.5% District average: 75.9%

3: 81.8% District average: 75.4%

4: 63.7% District average: 64.6%

Findings: Central Park Elementary exceeded grade level district averages in grades K-3 and was close in grade 4.

Eight students in grade 4 (out of 50 tested) are special needs.

Goal: All grade levels and subgroups will make a 5% gain in Origo quarterly benchmarks.

Economically Disadvantaged

Percent Proficient

K: 79.8%

1: 71.4%

2: 83.5%

3: 77.9%

4: 58%

Special Education

Percent Proficient

K: 65.4%

1: 71.7%

2: 85.9%

3: 71.2%

4: 39.1% (8 students)

.

English Language Learners

Percent Proficient

K: 85.3%

1: 77.2%

2: 84.4%

3: 82%

4: 44.8%

How the School will Evaluate the Progress of this Goal:

Ongoing Data Analysis (Origo Quarterly Assessments, CAASP, student work)
 Teacher Collaboration meetings and data analysis
 Classroom Observation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Use Dreambox Adaptive Learning Software in order to personalize instruction to students academic needs. We will use See Saw digital portfolio to share and track student work.	July 1, 2018-June 30, 2019	Principal Teachers	District provides licenses	None Specified None Specified	
2 Purchase equipment, materials, supplies and equipment to implement the district adopted Origo curriculum.	July 1, 2018-June 30, 2019	Principal Teachers SAI	Equipment, Materials, Supplies, books	Targeted Allocation	1000
3 Purchase Technology in order for students to access Origo, Dreambox and other District applications that support Mathematical competencies.	July 1, 2018-June 30, 2019	Principal	Technology	None Specified	
4 Utilize Interactive Projector Technology to teach Origo math (increases engagement and conceptual understanding).	July 1, 2018-June 30, 2019	Teachers	Yearly Licensing Fee	None Specified	
5 Work with Math TOSA's (Teacher's on Special Assignment) to review data, provide supplemental resources, professional development and support.	July 1, 2018-June 30, 2019	Math TOSAS Teachers	District funds Math TOSA	None Specified	
6 Teachers will attend Professional Development to support mathematics interention. Examples include: Math Workship, Add+Advantage Math Intervention in order to learn strategies and techniques to support a strong Mathematics Intervention Program. The Add+VantageMR® (AVMR) course is an opportunity for K-5 classroom teachers to improve their teaching. Diagnostic assessments inform instruction and intervention in all areas of numeracy education. There are two courses in AVMR. Course 1 has a focus on Addition/Subtraction, Structuring Number, Number Words and Numerals. Course 2	July 1, 2018-June 30, 2019	Teachers	Registration	Targeted Allocation	1,185
			Substitutes	Targeted Allocation	2,160

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
continues from Course 1 as students develop composite thinking in the areas of Conceptual Place Value and Multiplication/Division.					
7 Teachers will attend professional development to support the implementation of district adopted Origo curriculum.	July 1, 2018-June 30, 2019	Teachers	Substitutes to release teachers	Targeted Allocation	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching and Administration 2A. English Learner Achievement LCAP Goals: Goal 1: All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready. Goal 2: All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking while promoting their social-emotional well-being. Goal 3: SCUSD will partner with family, business and community stakeholders to ensure that students are college and career ready.
SCHOOL GOAL #3:
Identified English Language Learners will increase their Reading, Writing, Listening and Speaking performance by a minimum of one level each school year as measured by the CELDT and ELPAC (English Language Proficiency Assessments for California)
Data Used to Form this Goal:
CELDT ELPAC Fountas & Pinnell Benchmark Assessment Origo Math Quarterly Assessments CAASPP

Findings from the Analysis of this Data:**CELDT:**

We do not have 2017-2018 CELDT data available yet.

Results from 2015-2016 to 2016-2017 CELDT data:

69% of students gained one level or more (20 students).

24% of students stayed at the same level (3 students).

7% of students slid back one level (2 students). Both of these students are also special needs.

SBAC:

The state does not publish results for groups <10, and Central Park had 7 3rd grade English Learners who took Smarter Balanced.

None of the 3rd grade English Learners met or exceeded grade level standard in ELA/Literacy or Math.

Because of the small number and individual variance, it is not valid to compare Central Park's 3rd grade results for English Learners to district, county or state 3rd grade English Learner results.

