

SPSA Year 2017–18 2018–19 2019–20

Single Plan for Student Achievement (SPSA) Template

[LCFF Accountability Dashboard \(MUSD\)](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

[Appendix B: Guiding Questions](#): Use as prompts (not limits) - pg. 21

[State Indicators](#)

[Joseph Weller's Dashboard Reports](#) - Fall 2017

[Joseph Weller's Five by Five Placement Reports](#) - Fall 2017

School Name Joseph Weller Elementary School

Contact Name and Title

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2017- 2020 Plan Summary

School's Story

Briefly describe the students and community and how the school serves them.

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.

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 480 students in Preschool - 6th grade. Our student population is made up of many ethnicities with the majority of our students identifying with Asian (39%), Filipino (24%), Hispanic (24%), White (6%), African American (4%), American Indian (1%), and about (2%) who reported to have two or more races. In addition, 33% of our students are English Language Learners (ELL), 42% are socioeconomically disadvantaged and receive free or reduced priced meals under the Federal School Lunch Program and 13% of our student population is identified as Special Education. 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 **24 Teachers:**

- (17) General Education Teachers; (2) 1st - 6th grade Special Education Teachers; (2) Special Education Preschool Teachers;
- (1) K-6 Resource Teacher
- (1) 4th - 6th Science Teacher
- (1) part-time Instructional Coach, who provides part time instructional support and part time SEAL support (Sobrato Early Academic Language ([SEAL](#)) model) for our Kinder - 3rd grade teachers.

Joseph Weller has **4 Specialists Staff Members:**

- (1) part-time psychologist
- (1) part-time counselor
- (1) full time speech and language pathologist
- (1) one part time speech and language pathologist

In addition, our Weller staff is complete with the support of **19 paraprofessional classified staff members** who help:

- in 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 themselves in attending the oldest school in Milpitas, a suburban city with a population of approximately 74,000 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.



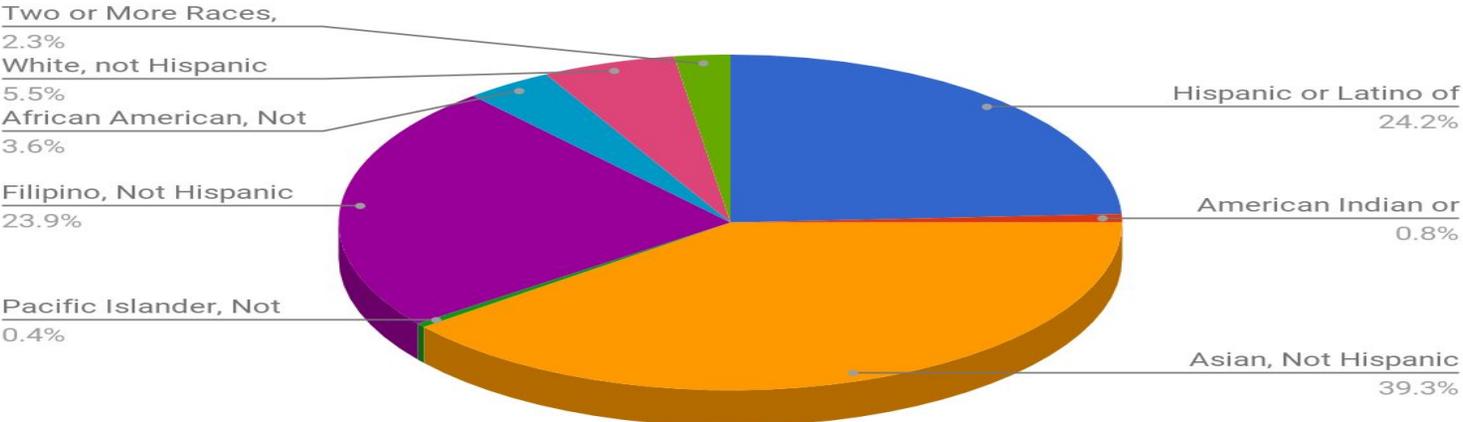
Creating a learning environment that honors all students' uniqueness and tailored to their individual needs became the forefront of a transformation in our teaching and learning pedagogy. With the rich diversity that makes up the fabric of our school, Weller staff restructured its teaching and learning model to combine traditional teaching and virtual learning to help meet the diverse needs of all students. In August 2012, 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, teacher directed instruction, student collaboration, and individualized, online learning.

