



JOSEPH WELLER
ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joseph Weller Elementary School	43 73387 6047633		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Joseph Weller Elementary School is a Title 1 School with Transitional Kindergarten - 6th-grade classes with 475 students and 55 staff members. This includes both general education and special education classes. Joseph Weller's School Plan for Student Achievement (SPSA) describes the overall vision for our students, our annual goals that are aligned to our MUSD LCAP, and specific actions/strategies/practices that we will take to achieve our vision and goals. This SPSA will ensure that our students are being successful by showing growth and progress in their academics.

MUSD = Milpitas Unified School District;

SPSA = School Plan for Student Achievement;

LCAP = Local Control and Accountability Plan

Our school plan will include the following:

Goal 1 - Focus on: Academic Performance - High-Quality Equitable Learning Environment and Closing the Performance Gap for students in identified Student Groups

Our school plan will identify how Weller students will receive effective standards-based instruction, curriculum, and assessments by highly qualified teachers in a safe and equitable educational environment. Assessments will be aligned with Common Core State Standards (CCSS) in Math and in English Language Arts (ELA) and Next Generation Science Standards (NGSS) in Science. Our school plan will also focus on our student groups, consisting of Low Income, English Learners, Foster Youth, Homeless Youth, and Special Education students to ensure our students demonstrate improvement toward meeting or exceeding grade-level Common Core State Standards (CCSS). Weller team members will personalize resources to support the needs of all students

Goal 2 - Focus on Culture and Climate where Students Thrive Academically, Socially, and Emotionally

Our school plan will address the social-emotional needs of our students by identifying school-wide interventions, services, and supports as outlined in our Multi-tiered System of Support (MTSS) that will support our students. We will align supports based on results from the California Healthy Kids Survey (CHKS). Our staff will review results and engage in discussions on how to best support the needs of our students while continuing to build positive and rewarding teacher-student relationships at all grade-levels.

Goal 3 - Parent Engagement

Weller parents, teachers, and students will work together to support each other as outlined in the Parent-Teacher-Student Compact. At the same time, we will focus on promoting meaningful, positive parent, and family engagement to ensure student success. This will involve increasing parent engagement, parent involvement, and parent communication

SCHOOL VISION:

Weller Mustangs are motivated, innovative, and collaborative leaders who are determined to persevere, become self-directed learners, and successful citizens.

SCHOOL MISSION:

At Weller Elementary School, we cultivate a rich learning environment that honors all students' unique gifts and talents and we tailor to their individual needs.

This past year, our Admin team reflected on different components of vision and mission to explore the Portrait of a Weller Graduate. What are our hopes and dreams for our students when they promote from elementary school to middle school and to high school and onto a college or career path? With feedback from our teachers and in collaboration with our district's Site Administrators, the Portrait of a Weller Graduate was complete with the following characteristics:

- Global Citizens
- Adaptability
- Empathy
- Critical Thinkers

- Leadership
- Collaboration

Joseph Weller Elementary School, a California Distinguished School, serves a diverse group of students where every student strives to be self-directed learners and successful citizens. At Weller Elementary School, we serve about 475 students in Transitional Kindergarten - 6th grade. Our student population is made up of many ethnicities with the majority of our students identifying with Asian (42%), Filipino (24%), Hispanic (23%), White (4%), African American (2%), American Indian (1%), and about (3%) who reported to have two or more races.

In addition, 38% of our students are English Language Learners (ELL), 40% are socioeconomically disadvantaged and receive free or reduced-priced meals under the Federal School Lunch Program and approximately 5% of our student population is identified as Special Education with Mild/Moderate and Moderate/Severe disabilities

Our ELL students speak many different languages, including Spanish, Vietnamese, Mandarin, Arabic, Tagalog, Hindi, and Punjabi.

Joseph Weller's administration team includes one Principal and one full-time Assistant Principal.

Our diverse teaching staff includes 23 Teachers and one Student Teacher

- (17) General Education Teachers;
- (2) TK/K Mild/Moderate Special Education Teachers;
- (1) TK/K Moderate/Severe Special Education Teacher;
- (1) K-6 Resource Teacher
- (1) 4th - 6th Science Teacher
- (1) part-time ELD Teacher, who provides support for our English Language Learner students in TK-6th grade
- (1) Student Teacher

Joseph Weller has 5 Specialists Staff Members:

- (1) part-time psychologist
- (1) part-time counselor
- (1) part-time Mental Health Counselor intern
- (2) full-time speech and language pathologists

In addition, our Weller staff is complete with the support of 19 paraprofessional classified staff members who help our classrooms as teacher's aides and/or as our intervention teachers, in our office, in our cafeteria, and as our custodians

The Weller community prides itself as being the oldest school in Milpitas, a suburban city with a population of approximately 78,000 people. Our school community is composed of many single-family residences as well as several large apartment complexes. A high percentage of these homes are low-income families of single parents and working parents where grandparents take the responsibility for raising the grandchildren.

Creating a learning environment that honors all students' uniqueness and tailored to their individual needs became the forefront of a transformation in our teaching and learning pedagogy. With the rich diversity that makes up the fabric of our school, Weller staff restructured its teaching and learning model to combine traditional teaching and virtual learning to help meet the diverse needs of all students. In August 2013, Weller Elementary School opened its doors to a new generation of active

learning in a student-centered learning environment. The incorporation of a learning lab rotation model for our K-6 grade students allowed for small group instruction, teacher-directed instruction, student collaboration, and individualized online learning where students were able to use Chromebooks to complete their online assignments.

Most recently, the Learning Lab rotation model has shifted to mini rotation labs that take place in the classrooms. This model with station rotations allows more flexibility of space, time, and instruction in our K-6 classrooms. In 2015, Weller's sixth-grade teachers took blended learning to a higher instructional level with personalized learning. Weller began partnering with Summit Learning Public Schools and we introduced the Summit Learning personalized learning platform instructional model to our 6th-grade students. As part of customizing their learning, students set goals for themselves addressing areas of academic and/or social needs; then plan and execute their objectives through an online platform. The incorporation of "voice and choice" and student agency are empowering students to navigate their own study path, to rely on their peers and themselves, and further develop their essential life skills as self-directed learners. In addition, students benefit from one-on-one mentoring with their personalized learning teachers. In 2016, Weller expanded its personalized learning instruction to include both 5th graders and 6th graders. We are proud to say that Summit Learning recognized Joseph Weller Elementary School as a Spotlight School in May 2018 for the work that we have done with teaching and learning in personalized learning.

Today, the Weller staff (certificated and classified) and the administration team continue to work to close the opportunity gap by providing multiple pathways that enable every student to succeed. With individual academic performance data readily available to our students, our scholars learn to self regulate and to recognize and manage their own progress and growth. In addition, Weller provides time for teachers to collaborate and share best practices. One day a week, each grade level team meets in their Professional Learning Community (PLC), where the teachers use Results Oriented Cycles of Inquiry (ROCI) to review and analyze student data and plan how to support students at all academic (math and language arts) and behavior levels in order to ensure growth and progress. Our Instructional Leadership Team members monthly to continue to build leadership capacity

To enhance literacy, Weller is incorporating the Sobrato Early Academic Language (SEAL) model into our primary grades for students in Special Ed and General Ed classrooms (Preschool - 3rd Grade). Teachers attend trainings throughout the year to learn about powerful and engaging strategies to support English Language Development in their classes. Our supplemental funds make it possible for the teachers to attend these trainings throughout the school year. Students can be seen and heard practicing their oral language skills through chants, songs, and conversations and in writing. In addition, the grade-level teams meet once a week to plan their SEAL units and engaging lessons.

Joseph Weller Elementary is a Leader-in-Me School where our students practice the 7 Habits of Highly Effective People and they are training to be leaders at all grades. The Leader-in-Me principles provide social-emotional support for both staff members and students. In addition, our Leader-in-Me training focus on the framework that strengthens our Leadership, Culture, and Academics.

This past year, we are proud to share that we now have a partnership with FitKids. Weller is a FitKids school. FitKids is a non-profit organization that provides schools with physical fitness equipment and lessons to teach students how to keep fit and to use various physical fitness equipment and games.

Another partnership that we had this past year, was with Partners in School of Innovation. This past year, Weller's Leadership Team partnered with Partners in School of Innovation. Our Admin team

received coaching from a Partners in School consultant in the areas of Theory of Action and Cycles of Inquiries and Data Analysis in order to help our team build capacity as a leadership team and to help our students achieve their academic goals.

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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).

School Climate Surveys (Priority 6)

Student Surveys:

1. MUSD School Climate Survey (6th graders) - September 2019 - Survey students on school safety and school connectedness

Summary of Results: Overall, the majority of our students feel safe to and from school. 90% of our students feel that their teachers care about them and 87% of our students shared that our teachers are available when they need them. Our students expressed areas of concern around peer to peer relationships. 14% shared that other students spread mean rumors about them. 15% shared that they were hit by another student. However, 81% of our students feel that students respect one another and 80% shared that they are acknowledged or rewarded for their behavior at school by the school or the staff members.

2. California Healthy Kids Survey (5th graders) - October 2019 - Survey students on school safety and school connectedness.

The survey results help schools to promote the successful cognitive, social, emotional, and physical development of all students and to create a more positive and engaging school environment.

Overall, our students feel a high connectedness to being at school and they are being motivated and challenged academically. They appreciate the teacher to student relationships. They shared some concerns about bullying and peer relationships.

3. Reopening Schools for 2020-2021 School year (4th - 6th graders) - May 2020 - Feedback on how

Due to the COVID-19 pandemic, our students had to shift to distance learning (Educate Everywhere) from March 16, 2020, until the end of the school year (June 4, 2020). At the time of this input, there are still concerns about the spread of the COVID-19 virus and we must continue to do our part to reduce the spread of the virus. This means that we have to rethink how to reopen schools for the 2020-2021 school year. We surveyed our parents, students, and staff members for their feedback to obtain their hopes about returning in Fall 2020.

Our students will spend the last 11 weeks of school learning at home. The students miss seeing their friends as well as coming to school. The survey results showed that the majority of the students would like to participate in a model where they can come to school to learn and to learn from home due to the virus. The plan has not been determined yet.

Parent Surveys:

1. Reopening Schools for 2020-2021 School year - May 2020

Our parents were surveyed to get their feedback on reopening schools for the 2020-2021 school year. The majority of the parents expressed a high level of concern about COVID-19 health and safety protocols to help reduce the spread of the coronavirus. Therefore, the majority of the parents would like to continue to keep their children at home and continue with distance learning - Educate Everywhere.

2. MUSD Educate Everywhere Parent Survey - April 2020

Our district conducted an online survey where our parents were asked to share their feedback about the effectiveness of our distance learning program. Overall, our parents really appreciate the online/distance learning program our teachers have provided in a timely manner, especially compared to other school districts. They strongly appreciate receiving information from their child's teacher about any updates or changes to our distance learning program. In addition, our parents expressed the need to tutoring support for their child and social-emotional mental health support for their family.

3. Parent Surveys on Needs at Weller

Informal surveys were conducted to gather parent feedback from PTA, School Site Council, and Title 1 parent meeting and parents expressed an interest in the following for Weller:

- After School enrichment programs for our students
- Intervention support or after school tutoring for students who need it

Staff Surveys:

In May 2020, our staff completed the Reopening 2020-2021 school year survey and the majority of our staff members would like to see the students return to school so they provide the face to face instruction and engage with the students in a small group setting. They would also like to help stop the spread of the coronavirus, so they feel that a hybrid model would be ideal, which includes a combination of both in-person learning and distance learning, known as a hybrid model.

Classroom Observations

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

Classroom observations are conducted by the Principal and Assistant Principal. Our process is referred to as Learning Walks. The Administrative team visits classrooms to see how the students are learning and responding to what they are learning. Written feedback is shared with the teacher that states: What we saw, what we heard, and any wonderings we may have.

This year we made a change to the observations by focusing on Customization and Rigor in what the students were learning and in their responses to their learning.

The shift to focus on customization and rigor was added to align with our goals for the year and our alignment with the characteristics of The Portrait of a Weller Graduate.

During Distance Learning (COVID-19) Educate Everywhere, the Administrative Team attended the virtual Google Meet classrooms to observe the virtual teaching and learning and to support teachers, students, and parents.

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 who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

State and local assessments indicate that continued focus on instruction for English Language Learners and Students with Disabilities is warranted with particular focus on vocabulary development and comprehension strategies as applied to content areas.

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

At Joseph Weller, data is used to monitor student progress toward proficiency of the the Common Core State Standards. i-Ready Diagnostics Assessments for English Language Arts and Math, and MUSD District Writing Assessments are administered three times per year to all students to monitor student progress toward grade-level standards. Students in grades TK-3 are also assessed on their developmental reading level by DRA2 (Developmental Reading Assessment) every trimester to note the progress our students are making toward grade-level progress for fiction and non-fiction literature.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and specialists meet the requirements for highly qualified employees in their positions.

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

All staff members participate in professional development on newly adopted curriculum - most recently in English Language Arts and English Language Development (Benchmark Advance) and Social Students (My World). Other professional development includes internal PD on any new online instructional programs, such as Jan Richardson's Guided Reading Program.

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

Our ILT or Instructional Leadership Team meet monthly to develop a Theory of Action and Cycles of Inquiry to review school-wide data and conduct needs analysis based on the results to determine the needs of both teachers and students.

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

At Weller, our teachers support each other with Colleague to Colleague support, as needed. Some teachers provide a high level of knowledge and/or interest in a content area and that knowledge is shared with others. For example, Weller is currently doing our own Guided Reading Professional Development that is conducted by one of our teachers who attended a summer training using Jan Richardson's Guided Reading methods and instructions. More than five teachers are participating in this Guided Reading PD.

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

At Weller, every grade-level is part of a PLCs (Professional Learning Communities) that meets regularly - two times a week for colleague to colleague support, review and analyze grade-level data, share best practices, and to determine any professional development needs. During COVID-19 distance learning Educate Everywhere, it was essential that all of our PLCs met virtually one a week. The period has allowed PLCs for specialists, intervention teachers, support paraprofessionals and all other support staff members.

Teaching and Learning

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

Adopted and supplemental instructional curriculum and materials are aligned to the Common Core Standards. Current Curriculum for ELA - Benchmark, and GoMath for Math, and Summit Learning for 5th and 6th graders

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

Reading/English Language Arts and Math standards are integrated with content standards during instruction in order to assure adherence to recommended instructional minutes.

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

Interventions and Response to Interventions (RTI) are embedded through the school day through push-in and pull-out levels of support for students in English Language Development and in Reading.

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

Adopted curriculum materials have scaffolds and adaptations for English Learners, students with disabilities, Tier 2 and Tier 3 interventions as well as extension activities for those students have already mastered grade-level expectations.

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

State Board of Education - adopted and standards-aligned instructional materials, including intervention materials for Common Core State Standards are used for English Language Arts, Math, and Social Studies instruction.

Opportunity and Equal Educational Access

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

Blended and remote learning is embedded into all classroom instruction to provide opportunities for targeted individual and small group instructional supports for under-performing students based on assessments. Software and online learning tools are available to provide practice, review and reteaching of foundational skills for all students based on individual needs.

Evidence-based educational practices to raise student achievement

Targeted individual and small group instructional opportunities are embedded into classroom instruction throughout the day. Software and online learning tools provide practice, review and reteaching of foundational skills. Though our distant learning period, we had to make changes due to the needs of our students, where our teachers switched from teaching whole group instruction and switched to teaching small group and 1:1 instruction. This is what our teachers and students need during these virtual classes.

Parental Engagement

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

Parent support is provided through parent communications from PTA and Principal Coffee Chats. Parent workshops on strategies for supporting students at home have been offered throughout the year. When we switched to Educate Everywhere remote learning staff was assigned to Tier 2 and Tier 3 students and their families for check ins and support with learning at home. We even had our student experts join my Principal Coffee Chats to model and show our parents how to use Google Classroom.

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)

PTA, SSC, ELAC - Parents were invited to participate in several meetings during the year to provide input into the planning, implementation and evaluation of school programs to assure that they are meeting student needs. These included PTA, SSC, ELAC, Title 1, Parent Coffees. Surveys were also sent to parents via ParentSquare to seek input regarding school programs.

Funding

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

ELD Teacher, Intervention Specialists, Kindergarten paraprofessional and Special Ed paraprofessionals for small group instruction, Reading Instruction, After School Tutoring, Attendance monitoring and support by Assistant Principal and Staff Secretary

Fiscal support (EPC)

Title 1 funds, Supplemental Funds, Block Grant

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input is valued at all levels when developing the School Plan. Our stakeholders include teachers, support staff members, Instructional Leadership Team members, students, parents, grandparents, and community members.

Who? How? When?

Monthly School Site Council (SSC) meetings

Monthly Instructional Leadership Team (ILT) meetings

Monthly Staff/Team meetings

Monthly Principal Coffee Chats

Monthly Parent Teacher Association (PTA) meetings

Meetings with our Leadership Kids Team (similar to Student Council)

Input is shared by the Principal, Admin Team, or guest speakers and information is shared and received by our parents

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

One area of inequity that has been noted is with the teaching of English Language Learners and non-English Language Learners.

Each year we focus on providing direct instruction to our English Language Learners according to their proficiency level. This year, we received our new ELA (English Language Arts) district adopted curriculum, Benchmark Advance, which included an English Language Development (ELD) component to help teachers provide Designated ELD instruction to our English Language Learners as well as Integrated ELD instruction. We created schedules in each grade to ensure that Designated ELD was taught to our students at their Emerging, Expanding, and Bridging levels. In the past few years, our English Language Learners have been making progress in the academic content areas as well as on the statewide English Language Assessments (CELDT and ELPAC).

Over the past two years, we have reclassified 10%-15% of our English Language Learners. This means that we have worked intensely to help them meet or exceed the English Language proficiency standards and they are no longer considered English Language Learners. This past year, we hired an ELD Teacher to provide additional support to our students who are newcomers to the United States and support for the students who are at the L1 or Emerging Proficiency Level.

Inequities that have surfaced are our students who are socio-economically disadvantaged and/or of African American and Latino descent have not been making the same level of progress in English Language Arts at the same rate as our English Language Learners. The students in these student groups have not been provided the same level of instruction as our English Language Learners.