This data point serves as a "baseline" to follow growth of these students in following years and to see if there is change over time in 3rd grade English Learner achievement on Smarter Balanced.

How the School will Evaluate the Progress of this Goal:

Data is collected from CAASPP, CELDT, ELPAC, Fountas & Pinnell Reading Benchmarks, Writing PBA's. Principal, teachers and specialists collaborate in a PLC cycle of inquiry to determine targeted interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Teachers provide targeted instruction based on need (language level, skill/concept development). Teachers collaborate to determine LIT /EL / SOAR groupings and targeted interventions.	July 1, 2018-June 30, 2019	Principal Teachers	Compensation and or release time (substitutes) for teacher collaboration	Targeted Allocation	360
2 Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require this.	July 1, 2018-June 30, 2019	Principal ELSAT District Office	Compensation (Translation) Roving Subs for Parent Conferences	Targeted Allocation Targeted Allocation	200 360
3 Form advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs. Hire personnel to provide Childcare at meetings.	July 1, 2018-June 30, 2019	Principal Teachers Parents	Childcare (See ELA goal) for budget)	None Specified	
4 Encourage parent involvement through Parent Orientations, Parent Workshops/Trainings, Project Cornerstone, SSC. ELAC, PTA, volunteering.	July 1, 2018-June 30, 2019	Principal Teachers ELSAT Wellness Coordinator Parents	Parent Workshops/Trainings	None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5 ELSAT English Language Support Technician. Responsibilities will include: a. working with the principal, teachers, staff to coordinate district and state assessments (CELDT, CAASSP b. Increase EL family home/school communication c. monitoring EL students for progress towards fluency in English.	July 1, 2018-June 30, 2019	Principal District Office	Funded by District Office	None Specified	
6 Purchase Instructional materials, supplies, organizational materials to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's (realia, manipulatives, hands-on materials, books, lamination film, headphones, supplies).	July 1, 2018-June 30, 2019	Principal	Equipment, Materials, Supplies, Books, technology	Targeted Allocation	4302
7 Provide Dreambox math program to provide additional support for EL's.	July 1, 2018-June 30, 2019	Principal Teachers	Licenses (see math goal)	None Specified	
8 Provide access to Lightbox. Lightbox™ is a multimedia educational space that encourages students to see learning in a whole new light. With Lightbox, students receive a true multimedia learning experience that incorporates audio, video, interactive activities, and much more across a variety of professionally developed curriculum. We purchased 120 titles which means one print copy and 1 unlimited access digital copy per title. To purchase access to future titles they will cost \$40.00 per title.	July 1, 2018-June 30, 2019	Principal Teachers Library Media Assistant	Purchase Lightbox digital books (See ELA goal)	None Specified	
9 Provide RAZ KIDS Reading program in order to ensure additional reading practice.	July 1, 2018-June 30, 2019	Principal Teachers	Licenses District Funded	None Specified	
10 Provide newcomers (EL 1's, 2's) with Rosetta Stone license in order to increase English fluency.	July 1, 2018-June 30, 2019	Principal Teachers ELSAT	Licenses District Funded	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
11 Provide Literacy Intervention specialist for at-risk readers. Provide SOAR after school intervention groups. Train teachers in Math Recovery strategies to support students at risk in mathematics.	July 1, 2018-June 30, 2019	Principal Teachers	District funds SOAR	None Specified	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: STEAM/Project Based Learning
LEA/LCAP GOAL:
LEA Goals: 1A. Proficiency in English Language Arts 1B. Proficiency in Mathematics 1D. Effective Teaching and Administration 2A. English Learner Achievement LCAP Goals: Goal 1: All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready. Goal 2: All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking while promoting their social-emotional well-being.
SCHOOL GOAL #4:
Central Park Elementary is a new school with a STEAM/Project Based Learning approach. Our goal is to build high levels of student collaboration, critical thinking, curiosity and creativity through interdisciplinary instruction as well as real life, relevant projects that have meaning to students. In doing so we expect student achievement in all academic subjects to improve.
Data Used to Form this Goal:
CAASPP data Fountas & Pinnell Reading Assessment Origo Quarterly Assessments CAHealthy Kids Survey (district patterns and trends) Research on how the brain learns (through interdisciplinary connections, personal relevancy, motivation) There are no current science assessments aligned to the NGSS (Next Generation Science Standards), however, the NSF (National Science Foundation) supports a PBL approach to teaching science. Teacher Observation

Findings from the Analysis of this Data:

Refer to ELA, ELD and Math Data in Goals 1, 2, 3

Healthy Kids Survey:

Survey trends across the district show the percentage of 5th-grade students feeling meaningfully engaged/connected and motivated has declined.