Since 2012, the fixed Learning Lab rotation model evolved. To allow more flexibility of space and time, station rotations has since become more prevalent in our K-6 classrooms. In 2015, Weller's sixth grade teachers took blended learning to a higher instructional level with personalized learning. 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.

Today, the Weller staff and administration continue to work to close our 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 teachers help motivate our students to recognize and manage their own progress and growth.

To enhance literacy, Weller began incorporating the Sobrato Early Academic Language ([SEAL](#)) model into our primary grades (Preschool - 3rd grade) where students in special education and general education classrooms can be seen and heard practicing their oral language skills through chants, songs, and conversations and in writing.

Joseph Weller Elementary - % of Enrollment by Ethnicity as of May 2018



SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

To help close the achievement gaps among our students, Weller provides the following programs and/or interventions for our students that in turn give us the greatest impact on student learning.

- Weller provides students with tiered interventions before school, during school, after school, and through Saturday Academy for both our Tier 2 and Tier 3 students (SED (Socially Economically Disadvantaged) and ELL (English Language Learner), who are selected based on i-Ready benchmark performance and/or teacher recommendation. The incorporation of RTI (Response to Intervention) and PLC (Professional Learning Communities) in our daily schedule has contributed to the success of our students.
 - The weekly PLC time and SEAL Planning time, enables teachers to meet in grade-level teams with our instructional coach where they discuss strategies, analyze, interpret, and create a plan of action to address the learning needs of their individual students as well as students they share.
 - The weekly meetings have empowered our teachers to become proactive by consistently monitoring student learning and taking immediate actions toward steps necessary to guide student learning.
- During school, we have three paraprofessionals who support our students in small group instruction in reading, using research based reading programs, such as, Scholastic Read 180 and Read Naturally reading support program. In addition, our teachers provide small group instruction for students in areas that address learning gaps during RTI time.
- After school interventions happen during our WIN2 Time (*What I Need Now Time*), which started this year in order to provide students with after school interventions and support in small group instruction in math, language arts, and reading foundational skills. Our teachers are using researched-based programs, such as, LLI (Leveled Literacy Intervention) for reading, ST Math program for math support, and BrainPop ELL for our English Language Learners.
- Personalized Learning, using the Summit [PLP](#) (Personalized Learning Platform) from Summit Public Schools is a program currently being used by our 5th and 6th grade students during the day with intervention support provided after school through Extended Learning, and on Saturdays during Saturday Academy. During the intervention time, students are able to complete their focus areas and/or take content assessments.
- MHS (Milpitas High School) students provide after school homework help in math for a small group of students two days a week.

- In addition, Weller’s SST (Student Success Team), coordinated by our instructional coach has had an impact on addressing student learning gaps by developing action plans to support their individual needs.

To help balance our teaching and learning, our staff members continued with year two training in The Leader in Me program. [*The Leader in Me*](#) is Franklin Covey’s school-wide process for teaching teachers and students the 7 Habits of Highly Effective People and 21st century leadership and life skills in order to create a culture of student empowerment based on the idea that every student can be a leader.

While working closely with our stakeholders - parents, teachers, students, and community members - three goals, inclusive of all the eight state priorities, have been identified for focus within the next three years in order to close the achievement gap and improve outcomes for all of our students. Our goals are aligned with the MUSD district’s goals and priorities.

Goal		
#1	Focus on: Academic Performance	Weller students will receive effective standards-based instruction, curriculum and assessments (CCSS in Math and ELA and NGSS aligned) by highly qualified teachers in a safe environment in order to be fully prepared for college and career in order to close the achievement gap. Instruction is based on Common Core State Standards (CCSS) for Math and ELA. In addition, our science curriculum is aligned to the Next Generation Science Standards (Next Gen or NGSS). Actions/Services: Pg.
#2	Focus on: School and Family Support	Weller staff will address the social emotional needs of our students through interventions, service and school-wide support. Weller parents, teachers and students will work together to support each other and there will be a focus on increasing parent engagement. Actions/Services: Pg.
#3	Focus on: Close the Achievement Gap for identified Student Groups	Weller student groups: consisting of Low Income, English Learners, Foster Youth, Homeless Youth, and Special Education students will demonstrate improvement toward meeting or exceeding grade level Common Core State Standards (CCSS) as measured by CAASPP (California Assessment of Student Performance and Progress). Weller staff will align resources to support the needs of all students.