CELDT = California English Language Development Test (stopped in Spring 2018)

ELPAC = The English Language Proficiency Assessments for California (started in Spring 2018)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.84%	1.32%	0.63%	4	6	3
African American	3.57%	2.42%	1.9%	17	11	9
Asian	39.29%	41.63%	47.47%	187	189	225
Filipino	23.95%	24.23%	21.73%	114	110	103
Hispanic/Latino	24.16%	22.91%	21.1%	115	104	100
Pacific Islander	0.42%	0.22%	0.21%	2	1	1
White	5.46%	3.96%	2.74%	26	18	13
Multiple/No Response	%	0.44%	3.59%		2	3
Total Enrollment				476	454	474

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	70	64	67
Grade 1	51	72	66
Grade 2	71	58	75
Grade3	72	71	54
Grade 4	71	61	83
Grade 5	76	60	63
Grade 6	65	68	66
Total Enrollment	476	454	474

Conclusions based on this data:

- Enrollment has continuously increased as a result of the new housing being built around the Weller attendance area and the excellent educational programs that focus on blended learning and personalized learning and cultural diversity we have at Weller.
- Last year, Weller had two special-ed pre-schools. This year, the preschools joined the CDC schools and Weller added two special ed TK/K Mild/Moderate classes. In addition, one 1st-3rd Moderate/Severe class was changed to support TK/K Moderate/Severe Students
- The largest student subgroup has been from students of Asian ethnicity. This past year, we had an increase in the number of 4th grade students because we had to add a class two weeks after the school year started in August due to the large number of students who were in our overflow classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	155	174	195	32.6%	38.3%	41.1%
Fluent English Proficient (FEP)	80	83	102	16.8%	18.3%	21.5%
Reclassified Fluent English Proficient (RFEP)	25	18	20	15.2%	11.6%	11.5%

Conclusions based on this data:

1. Our English Learner percentage have slowly began to drop as a result of the growing number of students who have been reclassified and a steady percent of students who are initially identified as Fluent English Proficient (FEP).
2. Although we had a slight increase in the number of students who were reclassified, the overall percentage basically showed no change from the previous year when comparing 19-20 and 18-19. Our reclassification rates have increased from 11.9% in 2015 to 15.2% in 2018.
3. Last year, our EL students took the ELPAC English Language Assessment; Our English Learners were also introduced to a new ELA/ELD curriculum. The reclassification criteria has been changing at the district level and the state level over the past two year. We are learning more about the need to continue to provide integrated ELD instruction in all subject areas in addition to Designated ELD instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59	62	72	59	62	71	58	62	71	100	100	98.6
Grade 4	72	66	62	72	66	62	72	66	62	100	100	100
Grade 5	65	73	59	63	72	59	63	72	59	96.9	98.6	100
Grade 6	70	63	68	67	63	68	67	62	68	95.7	100	100
All	266	264	261	261	263	260	260	262	260	98.1	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2435.	2433.	39.66	24.19	32.39	24.14	32.26	21.13	27.59	24.19	21.13	8.62	19.35	25.35
Grade 4	2468.	2491.	2479.	26.39	33.33	20.97	31.94	25.76	40.32	8.33	19.70	14.52	33.33	21.21	24.19
Grade 5	2519.	2516.	2548.	28.57	36.11	38.98	26.98	22.22	28.81	20.63	11.11	16.95	23.81	30.56	15.25
Grade 6	2545.	2568.	2574.	25.37	29.03	32.35	29.85	46.77	33.82	25.37	11.29	23.53	19.40	12.90	10.29
All Grades	N/A	N/A	N/A	29.62	30.92	31.15	28.46	31.30	30.77	20.00	16.41	19.23	21.92	21.37	18.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.59	25.81	32.39	50.00	48.39	43.66	22.41	25.81	23.94
Grade 4	20.83	31.82	20.97	56.94	50.00	51.61	22.22	18.18	27.42
Grade 5	23.81	33.33	35.59	47.62	34.72	47.46	28.57	31.94	16.95
Grade 6	26.87	29.03	38.24	47.76	53.23	44.12	25.37	17.74	17.65
All Grades	24.62	30.15	31.92	50.77	46.18	46.54	24.62	23.66	21.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.83	29.03	28.17	44.83	46.77	46.48	10.34	24.19	25.35
Grade 4	36.11	41.54	33.87	36.11	41.54	50.00	27.78	16.92	16.13
Grade 5	39.68	45.83	54.24	47.62	26.39	32.20	12.70	27.78	13.56
Grade 6	29.85	39.34	44.12	46.27	49.18	41.18	23.88	11.48	14.71
All Grades	37.31	39.23	39.62	43.46	40.38	42.69	19.23	20.38	17.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.69	22.58	28.17	67.24	66.13	49.30	12.07	11.29	22.54
Grade 4	20.83	18.18	17.74	54.17	68.18	59.68	25.00	13.64	22.58
Grade 5	22.22	26.39	27.12	53.97	51.39	55.93	23.81	22.22	16.95
Grade 6	25.37	22.58	33.82	68.66	62.90	55.88	5.97	14.52	10.29
All Grades	22.31	22.52	26.92	60.77	61.83	55.00	16.92	15.65	18.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.03	29.03	26.76	56.90	48.39	45.07	12.07	22.58	28.17
Grade 4	29.17	31.82	22.58	51.39	46.97	56.45	19.44	21.21	20.97
Grade 5	33.33	37.50	45.76	41.27	36.11	44.07	25.40	26.39	10.17
Grade 6	34.33	53.23	44.12	52.24	33.87	44.12	13.43	12.90	11.76
All Grades	31.92	37.79	34.62	50.38	41.22	47.31	17.69	20.99	18.08

Conclusions based on this data:

- Overall, 62% of our 3rd - 6th grade students demonstrated proficiency in ELA (English Language Arts) for 2018-2019. This is the same level of proficiency as the 2017-2018 results for 3rd - 6th grade. The three years of proficiency results represents a 3% increase from 2016-2017 which was 59%.
- In the Claim Performance portion, our students showed strength in READING (3rd Grade), WRITING (4th Grade and 5th Grade) and in RESEARCH/INQUIRY (5th Grade). LISTENING and READING are areas that our students need to improve in order to demonstrate growth.
- Our 5th to 6th-grade cohort of students demonstrated the greatest overall proficiency and growth when comparing two cohort years.
In 2018-2019, 66% of our 5th graders were Proficient in ELA. The previous year in 2017-2018 when these students were in 5th grade, 58% of the students were proficient in ELA.
We attribute this growth to a nearly 7% increase in the RESEARCH/INQUIRY claim performance and an 8% increase in Listening. This cohort of students has been using the Summit Learning personalized learning platform for two consecutive years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59	63	72	59	63	72	59	63	72	100	100	100
Grade 4	72	66	62	72	66	62	72	66	62	100	100	100
Grade 5	65	73	59	64	73	59	64	73	59	98.5	100	100
Grade 6	70	63	68	68	63	68	68	63	68	97.1	100	100
All	266	265	261	263	265	261	263	265	261	98.9	100	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469.	2441.	2445.	33.90	23.81	29.17	35.59	26.98	26.39	18.64	25.40	16.67	11.86	23.81	27.78
Grade 4	2494.	2502.	2474.	34.72	36.36	22.58	22.22	22.73	19.35	25.00	21.21	41.94	18.06	19.70	16.13
Grade 5	2540.	2531.	2571.	35.94	38.36	49.15	25.00	17.81	15.25	21.88	17.81	27.12	17.19	26.03	8.47
Grade 6	2571.	2574.	2595.	32.35	42.86	50.00	29.41	20.63	16.18	23.53	22.22	20.59	14.71	14.29	13.24
All Grades	N/A	N/A	N/A	34.22	35.47	37.55	27.76	21.89	19.54	22.43	21.51	26.05	15.59	21.13	16.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.93	39.68	44.44	30.51	36.51	25.00	13.56	23.81	30.56
Grade 4	47.22	46.97	35.48	27.78	28.79	20.97	25.00	24.24	43.55
Grade 5	50.00	42.47	54.24	23.44	26.03	32.20	26.56	31.51	13.56
Grade 6	44.12	49.21	57.35	30.88	28.57	23.53	25.00	22.22	19.12
All Grades	49.05	44.53	47.89	28.14	29.81	25.29	22.81	25.66	26.82

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.85	26.98	27.78	38.98	50.79	50.00	10.17	22.22	22.22
Grade 4	34.72	36.36	14.52	41.67	42.42	51.61	23.61	21.21	33.87
Grade 5	26.56	35.62	50.85	57.81	34.25	38.98	15.63	30.14	10.17
Grade 6	29.41	47.62	36.76	44.12	34.92	47.06	26.47	17.46	16.18
All Grades	34.98	36.60	32.18	45.63	40.38	47.13	19.39	23.02	20.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.37	30.16	33.33	40.68	53.97	48.61	16.95	15.87	18.06
Grade 4	38.89	39.39	25.81	36.11	37.88	51.61	25.00	22.73	22.58
Grade 5	35.94	34.25	47.46	46.88	36.99	42.37	17.19	28.77	10.17
Grade 6	38.24	34.92	47.06	41.18	42.86	41.18	20.59	22.22	11.76
All Grades	38.78	34.72	38.31	41.06	42.64	45.98	20.15	22.64	15.71

Conclusions based on this data:

- Overall, 57% of our 3rd - 6th grade students demonstrated proficiency in Math for 2018-2019. This represents no change from the previous year 2017-2018 which was also 57%.
- In the Claim Performance portion, our students showed strength in CONCEPTS & PROCEDURES for all grade levels - 3rd Grade = 44% Above Standard; 4th Grade = 35% Above Standard; 5th Grade = 54% Above Standard, and 6th Grade = 57% Above Standard.

Overall, our 4th Graders showed decreases in all Claim Performance areas compared to the year before when the students were 3rd graders. PROBLEM SOLVING & MODELING DATA ANALYSIS and COMMUNICATING REASONING are areas that our students need to improve in order to demonstrate growth.
- Our 6th-grade students demonstrated the greatest overall proficiency and growth when comparing two cohort years.
In 2018-2019, 66% of our 6th grades were Proficient in Math. The previous year in 2017-2018 when these students were in 5th grade, 57% of the students were proficient in Math. This is a 9% increase from the previous year. We attribute this excellent growth to a 15% increase in the CONCEPTS & PROCEDURES claim performance and a 13% increase in the COMMUNICATING REASONING claim performance. It is important to note that this cohort of students has been using the Summit Learning personalized learning platform for two consecutive years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1454.6	1406.9	1468.6	1400.7	1422.0	1420.8	40	26
Grade 1	1506.7	1469.5	1494.3	1475.6	1518.4	1463.1	23	39
Grade 2	1539.4	1472.3	1541.8	1463.0	1536.7	1481.1	35	32
Grade 3	1456.6	1489.0	1456.6	1477.0	1456.1	1500.6	22	27
Grade 4	1512.2	1530.8	1503.8	1530.8	1520.4	1530.2	17	18
Grade 5	1535.6	1555.0	1541.7	1535.1	1528.8	1574.7	18	11
Grade 6	1556.2	1557.3	1558.4	1545.9	1553.4	1567.9	19	12
All Grades							174	165

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	23.08	35.00	19.23	*	38.46	*	19.23	40	26
1	73.91	25.64	*	48.72	*	15.38		10.26	23	39
2	71.43	18.75	*	40.63	*	25.00	*	15.63	35	32
3	*	18.52	*	40.74	*	22.22	*	18.52	22	27
4	*	44.44	*	27.78	*	27.78	*	0.00	17	18
5	*	45.45	*	45.45	*	0.00		9.09	18	11
6	57.89	41.67	*	50.00	*	0.00	*	8.33	19	12
All Grades	51.15	27.27	33.33	38.79	9.20	21.21	6.32	12.73	174	165

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.50	19.23	*	23.08	*	30.77	*	26.92	40	26
1	73.91	38.46	*	43.59	*	7.69		10.26	23	39
2	82.86	28.13	*	34.38		18.75		18.75	35	32
3	*	25.93	*	25.93		25.93	*	22.22	22	27
4	*	50.00	*	38.89	*	11.11	*	0.00	17	18
5	*	45.45	*	45.45	*	0.00		9.09	18	11
6	73.68	58.33	*	33.33	*	8.33	*	0.00	19	12
All Grades	65.52	34.55	22.41	34.55	*	16.36	6.32	14.55	174	165

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00	23.08	*	26.92	37.50	30.77	*	19.23	40	26
1	69.57	23.08	*	41.03	*	20.51		15.38	23	39
2	60.00	15.63	*	43.75	*	18.75	*	21.88	35	32
3	*	11.11	*	37.04	*	33.33	*	18.52	22	27
4	*	11.11	*	44.44	*	38.89	*	5.56	17	18
5	*	45.45	*	36.36	*	9.09	*	9.09	18	11
6	*	33.33	*	33.33	*	25.00	*	8.33	19	12
All Grades	38.51	20.61	24.71	38.18	25.29	25.45	11.49	15.76	174	165

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	82.50	23.08	*	50.00	*	26.92	40		26
1	73.91	61.54	*	30.77		7.69	23		39
2	85.71	25.00	*	59.38		15.63	35		32
3	*	18.52	54.55	48.15	*	33.33	22		27
4	*	44.44	64.71	44.44	*	11.11	17		18
5	*	18.18	*	72.73		9.09	18		11
6	57.89	25.00	*	66.67	*	8.33	19		12
All Grades	61.49	33.94	32.76	49.09	*	16.97	174		165

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	23.08	42.50	38.46	*	38.46	40	26
1	78.26	25.64	*	61.54		12.82	23	39
2	82.86	28.13	*	53.13		18.75	35	32
3	63.64	44.44	*	44.44	*	11.11	22	27
4	64.71	66.67	*	27.78		5.56	17	18
5	77.78	72.73	*	18.18	*	9.09	18	11
6	78.95	66.67	*	33.33	*	0.00	19	12
All Grades	70.69	39.39	23.56	44.85	*	15.76	174	165

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	70.00	61.54	*	23.08	40	26
1	78.26	51.28	*	30.77	*	17.95	23	39
2	65.71	15.63	*	62.50	*	21.88	35	32
3	*	11.11	54.55	55.56	*	33.33	22	27
4	*	11.11	76.47	83.33	*	5.56	17	18
5	*	45.45	*	45.45	*	9.09	18	11
6	*	33.33	*	58.33	*	8.33	19	12
All Grades	36.21	26.06	45.98	54.55	17.82	19.39	174	165

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	57.69	35.00	19.23	*	23.08	40	26
1	65.22	15.38	*	69.23		15.38	23	39
2	57.14	15.63	37.14	65.63	*	18.75	35	32
3	*	25.93	59.09	55.56	*	18.52	22	27
4	*	11.11	*	77.78	*	11.11	17	18
5	*	27.27	61.11	63.64		9.09	18	11
6	*	41.67	63.16	58.33	*	0.00	19	12
All Grades	45.98	26.06	45.98	58.18	8.05	15.76	174	165

Conclusions based on this data:

1. In 2018-2019, we tested 165 English Language Learners on their English Language Development compared to 174 EL students the previous year in 2017-2018. Our EL students represent about 41% of our student population.

ELPAC scores are just one measure of our students' English proficiency. The majority of our English Language Learners (51%) had an overall language performance at Level 4. These students are well-developed and in the bridging area. These students can use English to learn new things in school and interact in social situations.

Overall Language Performance - 39% of our EL students performed at Level 3 in 2018-2019 compared to 51% at Level 4 in 2017-2018

2. We saw a decrease in our performances in 2018-2019 compared to 2017-2018 in the areas of: Written Language (Level 4 to Level 3); Listening Domain (Well Developed to Somewhat/Moderately Developed); and Speaking Domain (Well Developed to Somewhat/Moderately Developed)
3. Greatest areas of performance for all grade were in: Reading Domain - 54% (Somewhat/Moderately Developed) and Writing Domain - 58% (Somewhat/Moderately Developed)

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
454	39.6	38.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	38.3
Homeless	11	2.4
Socioeconomically Disadvantaged	180	39.6
Students with Disabilities	42	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.4
American Indian	6	1.3
Asian	189	41.6
Filipino	110	24.2
Hispanic	104	22.9
Two or More Races	13	2.9
Pacific Islander	1	0.2
White	18	4.0





Conclusions based on this data:

- The majority of the student enrollment at Weller is represented by Asian ethnicity = 42% (189 students out of 454 students); followed by the Filipino student group at 24%. Last year, the Asian student group represented 39% of the Weller student body. Our African American student population decreased from 3.6% to 2.4% or from 17 students to 11 students. The White student population also decreased from the previous year from 5.5% to 4% or 26 students to 18 students.
- Our major student groups include: English Learners (38%) and Socioeconomically Disadvantaged (40%)
- Compared to 2017-2018, Joseph Weller had an increase in the number of English Language Learners from 32% to 38% and a decrease in Socioeconomically Disadvantaged - from 42% to 40% for 2018-2019.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. For the 2018 SBAC, overall our students performed in Green in both Language Arts and in Mathematics. We have been focusing on providing targeted instruction to our students. When the teachers are meeting in PLCs, they have discussions about student data and small group supports for those who need it.
2. Chronic Absenteeism went down from Green to Orange. This is a concern for us as we started a new Attendance Incentive Plan - "Attendance Matters a Joseph Weller Elementary School" Every Student ... at School ... Every Day. Starting with a school-wide attendance goal of 98% or better, we reward students for their attendance on a weekly basis. This was increased from 97% average attendance/week the previous two years. We also shared these goals with our parents.

Per the CDE (California Department of Education) Five-by-Five Placement, we saw a decline in our Hispanic students and our English Language Learners. We did notice a significant increase in our Asian students, as well as an increase in all students and students with disabilities.
3. Our suspension data improved from Orange to Yellow. Per the Status and Change Report, we had a decline in suspension with our Hispanic students and Students with Disabilities; Our Asian student population was very low as well as our English Learners population. The overall status for ALL STUDENTS was Yellow - Medium and Maintained.

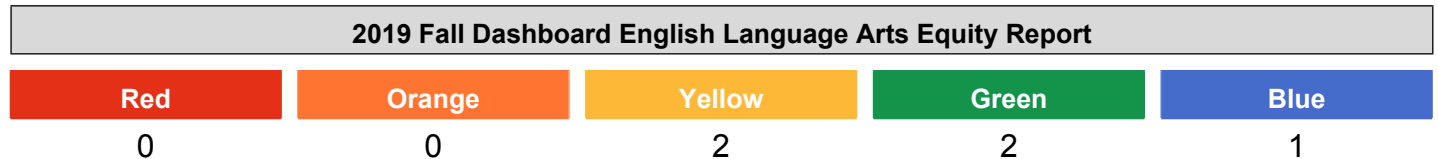
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 25.6 points above standard Increased ++6.3 points 256	 Green 17.4 points above standard Maintained ++0.6 points 124	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 9.7 points below standard Increased ++11.7 points 122
		 No Performance Color 61.8 points below standard Increased Significantly ++18.2 points 26		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 43.8 points above standard Declined -9.6 points 101	Filipino  Blue 58.4 points above standard Increased Significantly ++15.2 points 67
Hispanic  Yellow 11.9 points below standard Increased ++11.6 points 63	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 62.6 points below standard Declined -7.4 points 55	Reclassified English Learners 81.1 points above standard Maintained -2.8 points 69	English Only 19.7 points above standard Increased ++10.8 points 112
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Conclusions based on this data:

- All students, English Language Learners, and Asian students performed in the GREEN. Per the Status/Change Indicator Report, ALL STUDENTS performed HIGH in ELA and their change INCREASED from previous years. Our Filipino students earned the highest placement of BLUE. They performed VERY HIGH and INCREASED SIGNIFICANTLY this past year. They increased 58.4 points above the standard.

In addition to the core curriculum with Benchmark Advance ELA and Summit Learning, our students also benefit from small group instruction and goal setting conferences with their teachers.

- Our Socioeconomically Disadvantage and SWD (Students with Disabilities) showed improvement and their performance moved up from ORANGE to YELLOW. Although their performance was low, our students increased in their change from the previous year. The status and change was also the same for our Hispanic students - low performance but increased approximately 12 points from the prior year.

As we provide more targeted instruction and intervention support for our students with disabilities, we will see the performance growth.

3. In 2018-2019, we only had (9) African American students take the SBAC. Since the number of students was less than 11, we are not able to obtain any detailed results on their performance. Last year, we had (12) African American students who completed the SBAC, and their performance was 75 points below standard. Our Hispanic students performed LOW but showed a slight INCREASE from the previous year. Our African American students performed VERY LOW in their overall performance. Some of our students were able to participate in the before school and/or after school Learning Centers where they had access and additional support to their Language Arts curriculum and online programs. We will continue to provide this level of intervention for these student groups.

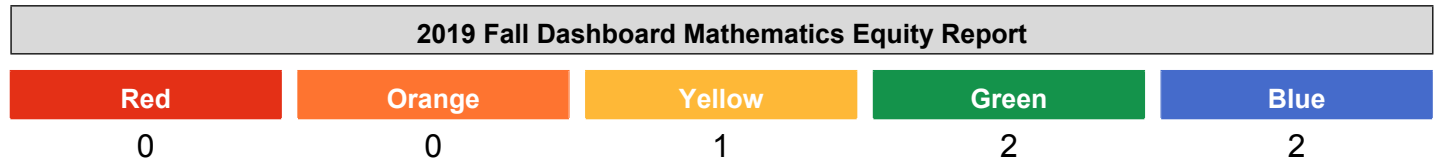
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 22.5 points above standard Increased ++10.1 points 256	English Learners  Green 28.6 points above standard Increased ++14.6 points 124	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Green 10.1 points below standard Increased ++9.9 points 122	Students with Disabilities  No Performance Color 62.8 points below standard Increased Significantly ++23.9 points 26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 57.3 points above standard Maintained -1 points 101	Filipino  Blue 47 points above standard Increased Significantly ++15 points 67
Hispanic  Yellow 31.3 points below standard Increased ++13.9 points 63	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 37.3 points below standard Increased ++4.7 points 55	Reclassified English Learners 81.2 points above standard Increased ++14.9 points 69	English Only 0.8 points above standard Increased ++4.1 points 112
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Conclusions based on this data:

- Overall, all students and English Learners performed in Green - like last year. Both groups performed HIGH, but showed an INCREASE from the year before. This year, our goal was to hire an additional intervention teacher to help support our students during the school day to help address foundational skill gaps in phonics, vocabulary, and comprehension. The intervention support started at the lowest grade (Kindergarten) so that the students can continue to strengthen their foundational skills from one grade level to the next.
- Asian and Filipino students performed in BLUE - performing VERY HIGH and MAINTAINED their progress from the previous year. Filipino students INCREASED SIGNIFICANTLY. Hispanic students scored LOW and moved up a level from Orange to Yellow because they increase their performance from the previous year.

During our PLCs, we began focusing on our Hispanic students and our Tier 3 students by providing them with support and small group instruction during RTI (Response to Intervention) Time.
- Our Socioeconomically Disadvantaged students are in GREEN. They had MEDIUM PERFORMANCE and INCREASED from the previous year.

This is also true for our English Learners. They are in GREEN with MEDIUM PERFORMANCE and INCREASED change from the previous year. New data on the Dashboard gives a breakdown of how our English Language Learners performed in Math. Current English Learners increased 4.7 points. Reclassified English Learners increased 14.9 points, whereas, English Only students increased 4.1 points. This is less than the English Learners.

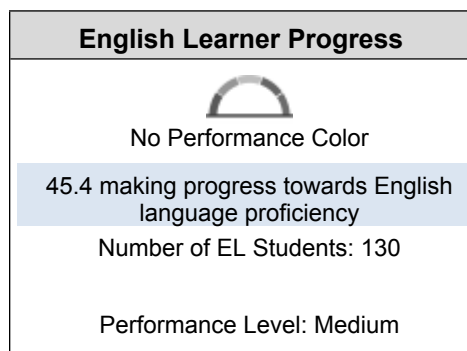
Since we only had (9) African American students in 2018-2019 who took the assessment, their data is not displayed for privacy reasons. Last year, our African American students performed LOW and were 69 points below standard from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32	39	21	38

Conclusions based on this data:

- ELPAC scores are just one measure of our students' English Language proficiency. The majority of our English Language Learners had an overall language performance at Level Medium. 45% of our 130 EL Students are making progress towards English Language Proficiency.