Teacher Observations report students needing support with collaboration, critical thinking and feeling comfortable engaging in less structured creative ways of thinking, designing and working.

How the School will Evaluate the Progress of this Goal:

Interdisciplinary units, PBL's and Design challenges implemented

Levels of student engagement (teacher observation)

School created surveys

Healthy Kids Survey (5th grade)

On-going data analysis of both state and local assessments

Absenteeism data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Teachers, Principal, and Staff will attend Conferences, Workshops and other professional development (consultants) to increase their effectiveness in implementing a STEAM/Project Based Learning program.	July 1, 2018-June 30, 2019	Professional Developer Consultants Teachers Principal Classified STEAM/PBL TOSA	Professional Development/Consultants, Travel. Conference, substitutes	Targeted Allocation None Specified None Specified	8000
2 Provide teacher and classified collaboration time to design STEAM/PBL units/lessons and design challenges.	July 1, 2018-June 30, 2019	Principal Teachers Classified TOSA	Compensation for teacher and classified collaboration/Planning	None Specified	
3 Provide Assemblies, guest speakers and outside experts that offer expertise, motivation, and engagement for students in STEAM/PBL units/lessons.	July 1, 2018-June 30, 2019	Principal Teachers PTA	Assemblies, Guest Speakers (see goal 5 for funding)	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4 Integrate, Design Challenges, Arts, Robotics and Technology into STEAM/PBL units/lessons. Purchase supplies, equipment, and materials that support STEAM/PBL instruction (Robotics, Technology, Art materials for PBL's and Design Challenges. Purchase materials to Support Makerspace where students can tinker, create and design. Write grants and connect with community partners that might want to support the development of a Makerspace	July 1, 2018-June 30, 2019	Principal	Supplies, equipment, materials, technology, licenses	Targeted Allocation None Specified None Specified	5400
5 Use FOSS (Full Option Science System Curriculum) and restock used materials through the District Refurbishment Center.	July 1, 2018-June 30, 2019	Principal Teachers	Refurbishment Center Replacement costs		
6 Purchase Technology to support all students having access to a device for various needs (google docs, Robotics, adaptive academic software, videography/editing, research, making presentations, etc.).	July 1, 2018-June 30, 2019	Principal	Technology	None Specified	
7				None Specified	
8 Establish a Living Laboratory by designing a School Garden and Native Learning Landscape. a. Continue garden committee comprised of parents, community members, teachers and students. b. Partner with Peterson Middle School's Full Circle Farm. c. Purchase materials, supplies, plants and equipment. d. Provide release time for lead teacher once per month to support school-wide garden lessons. Hire a Garden Coordinator	July 1, 2018-June 30, 2019	Teachers Parents Community Partners Principal Staff	Materials, Supplies, Equipment, Plants Substitutes Hourly Compensation (Gardent Coordinator)	Donations Targeted Allocation Targeted Allocation	1980 3,000
9 Principal and staff will work with STEAM/PBL TOSA to refine and implement STEAM/PBL vision.	July 1, 2018-June 30, 2019	STEAM/PBL TOSA Principal	TOSA funded by district	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
STEAM TOSA will attend all STEAM/PBL professional development with the staff in order to hear questions/concerns. TOSA will support Principal and Teachers through professional development, coaching, consulting, making connections with community partners, grant writing and other areas as appropriate.		Teachers			
10 Provide Makerspace Manager to keep Makerspace clean, organized and well supplied. Manager will collaborate with STEAM/PBL TOSA and classroom teachers in order to determine what supplies will be needed for upcoming design challenges, PBL's and projects. Manager will work with secretary to determine supplies that need to be ordered, and or procure donations from parents/community and RAFT. . If time permits, manager will open Makespace to students during lunch.	July 1, 2018-June 30, 2019	Principal Makerspace manager Teachers STEAM/PBL TOSA	Hourly Compensation	Targeted Allocation	5000
11 Provide equipment and materials for new classrooms being added.	July 1, 2018-June 30, 2019	Principal Teachers	Instructional Materials, Books, Equipment, technology.	Targeted Allocation	3000
12 Focus on a stronger integration of the Arts. Purchase Arts In Action licenses and materials.	July 1, 2018-June 30, 2019	Principal Teachers	licenses and materials for Art In Action,	Targeted Allocation	6200
13 Provide Starting Arts teachers that will teach sessions such as: Music, Drama, Theatre and Visual Arts.	July 1, 2018-June 30, 2019	Principal Starting Arts Teachers	Contract/ed Services/Fees for Starting Arts program	Targeted Allocation	5500
14			None Specified		