REVIEW OF PERFORMANCE

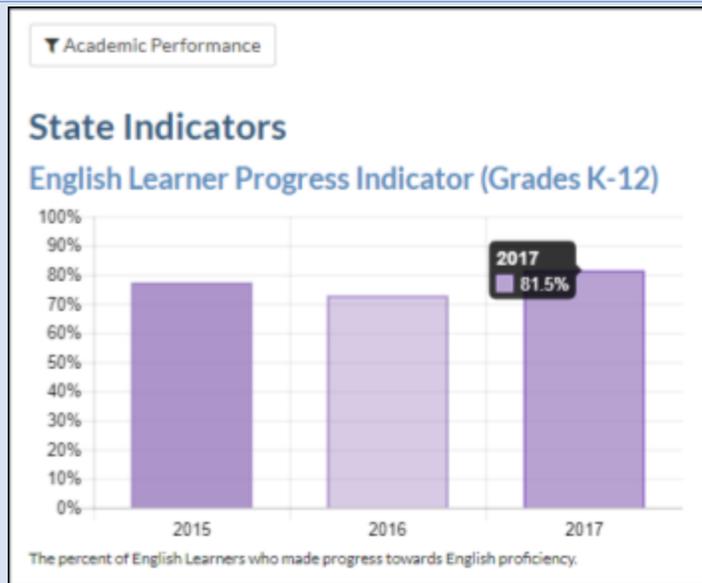
Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain** or **build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified
English Learner Progress - Student Group Five-by-Five Placement
 Reporting Year: **Fall 2017**

GREATEST PROGRESS

- English Learner Progress





Per the 2017 CAASPP (California Assessment of Student Performance and Progress) results, Weller Elementary showed the greatest progress with our English Language Learners. {HIGH → INCREASED → **GREEN**}

- 81.5% of our English Learners made progress towards English proficiency compared to 73% in 2016.
- The 81.5% represented a HIGH status and an INCREASED Change of +8.5%
- The detailed data showed that of the 150 students tested, 78 students advanced and 39 students maintained

At Weller Elementary School, about 33% of our students are English Language Learners.

Last year, in 2016, our English Language progress was our GREATEST NEED. This year, it is our GREATEST PROGRESS. We are proud of this progress. As noted in our plan from last year, these are here are some areas of instruction that we worked on that attributed to the success of our English Language Learner progress.

Our teachers have taken a deeper look at our English Language Learners (ELL) and provided support for students through SEAL (Sobrato Early Academic Language) method for primary students and with Integrated ELD (English Language Development) support throughout the day. Our bilingual paraprofessional has been supporting our Emerging students with Designated ELD support. Our teachers attended a school-wide Professional Development on our new adopted ELA curriculum (Benchmark Advance), which has a designated and integrated ELD component. We will still continue to invest in staff training and professional development for our teachers to:

- better understand where are ELLs are performing and identify their gaps - in reading, or writing, or listening, or speaking
- understand who our Long-term ELLs are and what supports do they need
- better understand the ELD Standards/ELA Framework and how to effectively utilize the support and services of our bilingual paraprofessional.

As we strategically provide designated and integrated ELD support and SEAL strategies for our English Learners, we will see an increase in the percentage of our students who are making progress toward English proficiency.

In the coming year, we plan to maintain and build upon our success by:

- providing and improving ELD integrated and designated support for our students. During RTI rotations, EL students are provided with targeted EL instruction
- we will continue to utilize the support of our EL bilingual paraprofessional who provides push-in support for our EL students
- we will learn more about the different ways the online program, BrainPop ELL can support of English Learners.
- continue small group English Learner student meetings with the Administration team to help our students understand the importance of the new ELPAC (English Language Proficiency Assessments for California) assessments, answer their questions, and to encourage them to do their best.
- host parent meetings of English Learner students to empower them to become knowledgeable about the ELPAC assessments and how they can help their child at home.
- how to help our bilingual paraprofessional best support our teachers and students
- analyze the successes of our students who were reclassified
- how to support our students to be multilingual and obtain Pathways to Biliteracy
- celebrate our ELLs successes

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified
 English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement
 Reporting Year: Fall 2017

GREATEST NEEDS

Language Arts

- Socioeconomically Disadvantaged
- Hispanic

Joseph Weller Elementary (Milpitas, CA)
 Milpitas Unified

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green • All Students (School Placement) • Asian • Filipino	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow • English Learners	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange • Socioeconomically Disadvantaged • Hispanic	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	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
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English Language Arts Assessment Report