NOTE: Beginning with the 2017-2018 school year, the state of California shifted from the CELDT to the ELPAC as the summative English language proficiency (ELP) assessment.

CELDT - California English Language Development Test
ELPAC - English Language Proficiency Assessment
ELPI - English Learner Progress Indicator
- During the 2018-2019 school year, we saw a decrease in the performance of our English Language Learners. Per the new English Learner Progress Indicators, 25% of our EL students DECREASED one level; 30% of our EL students MAINTAINED their progress; 16% maintained ELPI Level 4, and 29% (or 38 students) PROGRESSED at LEAST ONE ELPI Level
- Last year and this year, we hired a part-time ELD Teacher to support our EL students. We were optimistic about our students growth and performance this year, but due to COVID-19, our Weller students were not able to start the ELPAC assessments. We also partnered with Partners of School of Innovation where we received training and coaching on building a Theory of Action where we specifically focused on improving our English Language instruction through Designated and Integrated ELD instruction and strategies as well as taking a deeper analysis of the ELPAC online practice assessments and the ELPAC Domains.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

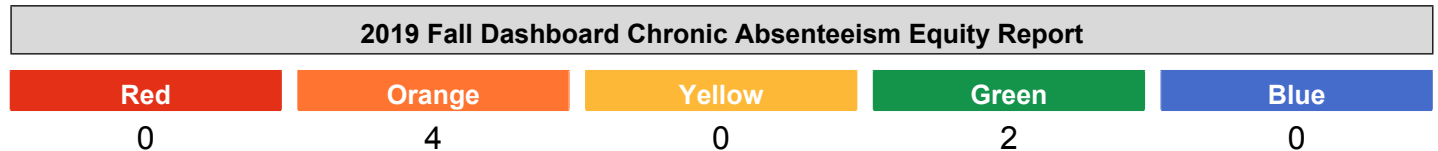
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 7.1 Increased +1 468	English Learners  Green 6 Declined -2.1 183	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color 12.5 16	Socioeconomically Disadvantaged  Orange 10.3 Maintained +0.1 204	Students with Disabilities  Orange 15.7 Increased +2 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Asian  Orange 8.2 Increased Significantly +4 196	Filipino  Orange 5.3 Increased +1 114
Hispanic  Green 4.8 Declined -3.1 105	Two or More Races  No Performance Color 17.6 Increased +9.3 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 10.5 Increased +2.8 19

Conclusions based on this data:

- Overall, our students are in the ORANGE for Chronic Absenteeism; This is one level down from the previous year. Last year, Weller's
- EL students and SWD (Students with Disabilities) as well as our Social Economically Disadvantage were in Orange. We will need to focus on increasing attendance - fewer tardies and absences

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

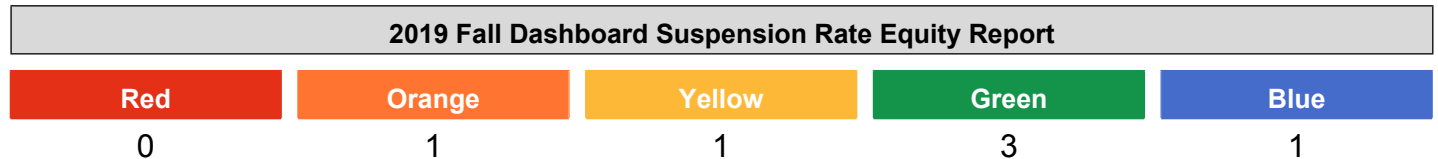
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.4 Maintained -0.2 497	English Learners  Green 0.5 Increased +0.5 197	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color 0 16	Socioeconomically Disadvantaged  Orange 3.3 Increased +0.5 209	Students with Disabilities  Yellow 3.7 Declined -3.8 54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 10	American Indian  No Performance Color Less than 11 Students - Data 6	Asian  Blue 0.5 Maintained 0 208	Filipino  Green 0.8 Maintained 0 122
Hispanic  Green 2.7 Declined -0.7 112	Two or More Races  No Performance Color 5.6 Increased +5.6 18	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color 0 Maintained 0 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.4

Conclusions based on this data:

1. Our suspension data improved for ALL STUDENTS from Orange to Yellow. The status and change was Medium and Maintained.
2. Per the Status and Change Dashboard Report, we had a decline in suspensions with our Hispanic students and with Students with Disabilities; Students with disabilities improved from RED in 2017-2018 to YELLOW in 2018-2019; Hispanic students went from Orange in 2017-2018 to Green in 2019-2019;
3. Our Asian student population was BLUE - maintained compared to the previous year. There was a slight increase in suspensions for English Learners and Socioeconomically disadvantaged students. Due to having less than 11 students, there is no data noted for our "African American" students.

At Weller, we are a Leader in Me school and our students know the expectations of THE WELLER WAY - Be Respectful, Be Responsible, Be Safe and Be a Leader. I believe that the indicators is not a true reflection of the positive change in our suspensions over the last 4 years. Our suspensions are minimal and that one incident can skew the percentages.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academics

LEA/LCAP Goal

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

All MUSD students in supplemental student groups - Low Income, English Learners, Foster Youth, Special Education, and Students with Disabilities will make accelerated growth to close the achievement gap.

Goal 1

Focus: Academic Performance; High-Quality Instruction; High-Quality Equitable Learning Environment; Close the Performance and Opportunity Gaps for students in Supplemental Groups

All Weller students will receive standards-based instruction, curriculum, and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

All Weller students in supplemental student groups - Low Income, English Learners, and Students with Disabilities will make accelerated growth to close the achievement gap.

Weller students will demonstrate significant growth toward mastery of the Common Core State Standards (CCSS) in Math and in English Language Arts (ELA) and Next Generation Science Standards (NGSS) in Science as measured by multiple indicators - CAASPP/SBAC, i-Ready, MAP, NWEA, DRA2, District Literacy Assessments, and District Writing Benchmark by June 2021

- STATE PRIORITY AREAS:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

All students need access to grade-level standards and core content instruction.

Based on summative assessment results, there is also a need is to close the identified performance and opportunity gaps between student groups - while raising the achievement level for all students

Based on formative assessment results, there is a need to provide immediate intervention support for identified students

This goal will also address the needs of ALL STUDENTS and/or students in STUDENT GROUPS who performed in the red or orange areas as noted in the 2019 California Dashboard Student Group Performance Report (see attached report)

Metrics used: California Dashboard, MUSD Dashboard, DataQuest, Ed-Data.org

Reference Attachment: Joseph Weller Elementary School Student Group Report for Fall 2018 as well as the status and change report on the California Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP / SBAC ELA Proficient (standard met + standard exceeded) - May 2019 results (actuals) from cde.gov</p> <p>NOTE: Results are only for 3rd grade - 6th grade students ***** *****</p> <p>CAASPP = California Assessment of Student Performance and Progress</p> <p>ELA = English Language Arts</p> <p>SBAC = Smarter Balanced Assessment Consortium</p> <p>SBA = Smarter Balanced Assessment</p>	<p>2019 CAASPP/SBAC OVERALL Results for all students in 3rd grade - 6th grade</p> <p>BASELINE</p> <p>3rd Grade: 54% Proficient 4th Grade: 61% Proficient 5th Grade: 68% Proficient 6th Grade: 66% Proficient</p>	<p>2020-2021 Projections</p> <p>All students will demonstrate 5% growth on CAASPP/SBAC ELA Summative Assessments</p> <p>GOAL: To move from GREEN to BLUE on the 2021 California Dashboard, ALL STUDENTS in ELA will increase by 10 points above</p>
<p>CAASPP / SBAC MATH Proficient (standard met + standard exceeded) - May 2019 results (actuals) from cde.gov</p> <p>NOTE: Results are only for 3rd grade - 6th grade students</p>	<p>2019 CAASPP/SBAC OVERALL Results for all students in 3rd grade - 6th grade</p> <p>BASELINE</p> <p>3rd Grade: 56% Proficient 4th Grade: 42% Proficient 5th Grade: 64% Proficient 6th Grade: 66% Proficient</p>	<p>2020-2021 Projections</p> <p>All students will demonstrate 5% growth on CAASPP/SBAC MATH Summative Assessments</p> <p>GOAL: To move from GREEN to BLUE on the 2021 California Dashboard, ALL STUDENTS in MATH will increase by 10 points</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>i-Ready Reading/ELA Results - Diagnostic 3 as of March 2020</p> <p>(End-of-Year View = On (mid/late) or Above Grade-Level Proficiency)</p> <p>NOTE: i-Ready results are for Kindergarten - 6th grade students</p>	<p>2020 i-Ready D3 OVERALL EOY view READING Results for all students in Kindergarten - 6th grade</p> <p>BASELINE</p> <p>Kindergarten: 62% Proficient 1st Grade: 61% Proficient 2nd Grade: 51% Proficient 3rd Grade: 56% Proficient 4th Grade: 40% Proficient 5th Grade: 31% Proficient 6th Grade: 62% Proficient</p>	<p>2020-2021 Projections</p> <p>All students and each student group will demonstrate 5% growth on i-Ready Diagnostic 3 Reading Benchmark in March 2021 based on End of Year View performance</p>
<p>i-Ready Math Results - Diagnostic 3 as of March 2020</p> <p>(End-of-Year View = On (mid/late) or Above Grade-Level Proficiency)</p> <p>NOTE: i-Ready results are for Kindergarten - 6th grade students</p>	<p>2020 i-Ready D3 OVERALL EOY view MATH Results for all students in Kindergarten - 6th grade</p> <p>BASELINE</p> <p>Kindergarten: 55% Proficient 1st Grade: 55% Proficient 2nd Grade: 47% Proficient 3rd Grade: 46% Proficient 4th Grade: 41% Proficient 5th Grade: 40% Proficient 6th Grade: 55% Proficient</p>	<p>2020-2021 Projections</p> <p>All students and each student group will demonstrate 5% growth on i-Ready Diagnostic 3 Math Benchmark in March 2021 based on End of Year View performance</p>
<p>English Learner Reclassification</p> <p>Metrics: MUSD Reclassification Criteria</p>	<p>Baseline</p> <p>2018-2019 11.5% (20 students)</p>	<p>2020-2021 Projections</p> <p>15% of English Learners will meet criteria for reclassification as Fluent English Proficient</p>
<p>English Learners English Proficiency Progress</p> <p>ELPAC = English Language Proficiency Assessment for California</p>	<p>2019 ELPAC Baseline</p> <p>45.4% making progress towards English language proficiency</p> <p>Performance Level: Medium</p>	<p>2020-2021 Projections</p> <p>100% of English Learners will maintain or increase their English Proficiency as measured by the ELPAC Levels by the end of the 2021 school year</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners who progressed at least one level: 29.2%	
English Learners ELA Proficiency per 2019 California Dashboard	Baseline 62.6 points below standard	2020-2021 Projections GOAL: To move from GREEN to BLUE on the 2021 California Dashboard, ALL English Learners will increase by 15 points in ELA
CAASPP/SBAC - ELA Student Group: Socioeconomically Disadvantaged (SED)	2018-2019 Baseline: Socioeconomically Disadvantaged: 47% Proficient 9.7 points below standard Status and Change: YELLOW	GOAL: To move from YELLOW to GREEN on the 2021 California Dashboard, All students in the Socioeconomically Disadvantaged Student Group will increase by 10 points in ELA
CAASPP/SBAC - ELA Student Group: Hispanic	2018-2019 Baseline: Hispanic: 48% Proficient 11.9 points below standard Status and Change: YELLOW	GOAL: To move from YELLOW to GREEN on the 2021 California Dashboard, All students in the Hispanic Student Group will increase by 10 points in ELA
CAASPP/SBAC - MATH Student Group: Hispanic	2018-2019 Baseline: Hispanic: 33% Proficient 33.3 points below standard Status and Change: YELLOW	GOAL: To move from YELLOW to GREEN on the 2021 California Dashboard, All students in the Hispanic Student Group will increase by 10 points in Math
i-Ready READING/ELA Results Diagnostic 3 as of March 2020 Student Group: African American (Kindergarten - 6th grade) (End-of-Year View = On (mid/late) or Above Grade-Level Proficiency)	2018-2019 Baseline: African American: 22% - Proficient (Tier 1) 44% - One Grade Level Behind (Tier 2) 33% - Two or more Grade Levels Behind (Tier 3)	GOAL: All (Tier 2 and Tier 3) African American students will demonstrate one-grade level growth on i-Ready Diagnostic 3 Reading Benchmark by March 2021 based on End of Year View performance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NOTE: CAASPP/SBAC data not available if 10 or fewer students were tested		
<p>i-Ready MATH Results Diagnostic 3 as of March 2020</p> <p>Student Group: African American (Kindergarten - 6th grade)</p> <p>(End-of-Year View = On (mid/late) or Above Grade-Level Proficiency)</p> <p>NOTE: CAASPP/SBAC data not available if 10 or fewer students were tested</p>	<p>2018-2019 Baseline:</p> <p>African American:</p> <p>6% - Proficient (Tier 1)</p> <p>61% - One Grade Level Behind (Tier 2)</p> <p>33% - Two or more Grade Levels Behind (Tier 3)</p>	<p>GOAL: All (Tier 2 and Tier 3) African American students will demonstrate one grade-level growth on i-Ready Diagnostic 3 Math Benchmark by March 2021 based on End of Year View performance</p>
<p>DRA2 Reading Level Progress for K-2 students</p> <p>DRA2 = Developmental Reading Assessment2</p>		<p>All K-2 students are expected to meet the Spring grade-level reading goals as noted in the MUSD Literacy Binder by May 2021</p>
<p>Writing Progress on District Benchmark Assessments</p>		<p>All K-6 students will make progress on MUSD district benchmark writing assessments by May 20201</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1) Ensure all teachers implement core programs with consistency and fidelity

NOTE: Due to COVID-19/Shelter-in-Place/Educate Everywhere, this activity includes the flexibility of allocation of funds and resources to be dedicated to supporting Distance Learning and Hybrid Model learning for both students and staff members. This includes technology and materials needed to access and understand the curriculum.

- Teachers will receive professional development in areas of guided reading, vocabulary, writing workshops, implementing online programs, and other areas needed to support the teaching and learning of CCSS. This including training in Google Classroom, Clever, Google Meet, Zoom, and other district-approved platforms
- Teachers and students receive any materials and resources needed to successfully complete and comprehend distance learning assignments, including technology items and non-technology items
- Weller teachers will meet in weekly grade-level PLCs (Professional Learning Communities) to review student data from CAASPP, i-Ready, student work, district benchmarks for literacy and writing, etc. and share best practices to help students close the achievement gap and make progress toward meeting or exceeding the grade-level standards. While the teachers are in PLCs, the students are receiving Physical Fitness (PE) instruction from the PE teacher.
- Admin Team will meet with teachers during PLCs and/or during Data Chats to discuss student performance and to create necessary assessments to better understand learning gaps in the common core standards. The results will be used to plan and guide instruction.
- Admin Team will conduct frequent Learning Walks to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to teachers and support staff members.
- Feedback will be provided and the Admin Team will generate a dialogue with teachers about our observations and wonderings as well as PD needs and support.
- Weller K-6th grade students will use i-Ready for district benchmark assessments and personalized learning instruction for Math and ELA. Weller students will complete all four district benchmark assessments
- Weller students will use Vocabulary.com to provide supplemental support in vocabulary instruction in order to address the low performance in the Vocabulary and Reading domains per i-Ready diagnostics results.
- Weller Teaching Team and Admin will engage students in a vocabulary "word of the week". The selected word is chosen from a list of Tier 2 words from the CAASPP/SBAC list of words students need to know to help them become successful when they take the CAASPP/SBAC Assessment.
- Weller students and teachers will receive additional support in writing and writing workshops in order to improve writing scores on the district benchmark writing assessments. Includes Staff PD using Quill.com online program
- ILT or Instructional Leadership Team Members will support Admin team and colleagues to conduct Learning Goals, Theory of Action, Cycles or Inquiries, and Staff PD in order to support ALL STUDENTS

- ILT members will engage in a Summer Retreat to help with Planning Curriculum based on Needs Analysis for the 2020-2021 school year and with the transition of Weller's new principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers to allow teachers to attend PD
500	Block Grant 4000-4999: Books And Supplies Materials and supplies needed for in-school and for distance learning
18,000	Supplemental 4000-4999: Books And Supplies Online Programs and Subscriptions and Staff PD
2,000	Supplemental 1000-1999: Certificated Personnel Salaries Teacher salaries for teacher-led Staff PD
9,000	Supplemental 2000-2999: Classified Personnel Salaries Additional hours for PE Teacher - support Teachers while in PLCs
4,000	Block Grant 1000-1999: Certificated Personnel Salaries \$500 Stipends for ILT Members
5,000	Supplemental 1000-1999: Certificated Personnel Salaries ILT Summer Retreat

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Tier 2, Tier 3, SST, and at Risk of Retention, Hispanic, African American, Socioeconomically Disadvantaged Students, Students with Disabilities and Educate Everywhere students with identified performance gaps due to COVID-19/Shelter in Place

Strategy/Activity

2) Provide intervention support for students in Tier 2, Tier 3, SST, and at Risk of Retention, Hispanic, African American, Socioeconomically Disadvantaged Students and Educate Everywhere

students with identified performance gaps due to COVID-19/Shelter in Place. This also includes students who performed in RED or ORANGE on CAASPP/SBAC Claims Performance in ELA or MATH.

- All students of Hispanic and African American ethnicity with performance gaps will receive intervention support in Reading and/or in Math

1) The intervention will model the format of small group and/or 1:1 instruction supported by a certificated teacher, which can take place during the school day and/or after school in the learning center or a teacher's classroom or via a virtual platform, if distance learning.

2) The student(s) may receive support two or three times a week for 20 minutes - 30 minutes.

3) Cycles of inquiries will be conducted after six-week cycles to analyze performance growth.

4) The small group intervention programs used may include, but not limited to, i-Ready intervention support lessons that target performance gaps in specific domains in both reading and in math. Students may also receive support using researched-based intervention programs, such as READ 180 and Fountas and Pinnell Leveled Literacy Support which follows a structured intervention format that allows teachers to track a student's progress from baseline to cycles of inquiries.

5) The small group setting and the multiple meetings per week will allow the teacher to provide intensive instruction using various strategies, such as increasing instructional time, teacher modeling, scaffolding, targeting a student's needs, increase engagement and motivation, relationship building, repetition of skills to build confidence, student goal-setting, progress monitoring, and self - reflection and using pre and post formative assessments.

- All students who are Socioeconomically Disadvantaged students with performance gaps will receive intervention support in Reading and/or in Math
- All students identified in Tier 3, Tier 2, SST, at Risk of Retention will receive intervention support before school, during school, and after school.

1) Before School intervention takes place in the Morning Learning Center (5 days/week - Monday-Friday)

2) After School intervention takes place in the After School Learning Center (3 days/week - Tuesday, Wednesday, Thursday)

3) During School intervention takes place within our RTI (Response for Intervention) program

The paraprofessional intervention teachers will oversee the learning centers and teachers will provide drop-in support and small group support OR online support for students participating in distance learning.

4) Summer Bridge Support - see Strategy #5 below

Suggestions for supporting our students in the After School Learning Center would be to have High School students volunteer to help provide homework help for our students.

Another suggestion would be to have retired educators, local college students or members from sororities or fraternities provide homework help.

ALL teachers will help provide intervention support to ALL (K-6) Students under the guidance of the Administration Team when teachers have Push-in Time when their students are either at Science or PE. This is not a Prep period as Weller teachers have their Prep Period when the students are eating lunch and lunch recess.

The Morning Learning Center started in September 2017 and the After School Learning Center started in November 2018.

- Teacher-led After-School Small Group intensive intervention in Reading and Math

At Weller, 3rd grade - 6th graders participate in RTI (Response to Intervention) hour where students switch classes and receive instruction on “what they need” to help address any learning gaps that were identified during grade-level PLCs. Each teacher teaches a group of students in a specified subject at their levels in reading and writing. The intervention teachers will support the teachers and students during this time to help make smaller groups of instruction

In 1st - 2nd grade, the teachers teach small groups of students in math, reading, and writing, while some students are pulled out for reading intervention with an intervention paraprofessional. This happens for one hour each day.

In Fall 2019, Weller expanded the RTI support for our kindergarten students where a part-time intervention paraprofessional was hired to provide two hours of support each day to help our kindergartners improve their foundational skills and to address academic gaps that the teachers outlined during the weekly PLCs.

- Teachers will receive training or PD (Professional Development) as needed to support the students and Weller's intervention or supplemental programs in order to use the programs with fidelity to observe measurable results
- Teachers will meet in weekly grade-level PLCs (Professional Learning Communities) to review student data from CAASPP, i-Ready, student work, district benchmarks for literacy and writing, etc. and share best practices to help students close the achievement gap and make progress toward meeting or exceeding the grade-level standards. Teachers will also use this time to review data analysis on students in this group in order to recommend intervention support, such as small groups and/or SST (Student Success Team)
- Admin Team will conduct frequent Learning Walks to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to teachers and support staff members.
- Feedback will be provided and the Admin Team will generate a dialogue with teachers about our observations and wonderings as well as PD needs and support.
- ILT Members will support the Admin Team and Colleagues with feedback and planning
- Weller will hire two part-time Intervention Specialists to support the students in this group in order to help improve Reading and/or Math foundational skills. This can be done in-

class or through virtual distance learning support. Intervention Specialists will take guidance from the Certificated Classroom Teachers

- All Weller teachers (General Education and Special Education) will have release time to meet with Admin, SST Coordinator, Parents, Intervention Specialists in order to discuss performance data, progress monitoring and to design performance paths for students in this group, including mainstreaming support for Special Education students.