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate
LEA/LCAP GOAL:
LEA Goals: 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching and Administration LCAP Goals: Goal 1: All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready. Goal 2: All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking while promoting their social-emotional well-being.
SCHOOL GOAL #5:
Central Park Elementary will provide a safe, caring environment for all students in which diversity is respected and celebrated. We will nurture the development of the whole child: Mind, Body, and Heart. Social Skills, Physical Education and Academics will all be treated with equal value. We will increase parent involvement by working closely with parents/guardians and community members to increase volunteering, attendance at meetings and events.
Data Used to Form this Goal:
Discipline Referrals Counseling Referrals/Suspensions Input from Parents and Staff District Trends from Healthy Kids Surveys Student Attendance

Findings from the Analysis of this Data:**Healthy Kids Survey:**

Survey trends across the district show the percentage of 5th-grade students feeling meaningfully engaged/connected and motivated has declined.

Teacher Observation:

Teachers report needing to spend longer on developing basic rituals and routines with students and attribute this to the variety of schools Central Park students have come from.

How the School will Evaluate the Progress of this Goal:

All staff will analyze data that includes: Student Attendance, Parent, Staff and Student Input, family attendance at events, Discipline Referrals/Suspensions, Surveys, Input from Parent Committees (PTA, SSC, ELAC, Site Listening and Learning Team.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1 Implement Project Cornerstone's ABC program.</p> <p>Volunteers are trained in the developmental assets model for positive youth development and are prepared to read a children's book and lead related activities and discussions in classrooms each month.</p> <p>The program will:</p> <ul style="list-style-type: none"> a. Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff. b. Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied. c. Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem. d. Contribute to a positive school climate where every student feels valued and supported to achieve and thrive. e. Support students with strategies for dealing with Bullying. 	July 1, 2018-June 30, 2019	Wellness Coordinator Principal Parents Teachers	Books	Targeted Allocation None Specified None Specified	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>We will:</p> <ul style="list-style-type: none"> a. Provide parent trainings b. Provide training for noon duty supervisors and classified staff. c. Provide food for parent meetings when the budget allows. 					
2 Lead Responsive Classroom (RC) teacher facilitates professional development PLC meetings and classroom observations to support classroom and playground implementation of RC strategies	July 1, 2018-June 30, 2019	RC Lead teacher	Substitutes	Targeted Allocation	1440
3 Principal and Lead Responsive Classroom teacher will attend Responsive Classroom Leadership COncference in order to support school-wide implementation of social / emotional skill development and positive school culture. Provide Training ongoing beginning and follow-up RC training to new and veteran staff as appropriate. b. Order Responsive Classroom books/materials.	July 1, 2018-June 30, 2019	Principal Teachers Classified Staff Noon Duty	Registration/Travel	Targeted Allocation	2500
			Substitutes	Targeted Allocation	360
				None Specified	
4 Provide engaging enrichment opportunities that strengthen students' sense of well-being and connection to school and the community (i.e, arts/music, assemblies, guest speakers, assemblies, school spirit days).	July 1, 2018-June 30, 2019	All Staff Parents Community	Contracted services: assemblies, guest speakers	Targeted Allocation	2000
5 Teachers will teach the concept of "Growth Mindset" in order for students to understand that their intelligence is not "fixed," but rather continues to improve as they continue to learn. Teachers will attend professional development to further their implementation of growth mindset lessons, strategies and ways to communicate with students.	July 1, 2018-June 30, 2019	Principal Teachers Staff	Professional Development	None Specified	
			professional books	None Specified	
			materials	None Specified	
6 Purchase instructional materials that support a peaceful playground / PE equipment to support positive play, team-work and physical education, license for Mindful Musical Moments, classroom materials that support students that need	July 1, 2018-June 30, 2019	Principal Physical Education teacher	Equipment, Materials, Supplies. licenses	Targeted Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
sensory/physical supports.					
7 Provide enrichment activities during and after school (i.e. Robotics Club, Coding, Gardening, Sports, Arts/Music, Assemblies, Guest Speakers).	July 1, 2018-June 30, 2019	After School Program Providers Teachers Principal Parent Volunteers	Equipment, Materials, Supplies Assemblies	None Specified None Specified	
8 Staff will work with Dr. Melina Uncapher (neuroscientist). Third grade students (who have parental approval) will take part in an "Executive Function" research study. Dr. Uncapher will support the school with a "Brain Day" in which students participate in fun activities to learn more about how the brain works.	July 1, 2018-June 30, 2019	Principal Teachers Dr. Uncapher	Materials for "Brain Day"	None Specified	
9 Provide Lunchtime Sports Coaches to support student involvement, exercise, appropriate social interaction and sportsmanship.	July 1, 2018-June 30, 2019	Principal Sports Coaches	Contracted Services	Targeted Allocation	10000
10 Provide professional development to teachers and staff on yard supervision laws and best practices. Purchase online training license (Peaceful Playgrounds) and provide monthly PD with principal, Wellness Coordinator, Project Cornerstone lead.	July 1, 2018-June 30, 2019	Teachers	License fee for online training.	Targeted Allocation	300