Joseph Weller Elementary - Santa Clara County

Enrollment: 477 Socioeconomically Disadvantaged: 41.9% English Learners: 34.4% Dashboard Release: Fall 2017
 Foster Youth: 0% Grade Span: K-6 Charter School: No

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		255	High 11.3 points above level 3	Declined -8.5 points
English Learners		144	Medium 8.1 points above level 3	Declined -10.4 points
Foster Youth		0	*	*
Homeless		0	*	*
<u>Socioeconomically Disadvantaged</u>		118	Low 23.8 points below level 3	Declined Significantly -18.3 points
Students with Disabilities		36	Very Low 79.7 points below level 3	Declined -4.1 points
African American		10	*	*
American Indian		2	*	*
Asian		97	High 41.3 points above level 3	Declined -3 points
Filipino		66	High 21.5 points above level 3	Declined -5.4 points
<u>Hispanic</u>		62	Low 28.3 points below level 3	Declined Significantly -24.9 points
Pacific Islander				

Per the 2017 CAASPP (California Assessment of Student Performance and Progress) results, Weller Elementary showed the greatest needs in English Language Arts with our following student groups:

- **Socioeconomically Disadvantaged Students: ORANGE**
 - Status: Low 23.8 points below level 3; Change: Declined Significantly -18.3 points
- **Hispanic Students: ORANGE**
 - Status: Low 28.3 points below level 3; Change: Declined Significantly -24.9 points

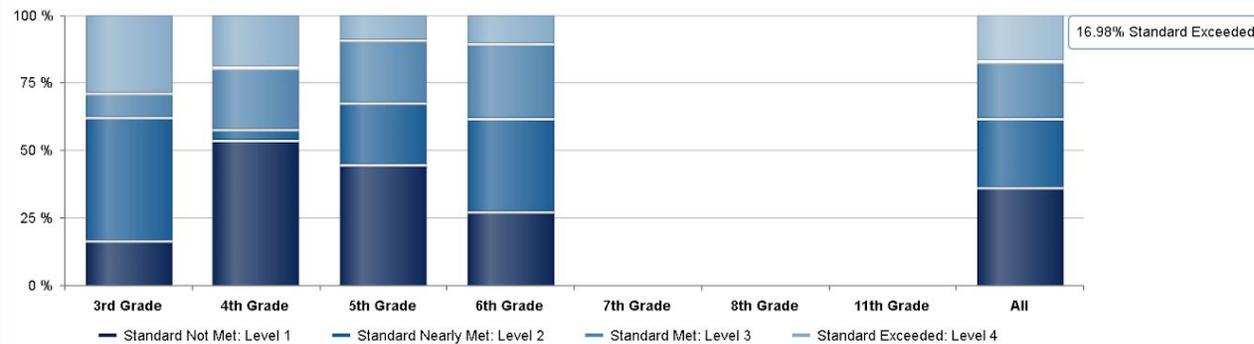
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

▼ Economically Disadvantaged

Achievement Level Distribution



- Per the CAASPP detailed data report, 38% of our socioeconomically disadvantaged students Met or Exceeded the ELA standards. 5th grade is the grade level with the greatest need.

Throughout the school year, our teachers meet in Professional Learning Communities (PLCs) to review student data and understand where our students need support. The grade level teachers along with the Instructional Coach and the Administrative team support the teachers in analyzing quarterly benchmark data from i-Ready to determine what the strengths and areas of concerns are with our students.

For a more detailed analysis, we use i-Ready instructional groupings to determine the specific domain areas of need for students in focus student groups.

Once the need is determined, teachers assign students to small group interventions, during RTI (Response to Instruction) rotations, in order to receive direct instruction on those needs. Some students receive small group instruction with a teacher to target specific learning gaps and some students receive research-based intervention using READ 180 and System 44 programs. After six weeks, the teachers review the student data to determine whether or not the student has made progress toward his/her goal.

This year, with the approval of our School Site Council, we added a WIN2 Time (What I Need Now Time) to provide additional support and intervention for students who are socioeconomically disadvantaged.

WIN2 Time consists of intervention and/or support Before School, During School, After School, and during Saturday Academy. The support is provided by certificated teachers, classified staff members, and high school volunteers. Many of the students are receiving targeted research-based reading instruction using the LLI (Leveled Literacy Intervention); and i-Ready Tools of Instruction for response to instruction to address specific Language arts learning gaps. .