During PLCs and Staff Grade Level PLCs, team members will:

- Not only look at the academic performance of our socioeconomically disadvantaged, Hispanic and African American students, but we will also do research and further discuss what else do we need to provide and/or learn about our students and their needs. How do we build the best relationships with our students?
- Complete Equitable Action Plans to support our students in these subgroups.

NOTE: Due to COVID-19/Shelter-in-Place, this plan includes the flexibility of allocation of funds and resources to be dedicated to supporting Distance Learning and Hybrid Model learning for both students and staff members. This includes technology and materials needed to access and understand the curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Supplemental 2000-2999: Classified Personnel Salaries New hire of Part-Time Paraprofessional 1 (1 of 2)
15,000	Title I 2000-2999: Classified Personnel Salaries New hire of Part-Time Paraprofessional 1 (1 of 2)
3,000	Title I 2000-2999: Classified Personnel Salaries Before School and After School Learning Center Paraprofessional intervention support
10,000	Block Grant 1000-1999: Certificated Personnel Salaries Teachers drop-in support in After School Learning Center
3,000	Title I 1000-1999: Certificated Personnel Salaries Small Group Teacher-led Intensive Intervention Support
10,518	Supplemental

	1000-1999: Certificated Personnel Salaries Release time for teachers to meet with Admin, SST Coordinators, Parents, Intervention Specialists to review data, progress monitoring, personalize learning path
1,000	Block Grant 4000-4999: Books And Supplies Materials needed for Intervention Support
0	None Specified ILT Members will support this Activity with Data Analysis, Theory of Action, and Cycles of Inquiry
10,000	Supplemental 1000-1999: Certificated Personnel Salaries Professional Development - teacher-led, onsite, off-site, or virtual
10,000	Supplemental 2000-2999: Classified Personnel Salaries Professional Development - teacher-led, onsite, off-site, or virtual (for General Education and Special Education paras)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3) English Learners will receive additional designated and integrated ELD support to help with progress toward English Language Proficiency and Reclassification

- Part-time ELD/EO Teacher will help support both teachers and students during school and after school and/or in small groups and/or online to support distance learning, if needed, with Reading, Writing, and English Language Arts proficiency
- The ELD/EO Teacher will also provide Summer Bridge Support (See Strategy #5) below
- Teachers will receive professional development in areas of English Language Development to better support their English Language Learners, including topics on:

1. Using Benchmark Advance ELD Curriculum

2. Understanding the ELPAC Domains and Task Types in order to improve ELPAC proficiency levels

3. SEAL Strategies

4. BrainPop ELL and Quill.com

5. all Reading and Writing Support

6. other EL support programs

- Teachers will have release time to meet with Admin Team, the ELD Teacher, and District ELL Coordinator in order to plan lessons, review strategies, review ELPAC results and discuss ways to help our English Learners make progress toward English Language Proficiency and Reclassification
- Admin Team will conduct frequent Learning Walks to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to teachers and support staff members.
- ILT Members will support Admin Team and Colleagues with feedback and planning strategic support for EL Students, including and building upon the ELD Theory of Action by Grade-Level
- Feedback will be provided and Admin Team will generate a dialogue with teachers about our observations and wonderings as well as PD needs and support.
- Teachers will provide Designated English Language Development to all ELD students at their proficiency level (Emerging, Expanding, Bridging) on a weekly basis - 3-4 times a week
- Teachers will provide Integrated ELD support for all students in all subject areas

SEAL = Sobrato Early Acquisition Language "approach"

- K-3 Teachers are provided one day a week for SEAL Planning in order to help support their EL students as well as their EO students with SEAL strategies.
- New Teachers will receive release time to attend SEAL trainings throughout the year.

NOTE: Due to COVID-19/Shelter-in-Place, this plan includes the flexibility of allocation of funds and resources to be dedicated to supporting Distance Learning and Hybrid Model learning for both students and staff members. This includes technology and materials needed to access and understand the curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

40,000

Title I
1000-1999: Certificated Personnel Salaries
Part-time ELD Teacher or Teachers to support
English Learners during school and after school

10,000

Supplemental
1000-1999: Certificated Personnel Salaries
Release time for teachers to review English
Language data, English Language Development
PD, meet with Admin and District EL

	Coordinator and plan effective instruction in Designated ELD and Integrated ELD
5,000	Supplemental 2000-2999: Classified Personnel Salaries Release time for support staff members (Intervention specialists) to review English Language data, English Language Development PD, meet with Admin and District EL Coordinator
0	None Specified ILT Members will support this Activity with Data Analysis, ELD Theory of Action, and Cycles of Inquiry
4,000	Block Grant 1000-1999: Certificated Personnel Salaries Release time for new teachers to attend SEAL trainings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students - 5th and 6th graders

Strategy/Activity

4) Ensure Summit Learning teachers implement core programs with consistency and fidelity

- 5th and 6th-grade teachers and Administrators will attend Summit Learning Fall and Spring Convenings to receive platform updates on Language Arts, History, Math, and Science and to share best practices with other Summit Learning teachers. Weller provides substitute teachers to allow the teachers to attend the Convenings.
- Release time for 5th and 6th Grade Summit Learning Teachers to participate in whole team planning with Admin, such as planning Language Arts and Math projects, reviewing data on all students, discussing progress reports, report cards, Habits of Success, cognitive skills, mentoring time, goal setting, and inputting data in the platform in order to help all 5th and 6th-grade students be successful with personalized learning.

NOTE: Our 5th and 6th grade Summit Learning Teachers earned a grant that allowed them to have all team grade-level planning days every trimester.

NOTE: Due to COVID-19/Shelter-in-Place, this plan includes the flexibility of allocation of funds and resources to be dedicated to supporting Distance Learning and Hybrid Model learning for both students and staff members. This includes technology and materials needed to access and understand the curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Summit Learning Teachers to attend Fall and Spring Convenings
3,000	Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Summit Learning Teachers for all grade-level planning - one day a trimester

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, African American, SST students, at Risk of Retention

Strategy/Activity

5) Provide Summer Bridge Support for students in these subgroups

This program is called: Educate Everywhere - NO WELLER STUDENT LEFT BEHIND

Weller teachers and Support Staff members will provide academic extension support for three weeks - six weeks after the end of the school year in order to prevent what is known as "Summer Slide" or "COVID Slide"

If there is flexibility with funding, then Weller students will receive Summer Bridge support for 3 weeks in June and 3 weeks in July in 2020 and in 2021

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,442	Title I 1000-1999: Certificated Personnel Salaries Summer Bridge Teachers - NO WELLER STUDENTS LEFT BEHIND
3,000	Block Grant 1000-1999: Certificated Personnel Salaries Summer Bridge Teachers - Educate Everywhere - NO WELLER STUDENTS LEFT BEHIND

6,000

Supplemental
2000-2999: Classified Personnel Salaries
Summer Bridge Support Staff members -
Educate Everywhere - NO WELLER
STUDENTS LEFT BEHIND

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students not reading at Grade Level

Strategy/Activity

6) Weller teachers spend time during weekly PLCs focusing on addressing the reading performance of their students, including reading levels and DRA2 levels

- We will use PLCs and staff PDs to share best practices around implementing a solid guided reading program in order to improve benchmark reading scores.
- The ELD/EO teacher will support teachers and students with learning and readiness support with foundational skills

DRA2 = Developmental Reading Assessment (version 2)

PLC = Professional Learning Community

PD = Professional Development

ELD/EO = English Language Development/English Only

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Included in Staff PD Activity #1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Academic Enrichment After School Activities

Provide STEM learning opportunities for all students after school, such as, Coding, Science Art, Reading Clubs to read chapter books, graphic novels, etc. and Learning Workshops that focus on

writing or storytelling. Clubs can include Mentoring programs with high school students combined with an enrichment focus.

- Staff members or community members would coordinate the groups of learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Block Grant
4000-4999: Books And Supplies
Supplies for STEM Enrichment Activities

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Please note that due to COVID-19 (Coronavirus Pandemic) and Shelter-in-Place restrictions, our students engaged in distance learning, where they learned from home for 11 weeks (March 16, 2020 - June 4th, 2020)

Therefore, the complete year of the effectiveness of our programs is not complete for this report.

For the first two trimesters, small group instruction and the RTI (Response to Intervention) block allowed our students to work in a smaller group setting to receive targeted instruction and allowed our teachers to provide the Tier 2 level of support that our students needed. Modeling using the Gradual Release of Responsibility method proved to help improve teaching and resulted in an increase in academic performance by our students. This improvement is combined with sharing feedback with teachers from Learning Walks and sharing feedback with teachers on their evaluations.

Training our teachers in Guided Reading was a goal for us in the past year. We had on-site teacher-led professional development in Guided Reading using Jan Richardson's method of Guided Reading. We saw growth in our our Reading results in our primary grades.

We also hired an ELD teacher who started mid-year to begin supporting our EL students. This year, our Admin Team and our Instructional Leadership Teachers engaged in coaching cycles from Partners in School Innovation that led us to focus closely on our ELD students and our ELD instruction. Each grade-level developed an ELD Theory of Action. We analyzed our EL student data and made adjustments to our Designated ELD instruction. In March 2020, we were planning

to engage in a Cycle of Inquiry after our EL students completed i-Ready Diagnostic 3. This happened at the same time our entire district shifted to distance learning/flexible learning. In addition to going in-depth on our English Language instruction, our teachers also engaged in Staff PD from our district EL Coordinator where we learned more about the ELPAC domains and task types which helped each teacher to make adjustments to the instruction they were providing to their EL students.

I am excited to share that between August 2019 and March 2020 and per i-Ready D3 Diagnostics results, our EL students have made a great deal of progress in their Reading/ELA Progress.

Per i-Ready, D1 (August 2019) EL in Tier 1 was 25% Proficient. D3 (March 2020) in Tier 3 increased to 58% Proficient. This time last year D3 results, our EL students were at 45% per i-Ready. I know that many of our EL students would have met the reclassification criteria this year. After providing intervention

We are also proud of the effectiveness of hiring a part-time paraprofessional to support our two kindergarten classes. This year, our Kindergarten classes enrolled 39 of 48 English Language Learners. I am excited to share that per i-Ready Diagnostic 3, our Kindergarten students had the most growth and the highest proficiency. They were at 83% proficient.

Since Educate Everywhere Distance Learning, we learned a great deal about our students and about effective online teaching and learning. Our teachers shifted from providing whole class virtual instruction to small group and 1:1 instruction. We have seen improvements in our students through this way of teaching. In addition, our ELD teacher is also providing small group support to our ELD newcomers and emerging students with much success. Our small group and 1:1 support have been very effective.

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

After staff reviewed the implementation of the goals, our feedback showed that our RTI (Response to Instruction) support during the day was working effectively by providing students with the smaller group support in Reading, Math, or Writing. We intended to spend time during PLCs to focus on creating CFAs (Common Formative Assessments) to help address gaps in grade-levels, but not all teachers were trained in how to i-Ready Standards Mastery. We will focus on that in the coming year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the upcoming year, we will focus on addressing academic performance gaps in Vocabulary and Reading Comprehension by providing supplemental instruction using an online Vocabulary program, called Vocabulary.com, for K-6th grade. We will also provide mathematical support in K-6th grade classes using Number Talks to help support the gaps in math fluency and mathematical problem-solving. We will also provide our teachers and students with additional support with an intervention specialist to help support Math.

This addition will help support our students in Tier 3, Tier 2, Hispanic, African American, Socioeconomically Disadvantaged student groups. Reference SPSA Goal 1 - Academics and Interventions.

In addition, we will need to address the inequities in academic performances in ELA and in Math between our high performing student groups and our low performing student groups.

See the attachment - Joseph Weller Elementary School - Student Report Group for 2019, which displays the performance level (color) for each student group on all the California state indicators

We plan to hire two part-time Intervention specialists to provide additional small group support to help Tier 3 and Tier 2 students make progress on foundational skills.

In the coming year, we will also make time for grade-level teams to meet during team meeting time to discuss all students - not just EL and SED, but to discuss African American and Hispanic students as well. We will also continue to work on Equity Action Plans so that we close the gap on inequitable resources and really examine the questions - What do we provide for our Asian and Filipino students that our African American, Hispanic, and Socioeconomically disadvantage students do not receive. We will also look at improving our Parent-Teacher-Student relationships in order to build a stronger support system for our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social-Emotional and Behavioral

LEA/LCAP Goal

All MUSD students are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment.

MUSD staff will successfully address the social emotional needs of our students through intervention, service and support

Goal 2

Focus on: Culture and Climate - Students Thrive Academically, Socially, and Emotionally

All Weller students are fully invested to thrive academically, socially and emotionally in a safe, nurturing, and culturally responsive school environment.

Weller staff will successfully address the social-emotional needs of our students through interventions, services, and supports.

Attendance matters at Joseph Weller Elementary school. Students are expected to be at school every day and on time

STATE PRIORITY AREAS:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Identified Need

Ensure that our students are socio-emotional healthy and ensure their needs are met before we can provide academic instruction.

Ensure our students are at school every day ... learning

Continue to implement the Leader-in-Me strategies and principles to improve our school culture, our academics, and our leadership.

Weller staff will receive training in The Leader in Me strategies and principles that will focus on positive behavior and supports of Tier 1 level systems of supports. All students and staff receive training or annual review of Tier 1 systems of support. This training and annual review provide a universal foundation of supports with the expectation that 80% or more of our students will benefit from the universal training and incentives. Tier 2, and Tier 3 behaviors will require small group or one intervention of support. The Leader in Me principles will help to address the MTSS (Multi-Tiered

Systems of Supports) for behavior, mainly at Tier 1 - (See Attachment with MTSS pyramid for Joseph Weller)

Weller staff will complete training on Weller's Positive Behavior and Intervention Support Plan. Staff will learn the process of assigning Minor and Major infractions and the importance of their role.

Weller students will complete surveys and/or provide feedback to give staff input on how they are doing social-emotionally. It is important that their voice be heard and their concerns be addressed.

- Implement a rewards system that frequently rewards the students who are demonstrating positive behaviors.
- We need to create incentives to motivate students who may need additional socio-emotional support - Tier 2 and Tier 3 MTSS

Some Weller students may need supplemental counseling support beyond the two days per week provided to us from CASSY Counselors, (Counseling And Support Services for Youth). Our counselors need to provide ALL STUDENTS with mental health Tier 1 supports and strategies. We want to be proactive and provide our students with skills that they can use beyond elementary school, beyond middle school, and beyond high school.

Some of our students will benefit from Tier 2 and Tier 3 counseling and/or intervention supports.

Weller students will learn how to assess and regulate their emotions and control their behavior with skills learned from Zones of Regulations

In addition, at Weller, you will find a culture where our teachers work hard at building student-teacher relationships. The teachers greet their students at the beginning of day upon entry into the classroom with a High-Five, a handshake or a fist bump and with eye contact.

Before school begins, the Weller Admin team encourages all students and parents to start their day with "Hello" - modeled after the Sandy Hood Promise as well as start the day with a Morning Walk around the blacktop listening to music while walking with parents, siblings, and/or classmates.

Our Assistant Principal will monitor Absenteeism to ensure students are attending school every day, thus, reducing the number of tardies and absences. Our Assistant Principal also helps monitor student attendance through our SST (Student Success Team) process. As we work together as a Team - school, teacher, student, and parent, we can learn about the root causes of absenteeism and tardiness with the hope of preventing chronic absenteeism that could result to a SARB hearing with the Student Attendance Review Board.

Per the California Dashboard, Weller's Chronic Absenteeism dropped from GREEN to ORANGE

ALL STUDENTS increased in Chronic Absenteeism by 1% resulting in the change in performance level

Attendance Matters at Weller. We need our students to be in-class learning. When our students are not in class due to discipline concerns or absent, then they are missing out on instruction.

We need to reduce the number of discipline incidents each year. We need our students to be explicitly trained on our school-wide expectations - The Weller Way - be respectful, be responsible, be safe, and be a leader.

1) Each year our students and staff members participate in The Weller Way Assembly where we are trained (new students/staff) or review (returning students/staff) on The Weller Way expectations. The training takes place during interactive grade-level rotational training stations compared to a school-wide assembly. Each rotation covers an area of school, for example, the cafeteria, the playground, the MPR, where students are expected to follow The Weller Way expectations. Returning students and staff members will help by "acting" or showing the students the "right way" vs. the "wrong" way. Posters are displayed around school that shows "what it looks like and sounds like" at the different locations.

- During The Weller Way Assembly, the students also review the 7 Habits and they learn about the positive rewards they can earn if they are caught following The Weller Way. Students can earn Weller Bucks or Mustang Money from teachers and staff members for following The Weller Way or they can earn a Leadership that can be used to purchase items from the PTA Student Store, or they can a leadership recognition for caught being a leader, which allows them to enter their name in a weekly drawing to get a prized from the Principal's Treasure Box.
- We need to increase Parent Engagement to inform parents about school-wide goals and MUSD district goals and their alignment and building upon the school- to- home support and connection system (See Goal 3)
- Teachers and Support Staff members will be trained in Kognito simulated training modules to support students socially-emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MUSD Climate Survey (6th graders) Increase staff to student relationships	MUSD Climate Survey (6th graders) results	An increased number of students will report a positive school culture on the climate surveys; Increase staff to student relationships
California Healthy Kids Survey (5th graders) Increase peer to peer positive relationships and peer interactions		Increase peer to peer positive relationships and peer interactions without feeling bullied
Decrease student discipline referrals		
Increase daily attendance		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease tardies and absences		
Provide Zones of Regulations training for all students	Tier 1 support for all students	Students can self-regulate their emotions and their behavior

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially students who need Tier 2 and Tier 3 SEL (Social Emotional Learning) Support

Strategy/Activity

- New staff members will receive two days of PD (Professional Development) from a Leader in Me consultant plus coaching sessions when needed. Weller will also receive a one-year license subscription to the Leader in Me online resources that include lessons and videos on the 7 Habits. The videos can also be used for mini staff PD and for parent education.

The students will learn the Leader in Me strategies in class 2-3 days per week.

- Our Weller students will be able to share what "The Weller Way" is and reflect on this if they are involved in any discipline situations.
- Teachers will implement the strategies learned in the Leader in Me training with their students
- Teachers will use the Leader in Me guidebooks throughout the year to help build upon their Social and Emotional Learning skills
- The Admin Team will recognize and celebrate our students when it is their birthday. All TK-6th grade students are invited to have lunch with the Principal and receive a Happy Birthday goody bag. The Birthday Recognition allows all students to receive special recognition.
- The Assistant Principal will keep track of the attendance and discipline data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,500	Supplemental 4000-4999: Books And Supplies Leader in Me annual subscription
3,500	Supplemental 1000-1999: Certificated Personnel Salaries Train new teachers and Admin in the Leader in Me principles
10,000	Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal Salary (1 of 2) - Goal 2
1,500	Block Grant 4000-4999: Books And Supplies Prizes and Incentives for Birthdays and Leader-in-Me motivations and other Social-Emotional prizes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Socio-emotional Distance Learning Support

If students will be attending school via Educate Everywhere Distance Learning, then arrange the school schedule so that students will have an opportunity to come to school for a social day so that they can "see their friends". During this Shelter in Place pandemic period, our students have shared that they miss school, they miss seeing their friends and their teachers. Teachers would have to guide and direct students and parents in following the COVID-19 health and safety protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Leader-in-Me Light House Team Members will provide updates to new teachers and the new Administration team about the Leader in Me principles and the benefits on how the program helps to support our students socially, emotionally and academically. The Leader-in-Me Lighthouse

Team also acts as our Instructional Leadership Team to help oversee our school-wide Action Teams. Every teacher supports an Action Team that is divided to support Academics, Parent Engagement, and our Physical Environment.

Weller teachers will teach students socio-emotional lessons from the Leader in Me grade-level guidebooks and supplement the learning using the resources on the Leader-in-Me website.

All classrooms, hallways, and offices will display the Leader-in-Me 7 Habits Poster Cards
The Principal and Assistant Principal and the Leader in Me Lighthouse Team will have a Leader In Me Parents Night event to keep the parents updated on the Leader in Me principles. (Now in Goal 3)

The Principal will also share Leader in Me strategies and updates with the parents during the monthly Principal Coffee Chats. We need parents to reinforce the leadership skills taught in school. (Now in Goal 3)

Host parent meetings at the beginning of the school year to review school goals and district goals and support needed - for teachers, parents, and students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Empower our teachers and students with Social Emotional Learning (SEL) and an understanding of the Social-Emotional Competencies.

Ensure that our students feel safe all the time and provide all students with supports to build character and empathy

- Review Healthy Kids Survey results with teachers and support staff members to discuss ways to ensure that our students feel safe and a sense of connectedness to school
- Review the Student Climate Survey results with students. Modify the feedback so that it is age and grade-appropriate for all students.
- Continue to build upon the teacher-student relationship so that students of ALL grades will feel strong knowing that their teacher cares about them and that they are available when they need them

- Provide time during staff meetings and PD days for teachers to learn more about Social Emotional Learning (SEL) and the SEL Competencies and how to provide socio-emotional support for their students. Share ideas with each other on how to continue to "know" your students and build positive relationships with them.