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	82,487	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	82,487.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English Language Arts (ELA)	15,640.00
Goal 2: Mathematics	5,345.00
Goal 3: English Language Development	5,222.00
Goal 4: STEAM/Project Based Learning	38,080.00
Goal 5: Positive School Climate	18,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Miakje Kamstra	X				
Shailesh Dubale				X	
Maryluz Gonzalez				X	
Terry Flora				X	
Niki S. Skarmoutsos				X	
Eric Lau				X	
Helen Lutke			X		
Linda Berger		X			
Beth Stuator		X			
Michelle Tang		X			
Numbers of members of each category:	1	3	1	5	


At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a 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.
5. This SPSA was adopted by the SSC at a public meeting on 5/24/18.
6. This SPSA was revised on 5/23/18.

Attested:

<u>Miakje Kamstra</u> Typed Name of School Principal	<u></u> Signature of School Principal	<u>5/24/18</u> Date
<u>Shailesh Dubale</u> Typed Name of SSC Chairperson	<u></u> Signature of SSC Chairperson	<u>5/24/18</u> Date

Budget By Expenditures

Central Park Elementary School

Funding Source: Targeted Allocation

\$82,487.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books		\$5,000.00	English Language Arts (ELA)	Purchase books, LLI Kits for the Book Room to support students reading at their just right reading level and to support literature studies and targeted intervention.
Equipment, Materials, Supplies, Books, licenses, technology		\$3,000.00	English Language Arts (ELA)	Purchase Instructional Materials to support the implementation of CCSS through Reader's,Writer's Units of Study, Project Based Learning. Some Examples include: writing folders, lamination materials for SEAL strategies, hands on materials, printers and printer ink for SEAL print-outs that feature colored illustrations to support EL students, books, evidence folders for progress monitoring, portable sound system to support student performance, technology, equipment, licenses (Lightbox, Raz-Kids, Pebble-to-go, See-Saw), materials for speech pathologist, SAI teacher.
Substitutes		\$360.00	English Language Arts (ELA)	Provide release time 2 times per year for grade level teams to meet with Principal and LIT to analyze data and plan targeted interventions for under-performing students.
Books, Materials		\$2,500.00	English Language Arts (ELA)	Students will visit school library a minimum of one time per week. Students will receive instruction on the use of the library, be assisted with finding relevant materials for research, projects, etc. Library will be kept up-to-date with current books/materials
Substitutes		\$1,620.00	English Language Arts (ELA)	Teachers will be provided release time to attend professional development sessions in order to increase their effectiveness in teaching reading and writing (focus on at-risk students).
Compensation (classified instructional)		\$1,500.00	English Language Arts (ELA)	Provide Kindergarten Instructional Aide support the first 10 days of school (two hours per day) in order to support student success.