In the coming year, we plan to provide additional support for our socioeconomically disadvantaged and Hispanic students in the following ways:

- continue to work closely in grade-level teams with administration to understand who our target students are and what their specific needs are and provide them with the targeted intervention.
- continue to support students during RTI grade level rotations and with WIN2 time, using reading programs, such as READ 180, System 44, LLI
- address reading gaps with the support of a part-time Reading Specialist
- closely monitor guided reading instruction in the classroom
- provide teachers with professional development to support the reading and literacy instruction and comprehension instruction in the classroom

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the “**all student**” performance. What **steps** is the school planning to take **to address these performance gaps?**

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified
Mathematics (Grades 3-8) - Student Group Five-by-Five Placement
 Reporting Year: **Fall 2017**

Joseph Weller Elementary (Milpitas, CA)
 Milpitas Unified

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	None	Asian	None	None	None
High zero points to less than 35 points above	None	All Students (School Placement) English Learners	None	Filipino	None
Medium 25 points below to zero	None	Socioeconomically Disadvantaged	None	None	None
Low More than 25 points below to 95 points below	Hispanic	None	None	None	None
Very Low More than 95 points below	None	None	None	None	None

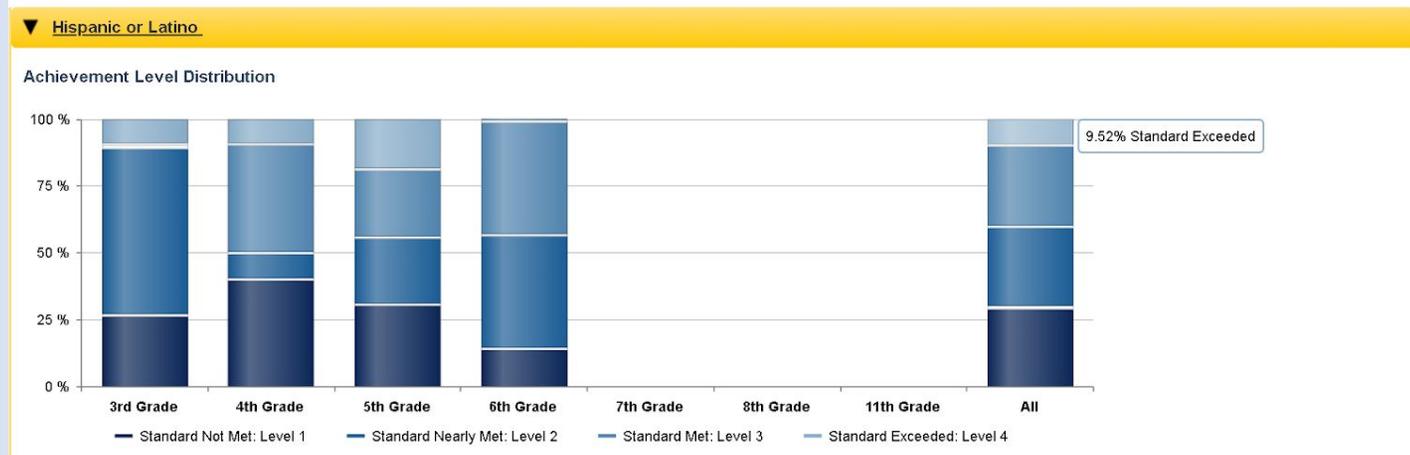
Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

PERFORMANCE GAPS

Per the 2017 CAASPP (California Assessment of Student Performance and Progress) results, Weller Elementary showed Performance Gaps in Mathematics with our Hispanic students.

{LOW → DECLINED SIGNIFICANTLY → **ORANGE**} This represents two levels below the performance of ALL students and three levels below our Asian students.

Status: Low 41.1 points below level 3; Change: Declined Significantly -23.6 points



Per CAASPP results, approximately, **40% of our Hispanic students exceeded or met the math standard.** The greatest gap was with our 3rd graders, where **64% fell into the category of Standard Nearly Met.**

This past year, our academic focus was on Literacy and English Language Arts. After our second benchmark assessment, we learned of Math gaps with our students and even more so with our Hispanic students. Our i-Ready benchmark data and feedback from our teachers showed that our students had performance gaps in Algebra and Algebraic Thinking and Geometry.