Document and share Weller's SEL plan with the Weller community so that our students and parents know that Weller staff cares about and supports the "whole child" stressing the importance of positive teacher-student relationships and positive peer-to-peer relationships.

- Solicit feedback and support from our Mental Health Counselor and Psychologist on ways to ensure student safety and best ways to provide feedback to students on empathy, compassion, respect for one another, and avoid bullying (physical and verbal), hitting, name-calling, and spreading rumors. This is one way to help improve building peer to peer positive relationships. These are characteristics outlined in our Portrait of a Weller Graduate.
- Mental Health Counselor and Psychologist, provide professional development for teachers to support students and continue to build positive relationships. Learn the warning signs and know when to intervene. Help teachers feel comfortable having conversations with students about their mental health and safety.
- Weller will host an anti-bullying assembly for all students
- Weller teachers and staff members and Admin will acknowledge or reward students for their positive behavior.
- Teachers and staff members will regularly monitor students' social-emotional and behavior and are prepared to provide students with MTSS intervention and support as outlined on Weller MTSS Pyramid of Systems of Supports.
- Check-in with students frequently, whether in an online distance learning classroom or at the school site and know where to get help if needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Block Grant
4000-4999: Books And Supplies
Anti-bullying Assembly

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Please note that due to COVID-19 (Coronavirus Pandemic) and Shelter-in-Place restrictions, our students engaged in distance learning, where they learned from home for 11 weeks (March 16, 2020 - June 4th, 2020)

Therefore, the complete year of the effectiveness of our programs is not complete for this report.

Our staff attended two days of training with a Leader in Me consultant. Most teachers used the student guidebooks to help reinforce the lessons and strategies shared by the Leader in Me consultant. This past year, we focused on Empowering Instruction. This included training and modeling for teachers on how to teach students to create Leadership binders or notebooks to keep track of their personal and academic Wildly Important Goals (WIGs) and how to create scorecards or visuals to track their progress in behavior and in academics.

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

Regarding Discipline, we determined that we needed to pause and realign and reteach our school-wide expectations to our students. Furthermore, we determined that instead, it would be best to "redo" our school-wide discipline plan. Last year, our Assistant Principal facilitated this process that involved the entire staff working collaboratively to help redefine Weller's Discipline Plan, noting teacher and student expectations, and consequences. We now call it Weller's Positive Behavior and Support Plan.

Regarding the Leader in Me, most teachers used the Leader in Me guidebooks at the beginning of the school year to introduce the 7 Habits to the students. Midway through the school year, only a few teachers used the Leader in Me guidebook and the related lessons.

Regarding counseling support: This past year, we hired a Mental Health counselor intern for one year for one day a week to help support the social emotional needs of our students by doing one on one or small group counseling.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Feedback was shared by teachers that stated, Weller should focus on providing frequent rewards for students who are demonstrating Positive Behaviors. Currently, the students receive Weller Bucks or Mustang Money to purchase items at our monthly Student Store that is hosted by PTA.
2. We will also make final updates to our new school-wide discipline plan, known as Weller's Positive Behavior and Support Plan. The ILT and Staff will help create the best ways to track our discipline data in order to reduce the number of disciplines and potential suspensions.

3. One area that we have not focused on as it relates to addressing the attendance of our students by improving the way we keep track of excessive tardies and absences. We will need to intervene sooner than later to provide a solution to help reduce excessive attendance issues.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Engagement

LEA/LCAP Goal

MUSD Parents become co-educators and leaders; MUSD will promote meaningful, positive, parent and family engagement activities to ensure student success.

Provide Tier 1 Engagement Opportunities to build strong partnerships with ALL parents for student outcomes
Provide Tier 2 & 3 Opportunities to build inclusive and trusting relationships that are welcoming and provide a strong sense of belonging

Goal 3

Weller parent will become co-educators and leaders (Learning Partners); Weller will promote meaningful, positive, parent and family engagement activities to ensure student success.

STATE PRIORITY AREAS:
State Priority 3 - Parental Involvement (Engagement)
State Priority 4 - Pupil Achievement (Pupil Outcomes)
State Priority 5 - Student Engagement
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes

Identified Need

- Start a Parents as Partners Club
- Review and update the Parent-Teacher-Student compact that is required for Title 1 schools
- Increase parent communication using ParentSqare so that parents are always up-to-date on Weller News
- We need to increase Parent Engagement to inform parents about school-wide goals and MUSD district goals and their alignment and building a school to home support system (See Goal 3)
- Continue to host monthly Principal Coffee Chats and monthly/quarterly PTA meetings in order for parents to continue to provide voice and support
- Continue to survey our parents on our school climate, culture, and their needs, and their child(children's) needs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Parent/Family Engagement events: (Welcome Back Popsicle Party, Back to School Night, Open House, Leadership Day, PTA Movie Night, Principal Coffee Chats, Fall and Spring Conferences, Before School Morning Walks, Title 1 Parent Meetings, ELAC Meetings, Family Code Night, Leader-in Me Parent Workshop, Parent attendance at SEAL Gallery Walks		90% of students will have at least one parent or guardian attend 2 or more school events
Parent Completion of Parent-Teacher-Student Compact		100% P-T-C compacts are signed and returned to the office
Complete Parent Surveys		80% of parents complete Parent Surveys
Parent Leaders		School Site Council and PTA are "staffed" with the proper number of parent leaders needed on the council. PTA is "staffed" with the proper number of parent leaders
Parent Volunteers		Ensure we have Parent Volunteers to help at school and at school events
Parent Workshops		Parents will be knowledgeable on how to support their child/children with distance learning technology (Chromebooks, Google Classroom, checking Parent Square messages, responding to teachers)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that parents feel welcomed at Weller

- Communicate with parents on a regular basis - teachers, school office, and Admin

The Principal will also share Leader in Me strategies and updates with the parents during the monthly Principal Coffee Chats. We need parents to reinforce the leadership skills taught in school. (Also on Goal 2)

Host parent meetings at the beginning of the school year to review school goals and district goals and support needed - for teachers, parents, and students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,700

Source(s)

Supplemental
1000-1999: Certificated Personnel Salaries
Assistant Principal Salary (2 of 2) - Goal 3

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Empower parents to be partners

- Include frequent communication to parents regarding parent events through Parent Square and newsletters - from office and teachers
- Inform parents of school needs and volunteer activities
- Support parents with information and what to expect from attending Parent-Teacher-Conferences
- Meet with parents regarding attendance and discipline concerns
- Support parents with understanding the Parent-Teacher-Student Compact
- Seek Parent feedback via surveys and at parent meetings and workshops

NOTE: Due to COVID-19, consider having these events virtually or host both ways - at school and virtually for parents who can not attend in person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Empower Parents to be Learners

- Attend Principal Coffee Chats
- Attend PTA meetings and events
- Attend School Site Council meetings
- Attend Parent workshops to learn about special topics, such as, supporting your child at home and

to learn about programs used at school

- Attend ELAC meetings
- Invite parents to come to school to learn with their children
- Invite community members and special guests to share parenting or educational information with our parents
- Continue to invite parents to attend the SEAL Gallery Walks for the K-3rd students
- Provide parent workshop on The Leader in Me principles and strategies

Workshops will be hosted by teachers, Admin, Leadership Team, Community members

Consider hosting meeting via virtual settings to increase parent attendance

Provide child care support during evening meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
2000-2999: Classified Personnel Salaries
Child care

500

Title I
4000-4999: Books And Supplies
Materials and supplies for parent meetings and
for child care

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Empower Parents to be Parent Leaders

- Parents are involved in the decision making of the school programs and help oversee spending on academic and site programs and projects through the School Site Council and PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Parent to Parent communication and Cultural support

- Invite all parents to attend Multicultural Night event
- Invite all parents from different backgrounds to "share" at the Multicultural event
- Invite parents to share their language and culture with our students and with other parents
- Allow parents time to meet prior to the start of scheduled meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

526

Block Grant
4000-4999: Books And Supplies
Materials and supplies for the Parent events

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal for us this year as it was added to align with the MUSD LCAP Goals. As a district, we have learned from surveys and research about the importance of Parent Engagement and Parent Involvement as well as having parents as our partners.

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

Parents have always been volunteers and have provided donations when they can in order to help their child's teacher. We are shifting to encourage our parents to partners, learners, and leaders to better support their child.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Please note that due to COVID-19 (Coronavirus Pandemic) and Shelter-in-Place restrictions, our students engaged in distance learning, where they learned from home for 11 weeks (March 16, 2020 - June 4th, 2020)

We know that there are times when things happen unexpectedly and that there can be a silver-lining that stands out. During the 11 weeks of Educate Everywhere Distance Learning, I have the utmost respect for our parents and the level of support that they stepped-up and provided to keep the learning going. We did not know what to expect, but our parents are truly the catalyst that made our distance learning a success amidst their own challenges during the time of the pandemic. I am proud of our parents, guardians, grand parents, aunts, uncles, and in some families an older sibling who provided additional support.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,686.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$67,442.00

Subtotal of additional federal funds included for this school: \$67,442.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Block Grant	\$28,026.00
Supplemental	\$162,218.00

Subtotal of state or local funds included for this school: \$190,244.00

Total of federal, state, and/or local funds for this school: \$257,686.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Block Grant	28,026.00
Supplemental	162,218.00
Title I	67,442.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	151,160.00
2000-2999: Classified Personnel Salaries	73,500.00
4000-4999: Books And Supplies	33,026.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	Block Grant	21,000.00
4000-4999: Books And Supplies	Block Grant	7,026.00
1000-1999: Certificated Personnel Salaries	Supplemental	81,718.00
2000-2999: Classified Personnel Salaries	Supplemental	55,000.00

4000-4999: Books And Supplies	Supplemental	25,500.00
1000-1999: Certificated Personnel Salaries	Title I	48,442.00
2000-2999: Classified Personnel Salaries	Title I	18,500.00
4000-4999: Books And Supplies	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	217,460.00
Goal 2	24,000.00
Goal 3	16,226.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
1. Alicia I. Padilla	Principal
2. Sanae Alexander	Parent or Community Member
3. Melisa Nguyen	Parent or Community Member
4. Shana Hubbard	Parent or Community Member
5. Julian Roque	Classroom Teacher
6. Debbie Salcedo	Classroom Teacher
7. Jeff Hutchins	Classroom Teacher
8. Neha Avtar	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Other: CBAC - Community Board Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 2, 2020.

Attested:



Principal, Alicia I. Padilla on June 4, 2020



SSC Chairperson, Sanae Alexander on June 4, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Attendance Matters at Joseph Weller Elementary (2019-2020)

Every Student ... at School ... Every Day

Studies have shown that school attendance is a leading indicator of future success.

Attendance Matters at Weller - last updated January 6, 2020

Below is a Google Doc listing Weller's Attendance Plan for 2019-2020

Our Attendance Plan includes the following:

- A. Our Attendance Goal
- B. Encouraging Regular Attendance Everyday
- C. Improving Attendance/Reducing Chronic Absenteeism
- D. Next Steps to achieve our goals and to put processes in place for monitoring attendance

A. Weller's Attendance Campaign

- a. *Every Student ... at School ... Every Day*

B. Weller's Attendance Goal

- a. 98% or greater average attendance at school each week
 - i. Monitoring this goal
 - 1. Weller Attendance Team - Admin and Staff Secretary

C. Encouraging Regular Attendance Everyday

- a. Our initial goal for the beginning of this year has been to focus on rewarding our students in multiple ways for their daily attendance at school. After the first trimester, our goal expanded to improving attendance.
- b. Plan for Encouraging Attendance
 - i. Weekly, Monthly, by Trimester Rewards
 - ii. School-wide, by grade-level, by student Rewards
 - iii. See Attendance Rewards Table (below)
- c. Monitoring this goal
 - i. Weller Attendance Team - Admin and Staff Secretary

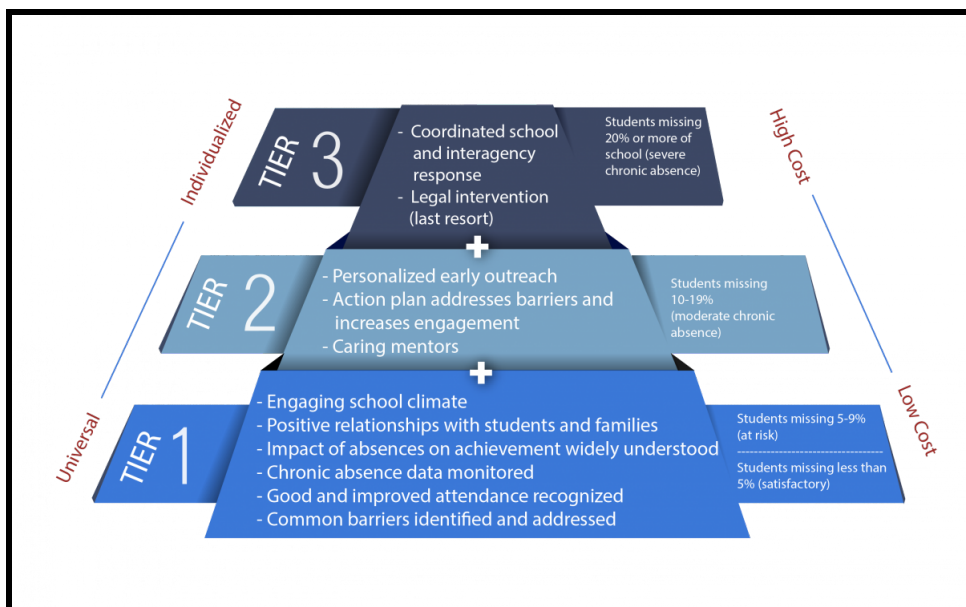
D. Improving Attendance/Reducing Chronic Absenteeism

- a. Follow-up on students who are absent (and Students with EXCESSIVE Tardies)
 - i. Phone calls home
 - ii. Send home attendance letters
 - iii. Parent meetings

E. Next Steps - January 2020 - June 2020

- a. Celebrate Attendance Success
 - i. Communicate our progress toward our Attendance Goals to our students, staff members, and parents on a regular basis
- b. Continue to monitor and evaluate the effectiveness of our attendance encouragement strategies and rewards and our improvement strategies
- c. Continue to build teacher/student/parent relationships
- d. Follow the Recommended Checklist for using Aeries Attendance Summary reports
- e. Use Aeries Attendance Dashboard Data (Aeries Analytics) (aka Jackie Cai's Report from Tech Services reports) to look for patterns and root causes for absences
- f. Create absentee interventions, as needed, and/or partner with Student Services for support; develop Attendance Action Plans
- g. Review the California Dashboard Chronic Absenteeism data with our stakeholders
 - i. Note: We went DOWN from Green @ 6% (2018) to Orange @ 7.1% (2019) per Student Group Details
- h. Require students to attend Saturday School in order to make up missed days of school
- i. By the end of the school year, create a Pyramid with **3 Tiers of Intervention** (shared by Attendance Works)
 - i. *Reducing chronic absence fits nicely into the three-tiered reform systems being successfully implemented to reduce chronic absenteeism in schools and districts across the United States. **Tier 1** represents universal strategies to encourage good attendance for all students. **Tier 2** provides early intervention for students who need more support to avoid chronic absence. **Tier 3** offers intensive support for students facing the greatest challenges to getting to school.*

Example shared by
Attendance Works:



Weller's Attendance Rewards Table *as of 2019-2020*

Focus Group	Goal	Reward	Comment
All Students - School-wide (WEEKLY)	98% or better Avg. Attendance each week	One FREE DRESS Day the following week	New for 2019-2020 - we will be tracking this attendance goal for the entire school year. Last year we only tracked it for September and October.
Individual Students (EVERY TRIMESTER)	100% Attendance Club <ul style="list-style-type: none"> 100% Perfect Attendance each Trimester (no tardies & no absences) 	Recognition and Perfect Attendance Certificate given at Trimester Awards Assemblies	
All Students (EVERY TRIMESTER)	Improved Attendance	The Attendance Tree Project <ul style="list-style-type: none"> Gold Leaf for 100% Attendance Silver Leaf for 98% Attendance Bronze Leaf for 95% Attendance 	This is an idea that will be shared in January 2020 as a way to reward students for improved attendance
Grade-Levels (EVERY MONTH)	Grade-levels with the highest Avg.% Attendance each month	Popsicles or Fruit Snacks or FREE DRESS Pass and a special 15 minute recess with music supervised by Admin	New for the 2019-2020 school year. This will be starting January 2020
All Students	Random Attendance Recognition - must be present to "win"	15 Weller Bucks (Mustang Money) to be used at the PTA Student Store	New for the 2019-2020 school year. This will be starting January 2020
All Students with Chronic Absenteeism	Improved Attendance Recognition	Personal Welcome Back/ We Missed You	New for the 2019-2020 school year. This will be starting January 2020



Joseph Weller Elementary (Milpitas, CA)

Milpitas Unified

[Return to Search](#)
Reporting Year: 2019 ▾

[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	Orange	Yellow	None	None	Green	Green
English Learners	Green	Green	None	None	Green	Green
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Yellow	Green
Students with Disabilities	Orange	Yellow	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	Green	Blue
Filipino	Orange	Green	None	None	Blue	Blue
Hispanic	Green	Green	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

Joseph Weller Elementary (Milpitas, CA)

Milpitas Unified

[Return to Search](#)

[View the Dashboard Report](#)

[View District Five-by-Five Placement](#)

Mathematics Indicator - Student Group Five-by-Five Placement

Reporting Year: 2019 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
VERY HIGH <i>+35 points or higher in Current Year</i>	Green (None)	Green (None)	Blue ▪ Asian	Blue (None)	Blue ▪ Filipino
HIGH <i>0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green ▪ All Students (School Placement) ▪ English Learners	Blue (None)
MEDIUM <i>-25 points to less than 0 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green ▪ Socioeconomically Disadvantaged	Green (None)
LOW <i>-25.1 to -95 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow ▪ Hispanic	Yellow (None)
VERY LOW <i>-95.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	0	0	1	2	2

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

MUSD

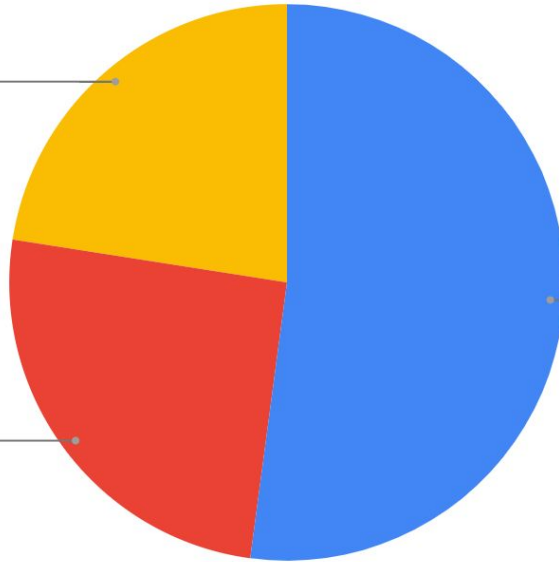
School Climate Survey Results

What is your ethnicity?