Central Park Elementary School

Compensate Teachers for after hours for parent training sessions	\$400.00	English Language Arts (ELA)	Parent Involvement a. Hold Parent/Teacher Conferences b. Monitor AAP's (Academic Assistance Plans) c. Hold SST's (Student Success Team Meetings) when necessary. d. Encourage parent/community involvement & attendance at: SSC, ELAC, PTA, Principal/PTA Coffees e. Encourage parents to volunteer in ways they feel comfortable. f. Provide parent workshops/trainings g. Teachers compensated for planning and delivering trainings.
Teacher and classified staff hourly compensation	\$600.00	English Language Arts (ELA)	Compensate teachers and classified staff for additional hours beyond the work day related to student achievement.
Hourly compensation	\$300.00	English Language Arts (ELA)	Childcare for parent education meetings
Substitutes	\$360.00	English Language Arts (ELA)	Teachers, Principal, SAI teacher. Psych, counselor, Wellness coordinator and support staff will meet in pre-Student Success Team meetings to support at risk students.
Equipment, Materials, Supplies, books	\$1,000.00	Mathematics	Purchase equipment, materials, supplies and equipment to implement the district adopted Origo curriculum.
Registration	\$1,185.00	Mathematics	Teachers will attend Professional Development to support mathematics interention. Examples include: Math Workshop, Add+Advantage Math Intervention in order to learn strategies and techniques to support a strong Mathematics Intervention Program. The Add+VantageMR® (AVMR) course is an opportunity for K-5 classroom teachers to improve their teaching. Diagnostic assessments inform instruction and intervention in all areas of numeracy education. There are two courses in AVMR. Course 1 has a focus on Addition/Subtraction, Structuring Number, Number Words and Numerals. Course 2 continues from Course 1 as students develop composite thinking in the areas of Conceptual Place Value and Multiplication/Division.

Central Park Elementary School

Substitutes	\$2,160.00	Mathematics	Teachers will attend Professional Development to support mathematics interention. Examples include: Math Workshop, Add+Advantage Math Intervention in order to learn strategies and techniques to support a strong Mathematics Intervention Program. The Add+VantageMR® (AVMR) course is an opportunity for K-5 classroom teachers to improve their teaching. Diagnostic assessments inform instruction and intervention in all areas of numeracy education. There are two courses in AVMR. Course 1 has a focus on Addition/Subtraction, Structuring Number, Number Words and Numerals. Course 2 continues from Course 1 as students develop composite thinking in the areas of Conceptual Place Value and Multiplication/Division.
Substitutes to release teachers	\$1,000.00	Mathematics	Teachers will attend professional development to support the implementation of district adopted Origo curriculum.
Compensation and or release time (substitutes) for teacher collaboration	\$360.00	English Language Development	Teachers provide targeted instruction based on need (language level, skill/concept development). Teachers collaborate to determine LIT /EL / SOAR groupings and targeted interventions.
Compensation (Translation)	\$200.00	English Language Development	Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require this.
Roving Subs for Parent Conferences	\$360.00	English Language Development	Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require this.
Equipment, Materials, Supplies, Books, technology	\$4,302.00	English Language Development	Purchase Instructional materials, supplies, organizational materials to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's (realia, manipulatives, hands-on materials, books, lamination film, headphones, supplies).
Professional Development/Consultants, Travel. Conference, substitutes	\$8,000.00	STEAM/Project Based Learning	Teachers, Principal, and Staff will attend Conferences, Workshops and other professional development (consultants) to increase their effectiveness in implementing a STEAM/Project Based Learning program.