Hispanic or Latino/a
22.5%

I prefer not to answer
25.4%

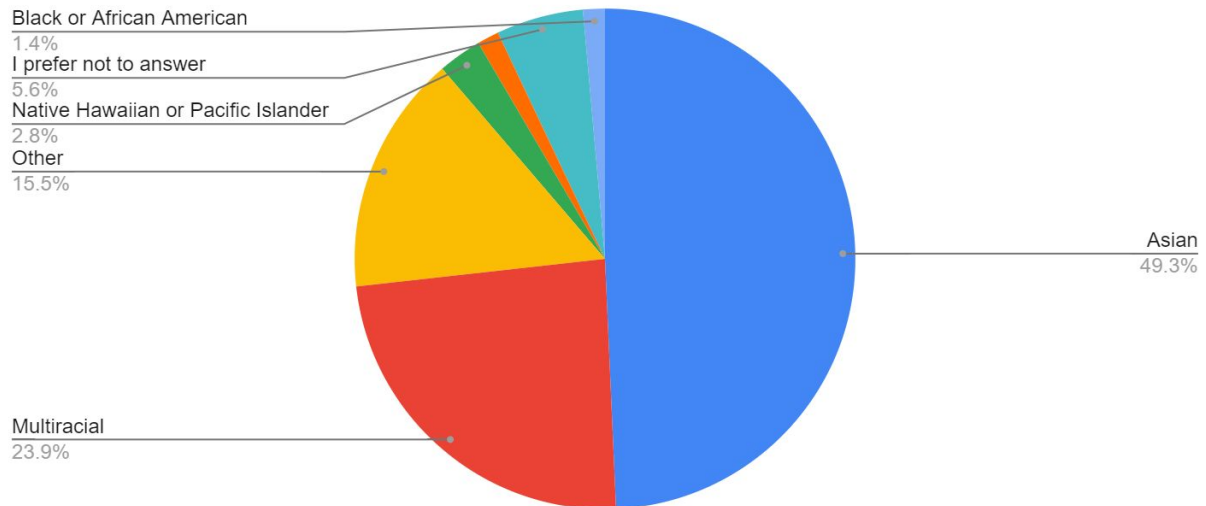
Not Hispanic or Latino/a
52.1%



MUSD

School Climate Survey Results

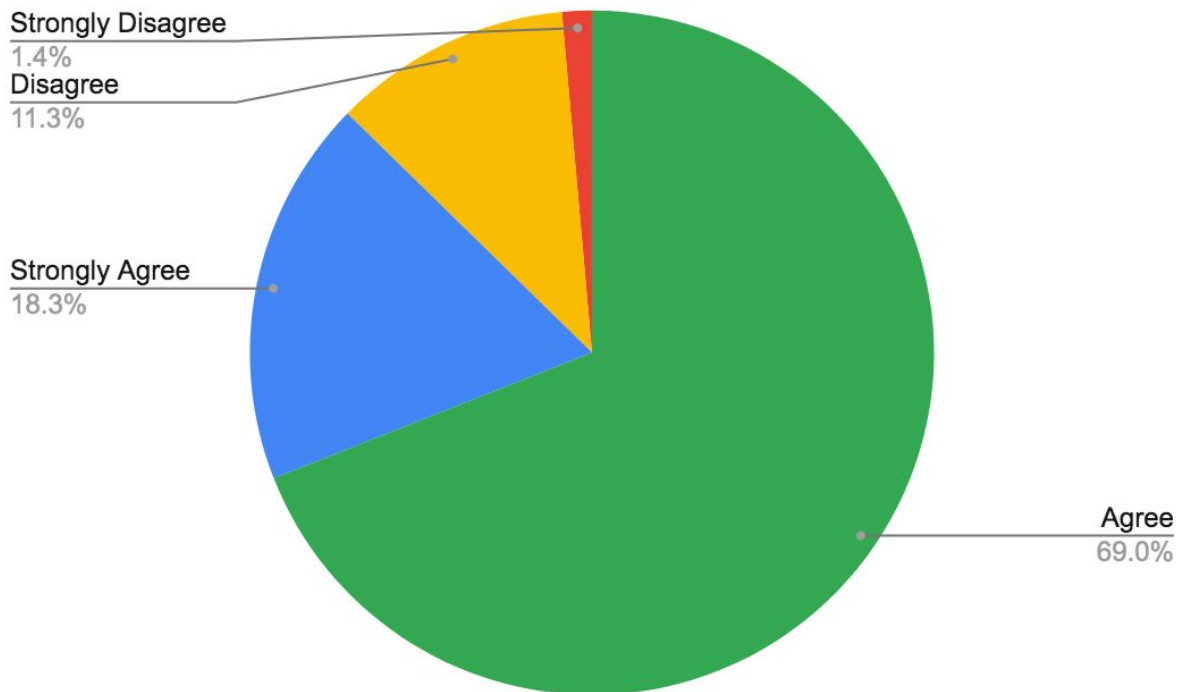
What is your race? (Aggregated)



MUSD

School Climate Survey Results

1. I feel safe at school.



MUSD

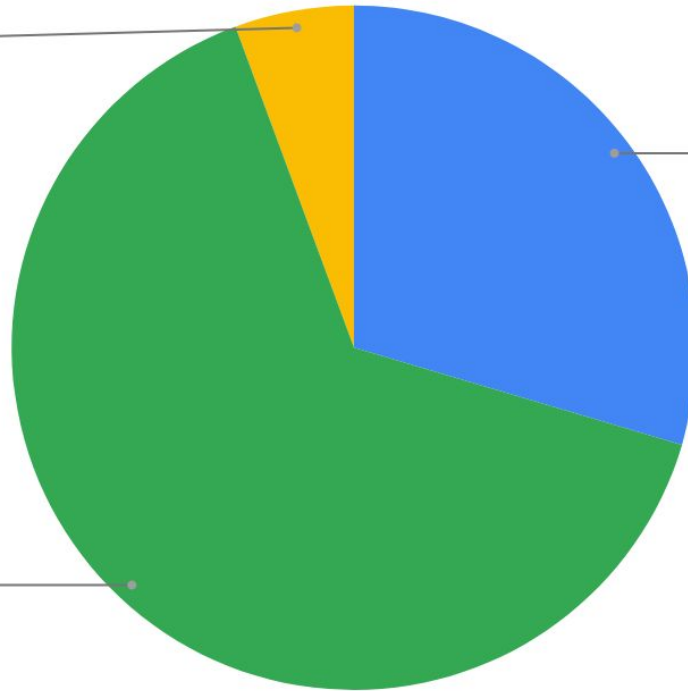
School Climate Survey Results

2. I feel safe going to and from my school.

Disagree
5.6%

Strongly Agree
29.6%

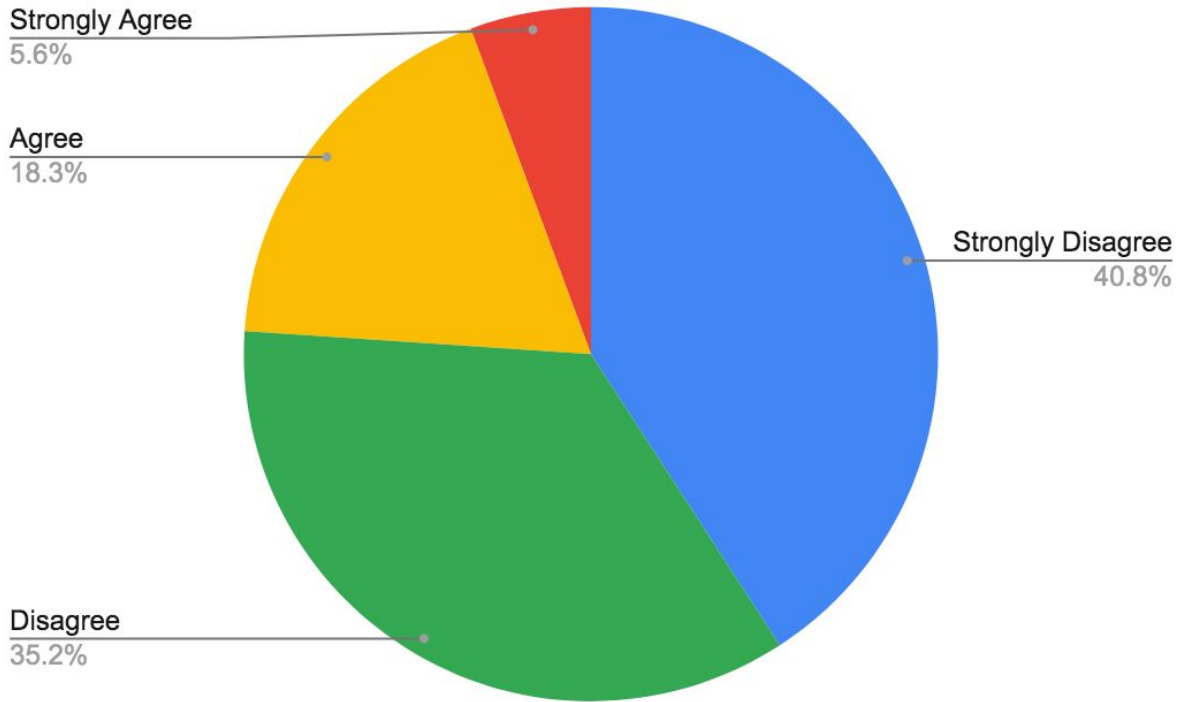
Agree
64.8%



MUSD

School Climate Survey Results

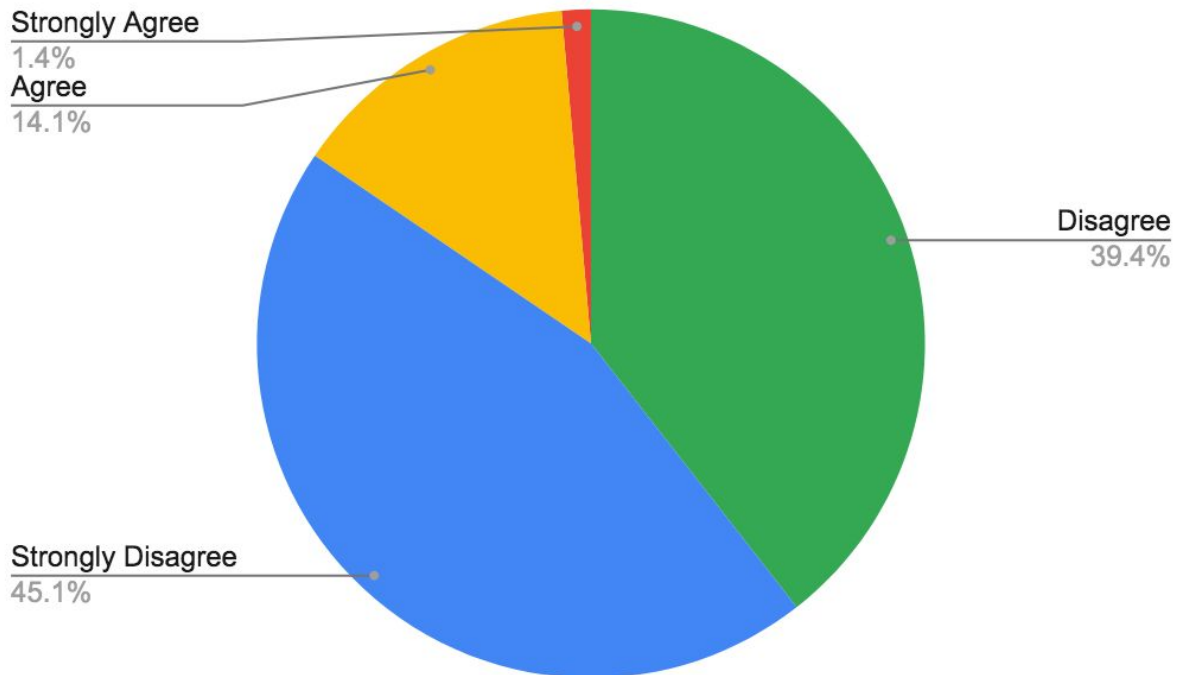
3. Students at my school threaten to hurt other students.



MUSD

School Climate Survey Results

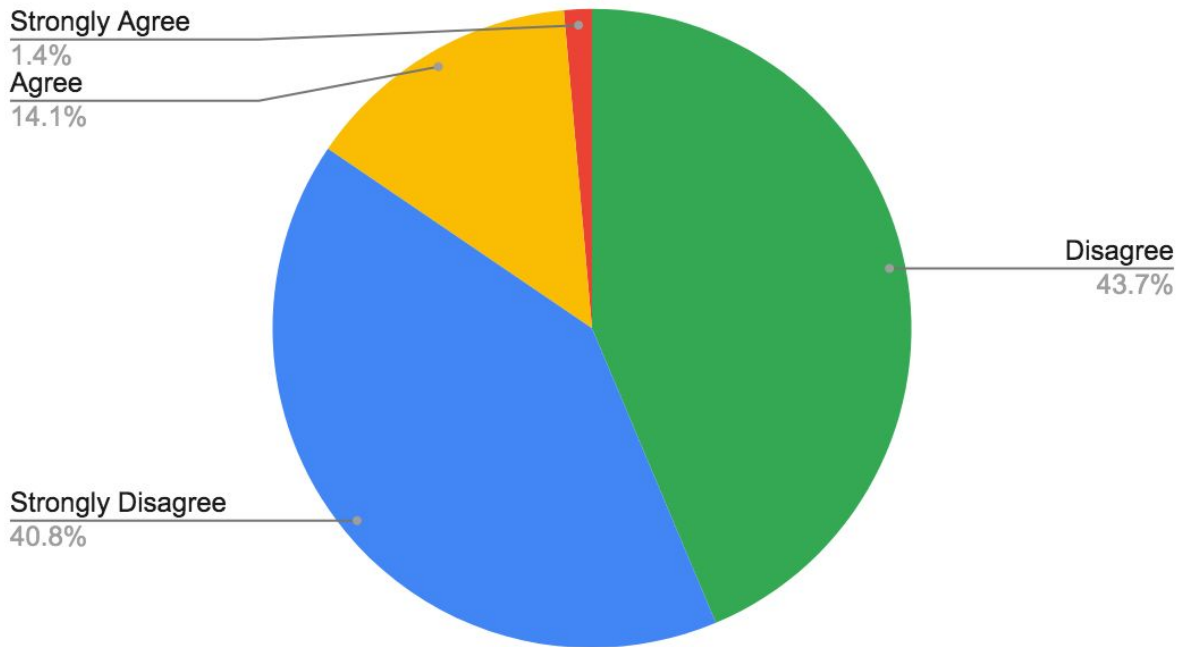
4. I got hit, shoved, or hurt by other students at my school.



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School Climate Survey Results

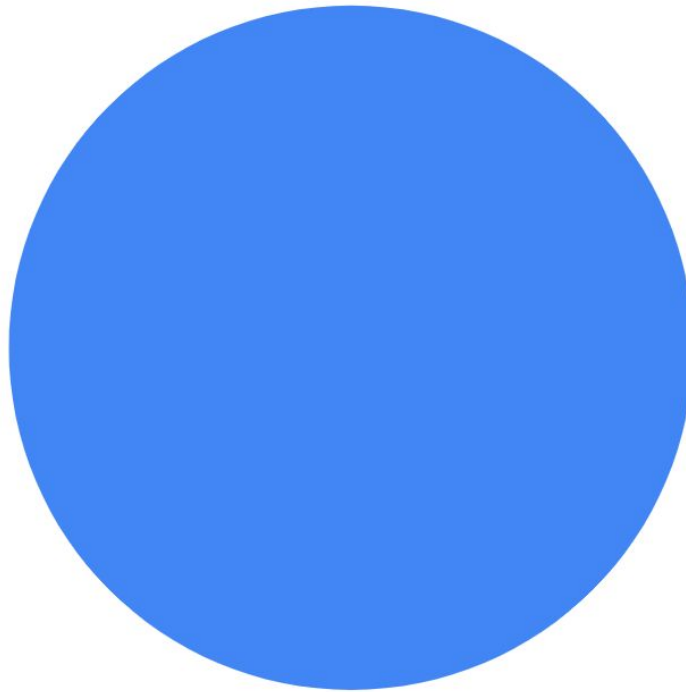
5. Students at my school spread mean rumors or lies about me.



MUSD

School Climate Survey Results

6. Have you ever brought a knife or gun to school?

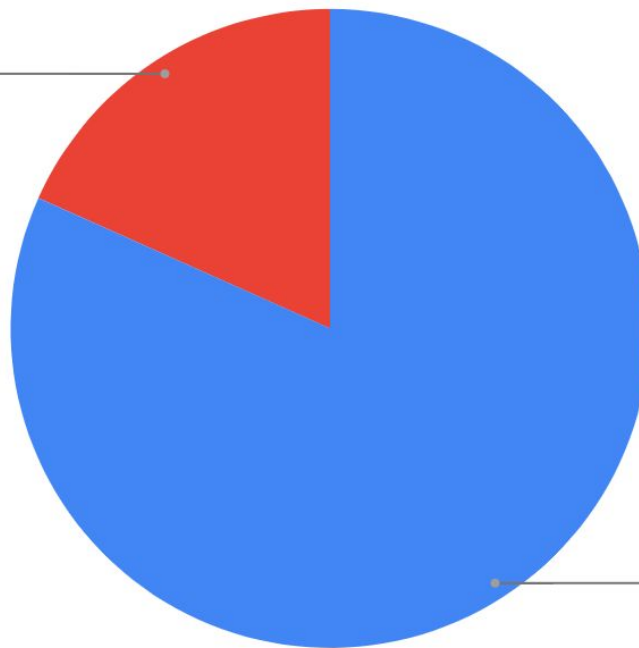


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School Climate Survey Results

7. Have you ever seen a gun or knife brought to school by another student?

Yes
18.3%

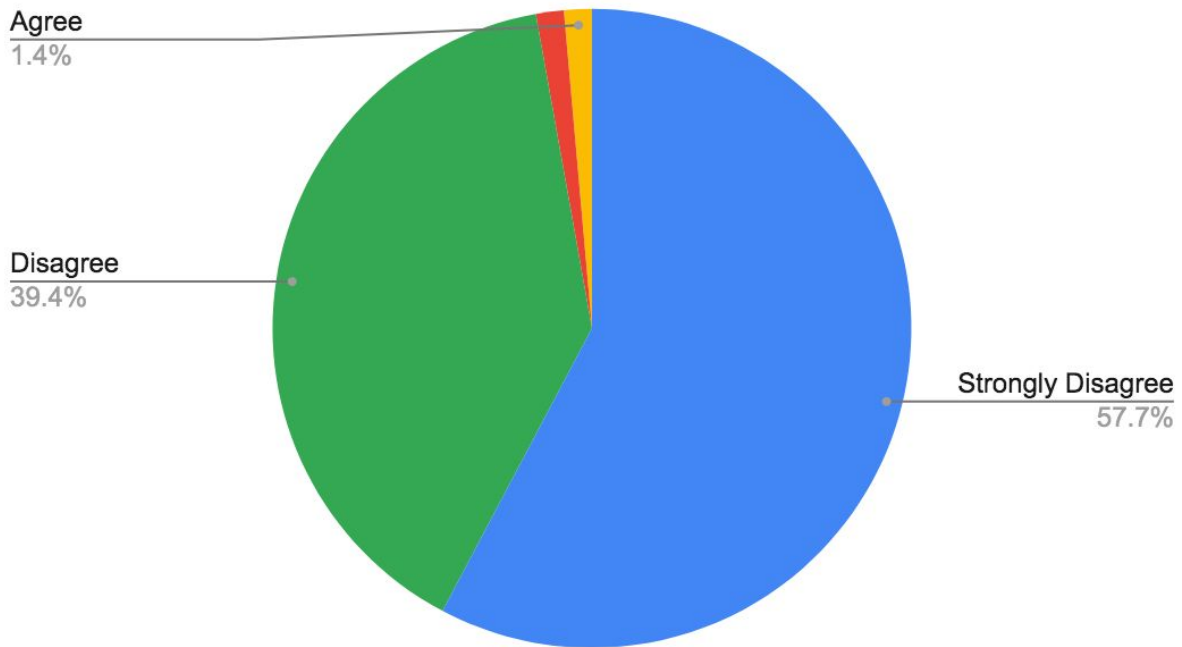


No
81.7%

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School Climate Survey Results

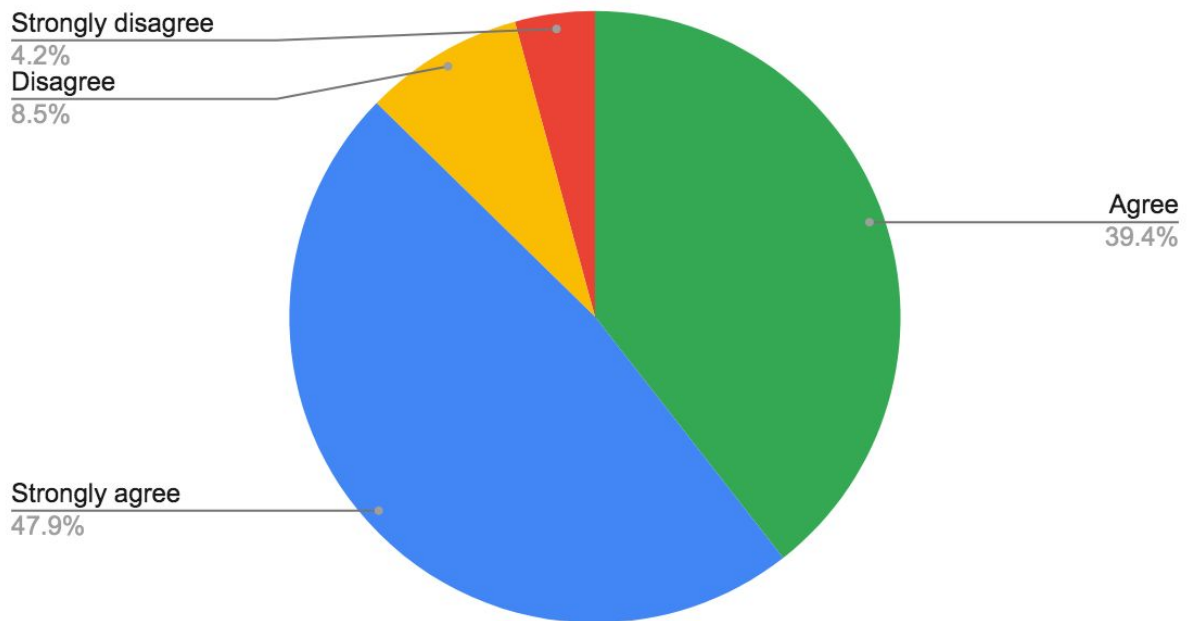
8. Students at my school tease or pick on me about my race or ethnicity.



MUSD

School Climate Survey Results

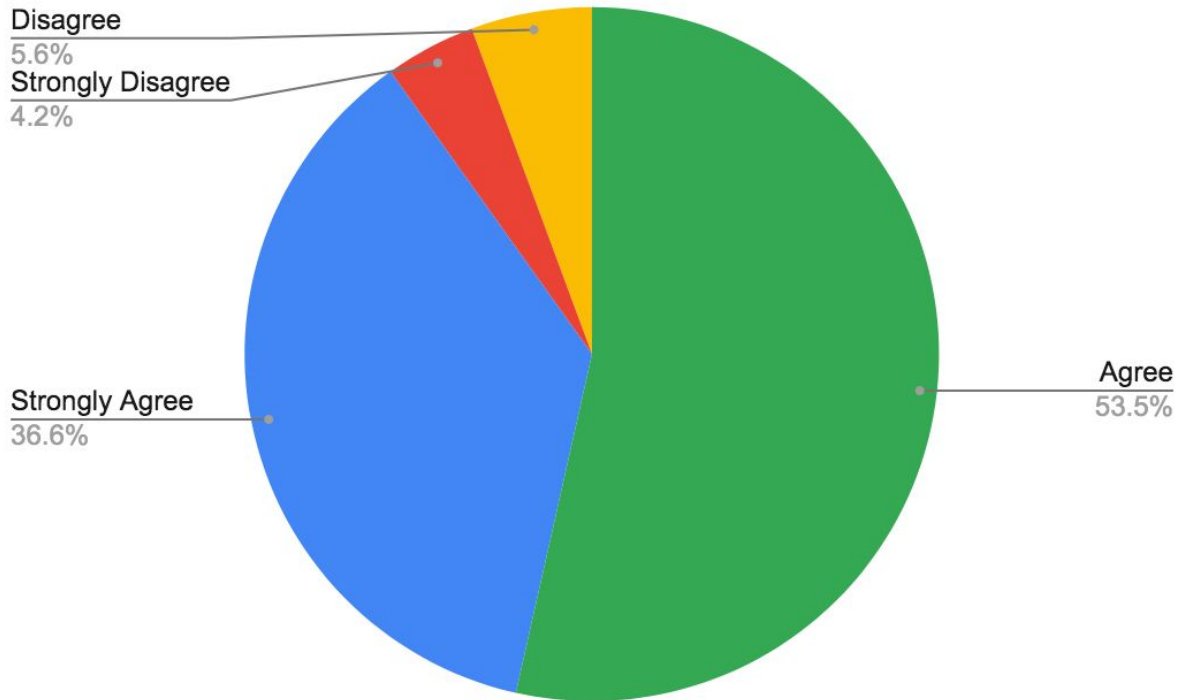
9. Adults working at my school treat all students respectfully, regardless of cultural backgrounds, races, or ethnicities.



MUSD

School Climate Survey Results

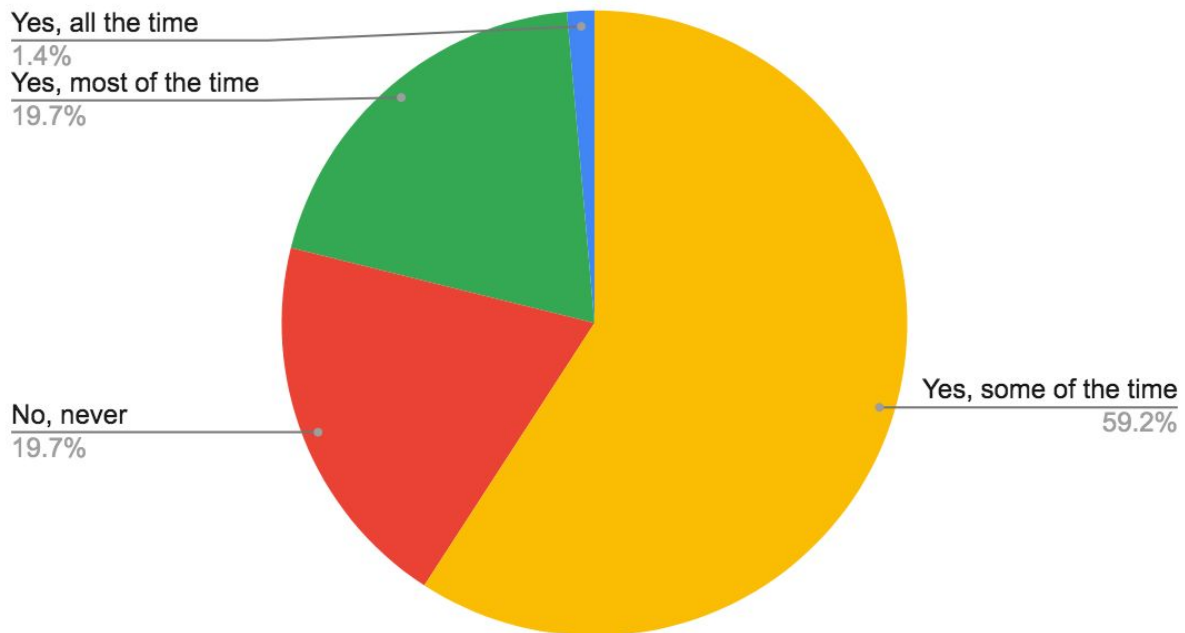
10. My teachers care about me.



MUSD

School Climate Survey Results

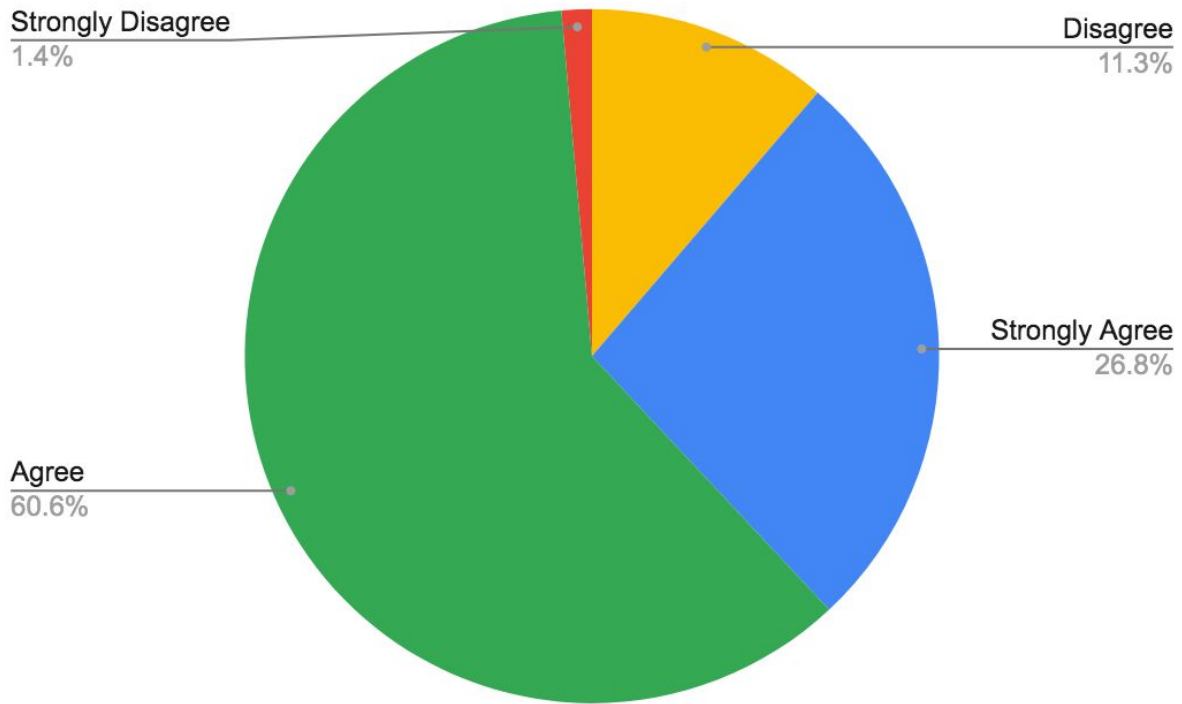
11. Are you acknowledged or rewarded for your behavior at school by school staff?



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School Climate Survey Results

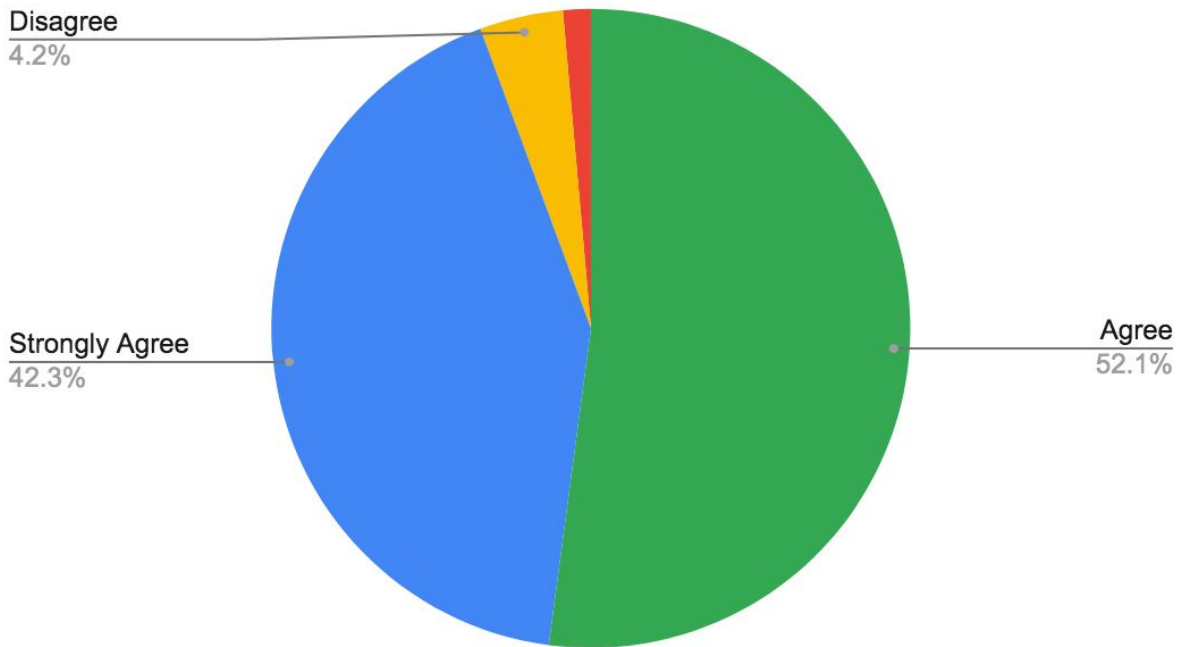
12. Teachers are available when I need to talk to them.



MUSD

School Climate Survey Results

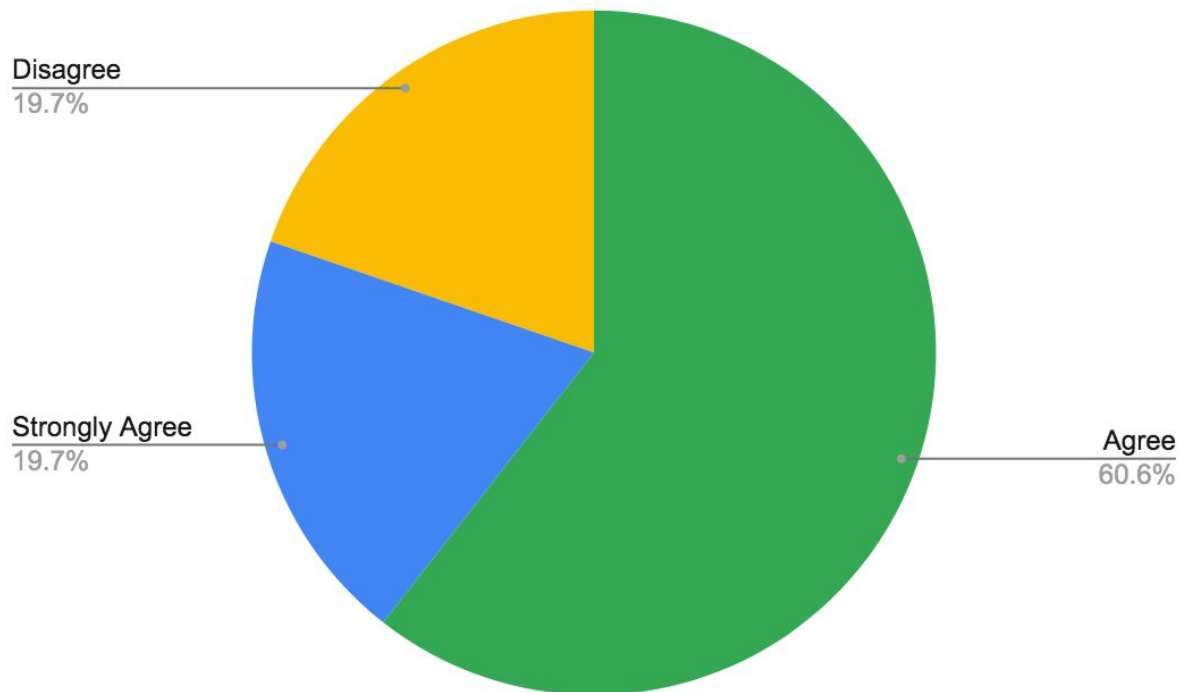
13. If I am absent, there is a teacher or some other adults at school that will notice my absence.



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School Climate Survey Results

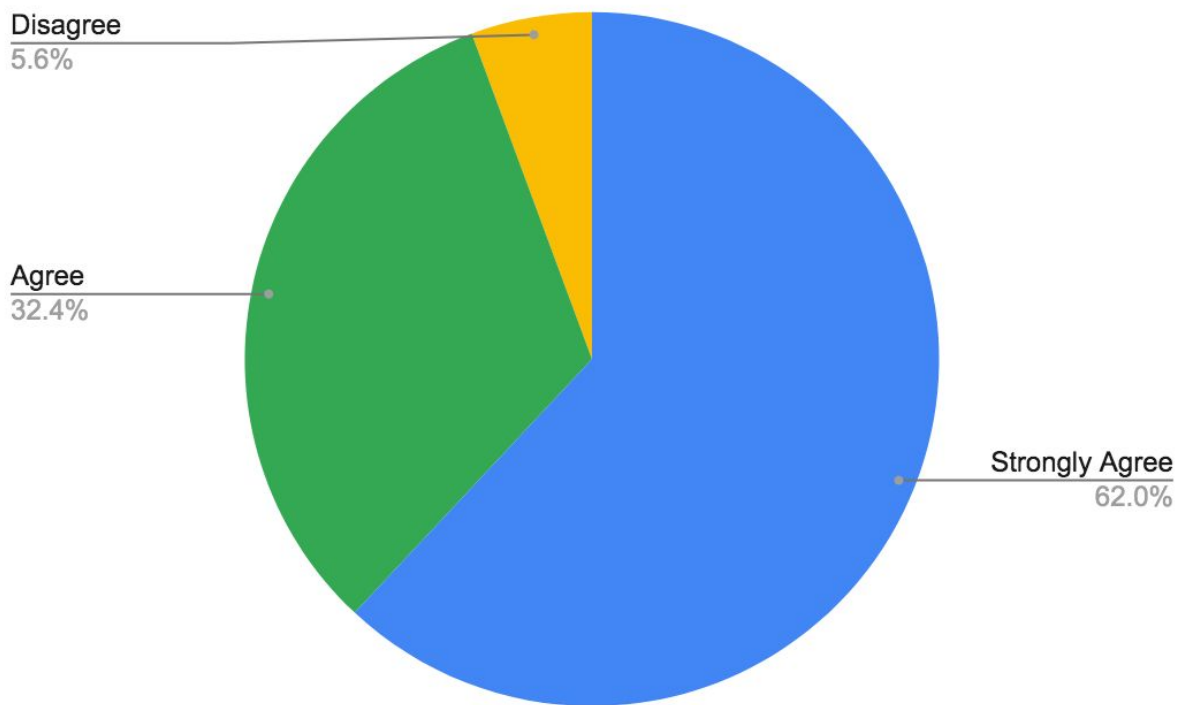
14. Students at my school respect one another.



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School Climate Survey Results

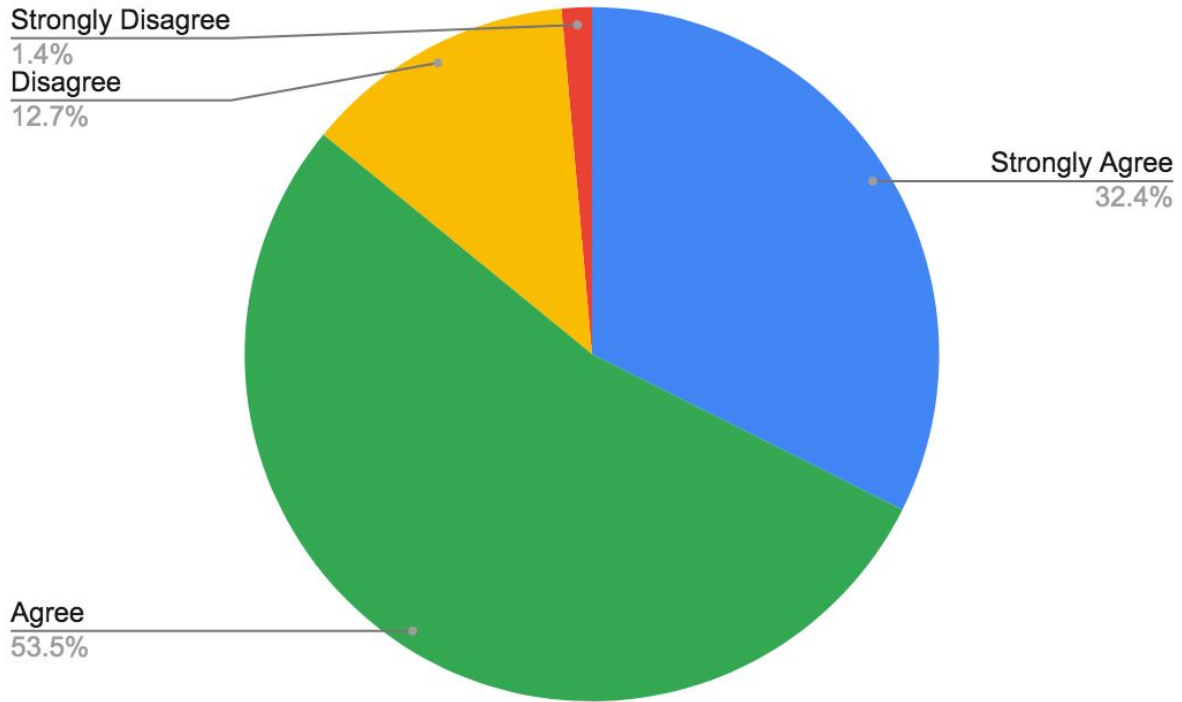
15. At my school, I have at least one friend I can trust.



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School Climate Survey Results

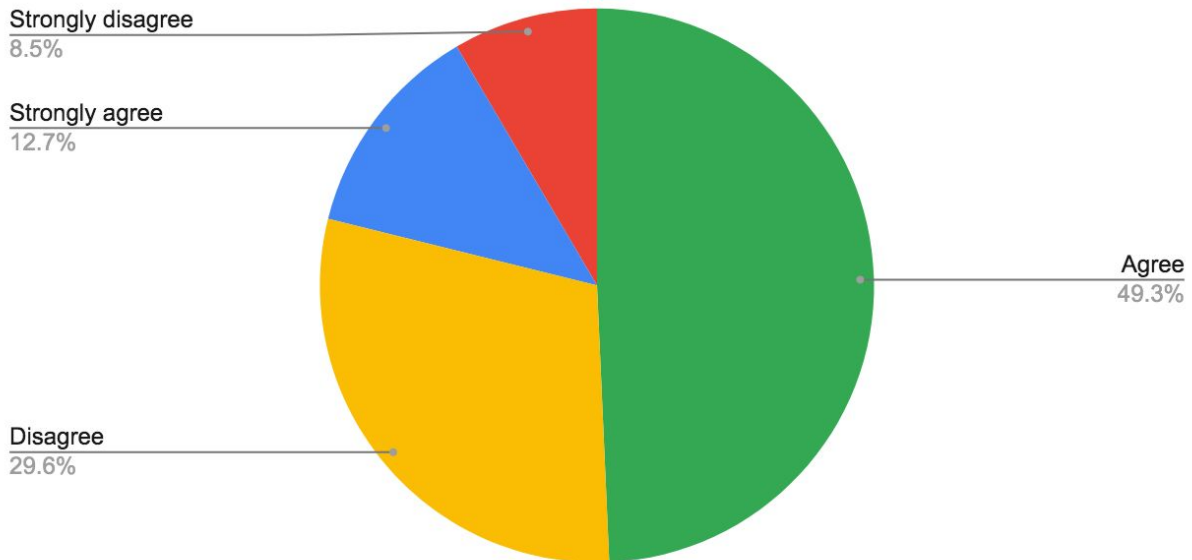
16. I feel socially accepted at school.