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Supplies, equipment, materials, technology, licenses	\$5,400.00	STEAM/Project Based Learning	Integrate, Design Challenges, Arts, Robotics and Technology into STEAM/PBL units/lessons. Purchase supplies, equipment, and materials that support STEAM/PBL instruction (Robotics, Technology, Art materials for PBL's and Design Challenges. Purchase materials to Support Makerspace where students can tinker, create and design. Write grants and connect with community partners that might want to support the development of a Makerspace
Substitutes	\$1,980.00	STEAM/Project Based Learning	Establish a Living Laboratory by designing a School Garden and Native Learning Landscape. <ul style="list-style-type: none"> a. Continue garden committee comprised of parents, community members, teachers and students. b. Partner with Peterson Middle School's Full Circle Farm. c. Purchase materials, supplies, plants and equipment. d. Provide release time for lead teacher once per month to support school-wide garden lessons.
Hourly Compensation (Gardent Coordinator)	\$3,000.00	STEAM/Project Based Learning	Hire a Garden Coordinator Establish a Living Laboratory by designing a School Garden and Native Learning Landscape. <ul style="list-style-type: none"> a. Continue garden committee comprised of parents, community members, teachers and students. b. Partner with Peterson Middle School's Full Circle Farm. c. Purchase materials, supplies, plants and equipment. d. Provide release time for lead teacher once per month to support school-wide garden lessons.
Hourly Compensation	\$5,000.00	STEAM/Project Based Learning	Hire a Garden Coordinator Provide Makerspace Manager to keep Makerspace clean, organized and well supplied. Manager will collaborate with STEAM/PBL TOSA and classroom teachers in order to determine what supplies will be needed for upcoming design challenges, PBL's and projects. Manager will work with secretary to determine supplies that need to be ordered, and or procure donations from parents/community and RAFT. . If time permits, manager will open Makespace to students during lunch.
Instructional Materials, Books, Equipment, technology.	\$3,000.00	STEAM/Project Based Learning	Provide equipment and materials for new classrooms being added.
licenses and materials for Art In Action,	\$6,200.00	STEAM/Project Based Learning	Focus on a stronger integration of the Arts. Purchase Arts In Action licenses and materials.

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Contract/ed Services/Fees for Starting Arts program	\$5,500.00	STEAM/Project Based Learning	Provide Starting Arts teachers that will teach sessions such as: Music, Drama, Theatre and Visual Arts.
Books	\$100.00	Positive School Climate	<p>Implement Project Cornerstone's ABC program.</p> <p>Volunteers are trained in the developmental assets model for positive youth development and are prepared to read a children's book and lead related activities and discussions in classrooms each month.</p> <p>The program will:</p> <ul style="list-style-type: none"> a. Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff. b. Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied. c. Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem. d. Contribute to a positive school climate where every student feels valued and supported to achieve and thrive. e. Support students with strategies for dealing with Bullying. <p>We will:</p> <ul style="list-style-type: none"> a. Provide parent trainings b. Provide training for noon duty supervisors and classified staff. c. Provide food for parent meetings when the budget allows.
Substitutes	\$1,440.00	Positive School Climate	Lead Responsive Classroom (RC) teacher facilitates professional development PLC meetings and classroom observations to support classroom and playground implementation of RC strategies
Registration/Travel	\$2,500.00	Positive School Climate	<p>Principal and Lead Responsive Classroom teacher will attend Responsive Classroom Leadership Conference in order to support school-wide implementation of social / emotional skill development and positive school culture. Provide Training ongoing beginning and follow-up RC training to new and veteran staff as appropriate.</p> <ul style="list-style-type: none"> b. Order Responsive Classroom books/materials.

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Substitutes	\$360.00	Positive School Climate	Principal and Lead Responsive Classroom teacher will attend Responsive Classroom Leadership Conference in order to support school-wide implementation of social / emotional skill development and positive school culture. Provide Training ongoing beginning and follow-up RC training to new and veteran staff as appropriate. b. Order Responsive Classroom books/materials.
Contracted services: assemblies, guest speakers	\$2,000.00	Positive School Climate	Provide engaging enrichment opportunities that strengthen students' sense of well-being and connection to school and the community (i.e, arts/music, assemblies, guest speakers, assemblies, school spirit days).
Equipment, Materials, Supplies. licenses	\$1,500.00	Positive School Climate	Purchase instructional materials that support a peaceful playground / PE equipment to support positive play, team-work and physical education, license for Mindful Musical Moments, classroom materials that support students that need sensory/physical supports.
Contracted Services	\$10,000.00	Positive School Climate	Provide Lunchtime Sports Coaches to support student involvement, exercise, appropriate social interaction and sportsmanship.
License fee for online training.	\$300.00	Positive School Climate	Provide professional development to teachers and staff on yard supervision laws and best practices. Purchase online training license (Peaceful Playgrounds) and provide monthly PD with principal, Wellness Coordinator, Project Cornerstone lead.
Targeted Allocation Total Expenditures:		\$82,487.00	
Targeted Allocation Allocation Balance:		\$0.00	
Central Park Elementary School Total Expenditures:		\$82,487.00	