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School Climate Survey Results

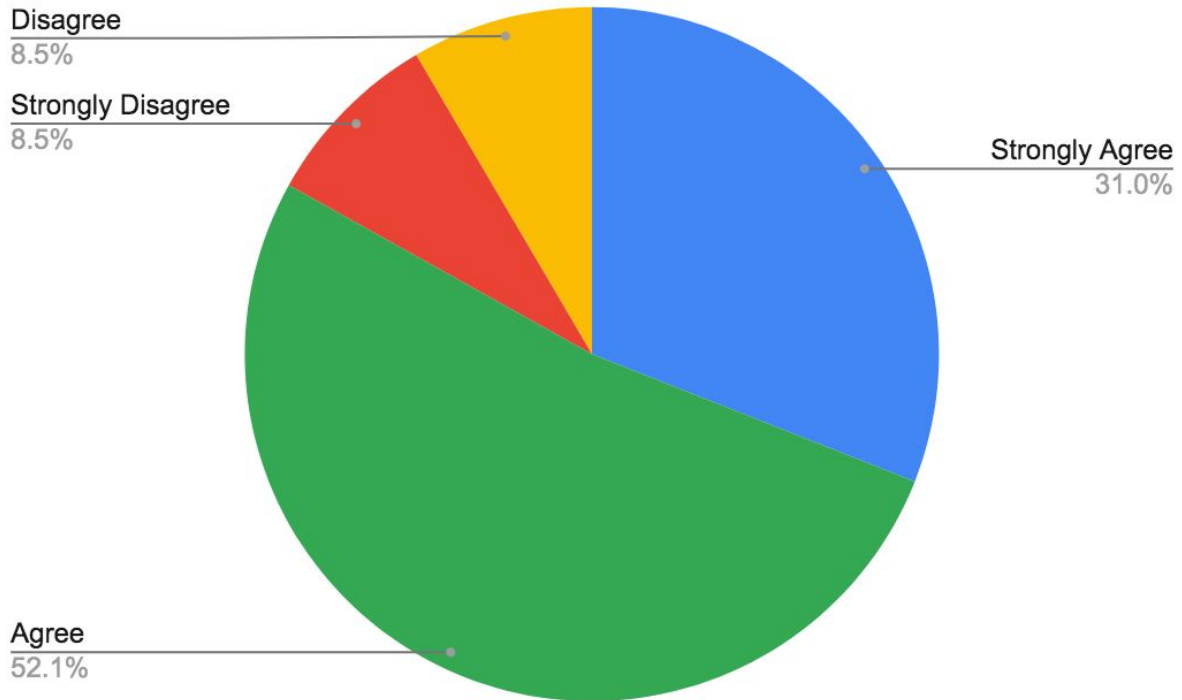
17. I regularly attend school-sponsored events, e.g. school dances, sporting events, student performances, or other school activities.



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School Climate Survey Results

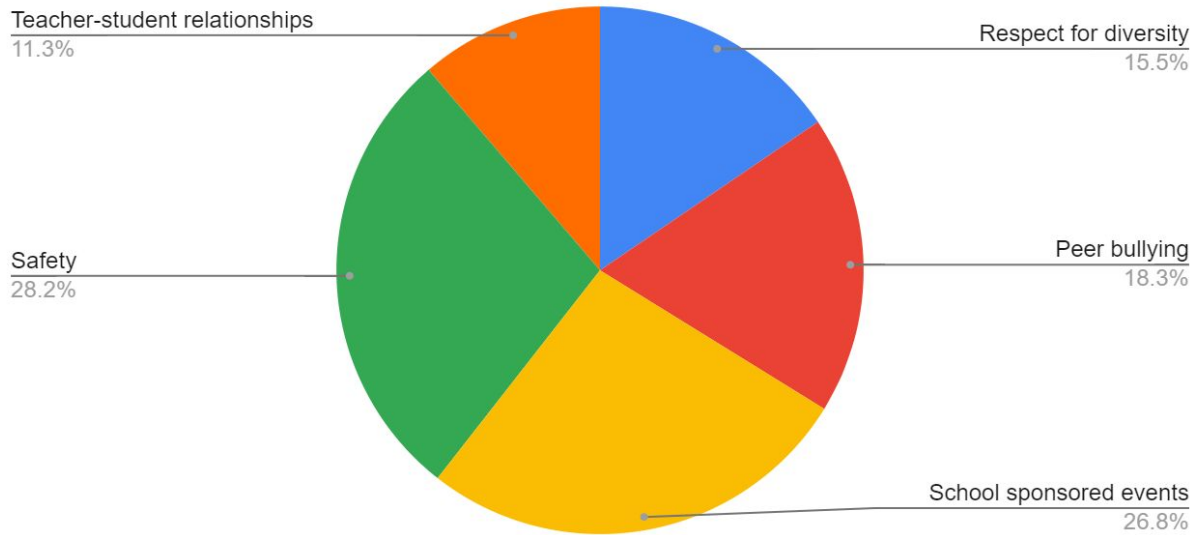
18. I like my school.



MUSD

School Climate Survey Results

Which dimension is the top priority that you hope your school to improve?



Joseph Weller Elementary (Milpitas, CA)

Milpitas Unified

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English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: 2019 ▾ Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) ▾

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
VERY HIGH <i>+45 points or higher in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue ▪ Filipino
HIGH <i>+10 to +44.9 points in Current Year</i>	Green (None)	Green ▪ Asian	Green ▪ English Learners	Green ▪ All Students (School Placement)	Blue (None)
MEDIUM <i>-5 points to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-5.1 to -70 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow (None)
VERY LOW <i>-70.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	0	0	2	2	1

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

CALIFORNIA HEALTHY KIDS SURVEY



Joseph Weller Elementary Elementary 2019-2020 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS). The CalSCHLS system is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by the CalSCHLS system. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and, ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad as an indicator of psychological problems ; and
- included a new question asking about the upkeep of school facilities.

In 2019-20, the e-cigarette item was simplified so that it just asks about vaping.

Supplementary Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

PUBLIC ONLINE DATA DASHBOARD

The most recent state and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards/). The dashboard can be used to graphically display statewide and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. Even if the response rate is low, the results provide an

indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- **CHKS factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results.** Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The aggregated results from the 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and

district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Report

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools

can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1***Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools***

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Sleep duration (bedtime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

Grade 5	
<i>Student Sample Size</i>	
Target sample	70
Final number	44
Response Rate	63%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness [†]	66	A4.3
Academic motivation [†]	82	A4.3
Caring adults in school [†]	66	A4.3
High expectations-adults in school [†]	81	A4.3
Meaningful participation [†]	35	A4.3
Facilities upkeep [†]	67	A4.10
Parent involvement in schooling [†]	78	A8.2
Social and emotional learning supports [†]	64	A5.1
Anti-bullying climate [†]	66	A7.6
School Safety		
Feel safe at school [†]	81	A7.1
Feel safe on way to and from school [†]	91	A7.1
Been hit or pushed	67	A7.2
Mean rumors spread about you	51	A7.2
Called bad names or target of mean jokes	60	A7.2
Saw a weapon at school [¶]	40	A7.5
School Disciplinary Environment		
Rule clarity [†]	81	A6.2
Students well behaved [†]	47	A6.4
Students treated fairly when break rules [†]	53	A6.1
Students treated with respect [†]	79	A6.1
Substance Use and Physical/Mental Health		
Alcohol or drug use	2	A9.1
Marijuana use	0	A9.1
Cigarette use	0	A10.1
Vaping	0	A10.1
Late bedtime (after 10 pm)	21	A11.2
Experienced sadness [†]	30	A11.4

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[¶]Past 12 months.

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	51
Male	49

Question ES A.2: Are you female or male?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Number of Days Attending Afterschool Program

	Grade 5 %
0 days	63
1 day	5
2 days	7
3 days	12
4 days	2
5 days	12

Question ES A.6: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	9
Better than most students	26
About the same as others	51
Don't do as well as most others	14

Question ES A.23: How well do you do in your schoolwork?

Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	66
1 day	14
2 days	9
3 or more days	11

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?

Note: Cells are empty if there are less than 10 respondents.

Table A4.3***School Environment, School Connectedness, and Academic Motivation Scales***

	Grade 5 %	Table
Total school supports	60	
Caring adults in school	66	A4.4
High expectations-adults in school	81	A4.5
Meaningful participation at school	35	A4.6
School connectedness	66	A4.7
Academic motivation	82	A4.8

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Scales are based on average of students reporting “Yes, most of the time” or “Yes, all of the time.”

Table A4.4***Caring Adults in School Scale Questions***

	Grade 5 %
Caring adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	66
<i>Do the teachers and other grown-ups at school... care about you?</i>	
No, never	0
Yes, some of the time	21
Yes, most of the time	40
Yes, all of the time	40
<i>listen when you have something to say?</i>	
No, never	7
Yes, some of the time	23
Yes, most of the time	37
Yes, all of the time	33
<i>make an effort to get to know you?</i>	
No, never	2
Yes, some of the time	49
Yes, most of the time	33
Yes, all of the time	16

Question ES A.16, 24, 27: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.5***High Expectations-Adults in School Scale Questions***

	Grade 5 %
High expectations-adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	81
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>	
No, never	2
Yes, some of the time	30
Yes, most of the time	37
Yes, all of the time	30
<i>believe that you can do a good job?</i>	
No, never	0
Yes, some of the time	23
Yes, most of the time	16
Yes, all of the time	60
<i>want you to do your best?</i>	
No, never	0
Yes, some of the time	2
Yes, most of the time	14
Yes, all of the time	84

Question ES A.17, 25, 28: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6***Meaningful Participation at School Scale Questions***

	Grade 5 %
Meaningful participation at school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	35
Are you given a chance to help decide school activities or rules?	
No, never	35
Yes, some of the time	51
Yes, most of the time	9
Yes, all of the time	5
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	21
Yes, some of the time	44
Yes, most of the time	28
Yes, all of the time	7
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	35
Yes, some of the time	28
Yes, most of the time	28
Yes, all of the time	9
Do you get to do interesting activities at school?	
No, never	9
Yes, some of the time	42
Yes, most of the time	40
Yes, all of the time	9

Question ES A.15, 18-20: Are you given a chance to help decide school activities or rules?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6***Meaningful Participation at School Scale Questions – Continued***

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	40
Yes, some of the time	40
Yes, most of the time	19
Yes, all of the time	2
Do your teachers ask you what you want to learn about?	
No, never	47
Yes, some of the time	35
Yes, most of the time	9
Yes, all of the time	9
Do you do things to be helpful at school?	
No, never	2
Yes, some of the time	28
Yes, most of the time	53
Yes, all of the time	16

Question ES A.21, 22, 26: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.7***School Connectedness Scale Questions***

	Grade 5 %
School connectedness	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	66
Do you feel close to people at school?	
No, never	5
Yes, some of the time	49
Yes, most of the time	35
Yes, all of the time	12
Are you happy to be at this school?	
No, never	7
Yes, some of the time	26
Yes, most of the time	36
Yes, all of the time	31
Do you feel like you are part of this school?	
No, never	7
Yes, some of the time	37
Yes, most of the time	26
Yes, all of the time	30
Do teachers treat students fairly at school?	
No, never	0
Yes, some of the time	19
Yes, most of the time	30
Yes, all of the time	51
Do you feel safe at school?	
No, never	9
Yes, some of the time	9
Yes, most of the time	53
Yes, all of the time	28

Question ES A.8-10, 13, 58: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.8***Academic Motivation Scale Questions***

	Grade 5 %
Academic motivation	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	82
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	30
Yes, most of the time	51
Yes, all of the time	19
When you get a bad grade, do you try even harder the next time?	
No, never	0
Yes, some of the time	7
Yes, most of the time	23
Yes, all of the time	70
Do you keep working and working on your schoolwork until you get it right?	
No, never	5
Yes, some of the time	12
Yes, most of the time	37
Yes, all of the time	47
Do you keep doing your classwork even when it’s really hard for you?	
No, never	0
Yes, some of the time	19
Yes, most of the time	30
Yes, all of the time	51

Question ES A.41-44: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it’s really hard for you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.9***School Pride***

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	7
Yes, some of the time	35
Yes, most of the time	30
Yes, all of the time	28

Question ES A.11: Do you feel proud to belong to your school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.10***Quality of School Physical Environment***

	Grade 5 %
<i>Is your school building neat and clean?</i>	
No, never	10
Yes, some of the time	24
Yes, most of the time	52
Yes, all of the time	14

Question ES A.14: Is your school building neat and clean?

Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	64
<i>Does your school...</i>	
help students resolve conflicts with one another?	
No, never	9
Yes, some of the time	44
Yes, most of the time	37
Yes, all of the time	9
teach students to understand how other students think and feel?	
No, never	14
Yes, some of the time	28
Yes, most of the time	42
Yes, all of the time	16
teach students to feel responsible for how they act?	
No, never	5
Yes, some of the time	26
Yes, most of the time	40
Yes, all of the time	30
teach students to care about each other and treat each other with respect?	
No, never	0
Yes, some of the time	19
Yes, most of the time	19
Yes, all of the time	62

Question ES A.34-37: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?

Note: Cells are empty if there are less than 10 respondents.

Table A5.2***Students at School Motivated to Learn***

	Grade 5 %
No, never	5
Yes, some of the time	56
Yes, most of the time	30
Yes, all of the time	9

Question ES A.12: Are the students at your school motivated to learn?

Note: Cells are empty if there are less than 10 respondents.

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1

Fairness Scale Questions

	Grade 5 %
Fairness	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	69
Do teachers treat students fairly at school?	
No, never	0
Yes, some of the time	19
Yes, most of the time	30
Yes, all of the time	51
Are the school rules fair?	
No, never	9
Yes, some of the time	28
Yes, most of the time	33
Yes, all of the time	30
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	21
Yes, most of the time	33
Yes, all of the time	47
Are students treated fairly when they break school rules?	
No, never	21
Yes, some of the time	26
Yes, most of the time	35
Yes, all of the time	19

Question ES A.13, 29-31: Do teachers treat students fairly at school?... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

Note: Cells are empty if there are less than 10 respondents.

Table A6.2***Clarity of Rules***

	Grade 5 %
Do students know what the rules are?	
No, never	5
Yes, some of the time	14
Yes, most of the time	37
Yes, all of the time	44

Question ES A.33: Do students know what the rules are?

Note: Cells are empty if there are less than 10 respondents.

Table A6.3***Positive Behavior Scale Questions***

	Grade 5 %
Positive behavior	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	97
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	2
Yes, most of the time	37
Yes, all of the time	60
Do you follow the playground rules at recess and lunch times?	
No, never	2
Yes, some of the time	2
Yes, most of the time	37
Yes, all of the time	58
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	2
Yes, most of the time	45
Yes, all of the time	52
Are you nice to other students?	
No, never	0
Yes, some of the time	2
Yes, most of the time	30
Yes, all of the time	67

Question ES A.45-48: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

Note: Cells are empty if there are less than 10 respondents.

Table A6.4***Students at School Well Behaved***

	Grade 5 %
Are students at this school well behaved?	
No, never	21
Yes, some of the time	33
Yes, most of the time	44
Yes, all of the time	2

Question ES A.32: Are students at this school well behaved?

Note: Cells are empty if there are less than 10 respondents.

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	9
Yes, some of the time	9
Yes, most of the time	53
Yes, all of the time	28
Do you feel safe on your way to and from school?	
No, never	2
Yes, some of the time	7
Yes, most of the time	28
Yes, all of the time	63

Question ES A.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.2***Violence Victimization Scale Questions***

	Grade 5 %
Violence victimization	
<i>Average reporting “Yes”</i>	60
Do other kids hit or push you at school when they are not just playing around?	
No, never	33
Yes, some of the time	47
Yes, most of the time	9
Yes, all of the time	12
Do other kids at school spread mean rumors or lies about you?	
No, never	49
Yes, some of the time	33
Yes, most of the time	9
Yes, all of the time	9
Do other kids at school call you bad names or make mean jokes about you?	
No, never	40
Yes, some of the time	37
Yes, most of the time	9
Yes, all of the time	14

Question ES A.52, 53, 55: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

Note: Cells are empty if there are less than 10 respondents.

Table A7.3***Been Teased About Body Image***

	Grade 5 %
No	57
Yes	43

Question ES A.61: Have other kids at school ever teased you about what your body looks like?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4***Violence Perpetration Scale Questions***

	Grade 5 %
Violence perpetration	
<i>Average reporting “1 or more times”</i>	26
Have hit or pushed other kids	
0 times	74
1 time	14
2 times	9
3 or more times	2
Have said mean things about other students or called them bad names	
0 times	60
1 time	21
2 times	9
3 or more times	9
Have spread mean rumors or lies about other kids	
0 times	90
1 time	7
2 times	2
3 or more times	0

Question ES A.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5***Weapons (Gun or Knife) on School Property, Past Year***

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	60
Yes	40

Question ES A.54, 56: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6***Anti-Bullying Climate Scale Questions***

	Grade 5 %
Anti-bullying climate	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	66
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	2
Yes, some of the time	5
Yes, most of the time	12
Yes, all of the time	81
If you tell a teacher that you’ve been bullied, the teacher will do something to help.	
No, never	9
Yes, some of the time	21
Yes, most of the time	23
Yes, all of the time	47
Students at your school try to stop bullying when they see it happening.	
No, never	21
Yes, some of the time	44
Yes, most of the time	23
Yes, all of the time	12

Question ES A.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	94
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>	
No, never	0
Yes, some of the time	7
Yes, most of the time	19
Yes, all of the time	74
<i>want you to do your best?</i>	
No, never	0
Yes, some of the time	5
Yes, most of the time	7
Yes, all of the time	88

Question ES A.72, 73: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2***Parent Involvement in Schooling Scale Questions***

	Grade 5 %
Parent involvement in schooling	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	78
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>	
No, never	2
Yes, some of the time	7
Yes, most of the time	19
Yes, all of the time	72
<i>ask if you did your homework?</i>	
No, never	5
Yes, some of the time	12
Yes, most of the time	30
Yes, all of the time	53
<i>check your homework?</i>	
No, never	7
Yes, some of the time	37
Yes, most of the time	30
Yes, all of the time	26
<i>ask you about school?</i>	
No, never	7
Yes, some of the time	9
Yes, most of the time	26
Yes, all of the time	58
<i>ask you about your grades?</i>	
No, never	17
Yes, some of the time	10
Yes, most of the time	19
Yes, all of the time	55

Question ES A.71, 74-77: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	2
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
None of the above	98
Any of the above	2

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get “high”?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	0
Yes, a little bad	43
Yes, very bad	57
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	2
Yes, very bad	63
I don’t know what marijuana is	35

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person’s health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person’s health?

Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	0

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?

Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	2
Yes, very bad	98
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	0
Yes, a little bad	7
Yes, very bad	93

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

11. Other Physical and Mental Health Risks

Table A11.1

Frequency of Being Home Alone

	Grade 5 %
No, never	60
Yes, some of the time	37
Yes, most of the time	2
Yes, all of the time	0

Question ES A.57: Are you home alone after school?

Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Bedtime

	Grade 5 %
Before 7:00 pm	0
7:00-7:59 pm	0
8:00-8:59 pm	42
9:00-9:59 pm	37
10:00-10:59 pm	19
11:00-11:59 pm	2
After 12:00 am	0
<i>Late bedtime (after 10 pm)</i>	21

Question ES A.7: What time do you usually go to bed on nights before you go to school?

Note: Cells are empty if there are less than 10 respondents.

Table A11.3

Breakfast Consumption

	Grade 5 %
No	17
Yes	83

Question ES A.5: Did you eat breakfast this morning?

Note: Cells are empty if there are less than 10 respondents.

Table A11.4***Experienced Sadness***

	Grade 5 %
No, never	26
Yes, some of the time	44
Yes, most of the time	21
Yes, all of the time	9

Question ES A.60: Do you feel sad?

Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender

	Grade 5	
	Female %	Male %
<i>School Engagement and Supports</i>		
School connectedness [†]	80	51
Academic motivation [†]	89	75
Total school supports [†]	63	57
Caring adults in school [†]	70	60
High expectations-adults in school [†]	80	82
Meaningful participation at school [†]	40	31
Facilities upkeep [†]	82	53
Parent involvement in schooling [†]	74	81
Social and emotional learning supports [†]	69	60
Anti-bullying climate [†]	71	60
<i>School Safety</i>		
Feel safe at school [†]	95	65
Feel safe on way to and from school [†]	95	85
Been hit or pushed	55	80
Mean rumors spread about you	41	60
Called bad names or target of mean jokes	55	70
Saw a weapon at school [§]	41	35

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[§]Past 12 months.

Table A12.1***Key Indicators of School Climate and Student Well-Being by Gender – Continued***

	Grade 5	
	Female %	Male %
<i>School Disciplinary Environment</i>		
Rule clarity [†]	82	80
Students well behaved [†]	59	30
Students treated fairly when break rules [†]	59	50
Students treated with respect [†]	86	70
<i>Substance Use and Physical/Mental Health</i>		
Alcohol or drug use	5	0
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	32	10
Experienced sadness [†]	41	15

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A12.2***Student Positive Behavior by Gender***

	Grade 5	
	Female %	Male %
Positive behavior [†]	99	95
Follow classroom rules [†]	100	95
Follow playground rules [†]	100	90
Listen when teacher is talking [†]	95	100
Nice to other students [†]	100	95

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A12.3***Selected Alcohol and Drug Use Measures by Gender***

	Grade 5	
	Female	Male
	%	%
Lifetime AOD Use		
Alcohol, one or two sips	5	0
Alcohol, a full glass	0	0
Inhalants (to get high)	0	0
Marijuana	0	0
<i>Any of the above</i>	5	0
Perceived Health Risk^A		
Alcohol	100	100
Marijuana ^B	100	100

Notes: Cells are empty if there are less than 10 respondents.

^A *Combines “A little bad” and “Very bad.”*

^B *Students who responded that they didn’t know what marijuana was were excluded from calculation.*

Table A12.4***Selected Tobacco Measures by Gender***

	Grade 5	
	Female %	Male %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Ever vaped	0	0
Perceived health risk of cigarette smoking ^A	100	100
Perceived health risk of electronic cigarette use ^A	100	100

Notes: Cells are empty if there are less than 10 respondents.

^A*Combines “A little bad” and “Very bad.”*