During WIN2 time, with the approval of our School Site Council, we added two after school math intervention classes - one for our primary students and one for our intermediate students. Both classes are taught by credentialed teachers. In addition, additional math support was provided for students on Saturdays during Saturday Academy.

In the coming year, our teachers will do a deeper analysis of our Hispanic students around the area of math needs. Our recent i-Ready diagnostic reports show that our students need support in: Algebra and Algebraic Thinking and Geometry. We will focus on these areas and provide professional development for our teachers to address this gap amongst our Hispanic students and all of our students.

This year, a group of our teachers were invited to participate in a Jr. Botball Challenge where they were taught to help their students utilize their mathematical thinking and logical thinking skills to help their students build and code robots. Our goal is to provide our Hispanic and Socioeconomically Disadvantaged students with alternative methods for problem solving mathematical problems.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

1. With guidance from our Leadership team members, the weekly PLCs will be used to monitor our focus students' progress in Math and English Language Arts
 - a. Our focus students will be our English Language Learners, our Socioeconomically Disadvantaged students and our Hispanic students
 - b. We will take proactive measures to address student learning needs and learning gaps. We will address the school-wide learning gaps in Algebra and Algebraic Thinking and in Comprehension
2. During monthly PD (professional development) sessions, teachers will rotate sharing best teaching practices that support our focus student groups.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2017-2018**

\$ 281,658

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017- 2018**

\$ 191,000

Briefly describe any differences between budgeted and expended resources.

Expenses for the following items will take place before the end of the school year:

Weller teachers will be attending SEAL training and the site will be paying for the cost of the substitute teachers.

Weller is a Leader In Me school and we will need to expend the costs for the annual membership

Weller's Kindergarten teachers will be presenting a summer Jump Start program for our incoming kindergarten students.

Three teachers attended 2-day workshop on Fountas & Pinnell Leveled Literacy Reading Intervention

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$ 187,300

Percentage of SPSA Budget that is Supplemental or Concentration Funds

66%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Weller's supplemental funds are used to cover salary and benefits for our instructional coach, classified staff members who support RTI and interventions, and some classroom supplies.

Budget Summary for 2018-2019

MUSD School Site SPSA Budget Planning Work Sheet For 2018-19 SY

SCHOOL NAME: Weller

PROGRAM ALLOCATIONS

DESCRIPTION	Block Grant	Supplemental	80	Title I	RDA	TOTAL
Allocation:	33,076.00	157,146.00		62,734.00	-	252,956.00
Expenses:						
Object 1XXX : Certificated Salary						
Teacher Salary		21,000.00		21,000.00		42,000.00
Certificated Stipend	4,000.00			14,000.00		18,000.00
Substitute Teacher		15,400.00		12,000.00		27,400.00
Assistant Principal		20,000.00				20,000.00
Sub-Total	4,000.00	56,400.00	-	47,000.00	-	107,400.00
Object 2XXX: Classified Salary						
Classified Clerical Salary	15,000.00	45,000.00		5,000.00		65,000.00
Instructional Assistant	2,000.00	1,500.00				3,500.00
Sub-Total	17,000.00	46,500.00	-	5,000.00	-	68,500.00
Object 3XXX: Benefits						
CE Statutory Benefit		13,000.00		5,000.00		18,000.00
CL Statutory Benefit	2,000.00	20,000.00		5,000.00		27,000.00
Health and Welfare	2,200.00					2,200.00
Sub-Total	4,200.00	33,000.00	-	10,000.00	-	47,200.00
Object 4XXX: Supplies						
Office Material and Supplies	5,000.00	8,000.00				13,000.00
						-
						-
Non-Capitalized Equipment						-
Sub-Total	5,000.00	8,000.00	-	-	-	13,000.00
Object 5XXX: Operational						
Conference						-
Bus and Fieldtrip						-
Jump Start Kinder		5,000.00				5,000.00
Other Professional Services	2,500.00	7,500.00				10,000.00
Sub-Total	2,500.00	12,500.00	-	-	-	15,000.00
Indirect Costs						
Total Expenses	32,700.00	156,400.00	-	62,000.00	-	251,100.00
BALANCE	\$376.00	\$746.00	\$0.0	\$734.00	\$0.00	\$1,856.00

Stakeholder Engagement

SPSA Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

<u>With Whom?</u>	<u>How?</u>
School Site Council Meetings	Monthly SSC meetings
Instructional Leadership Team	Monthly ILT meetings
Teachers	Monthly Staff meetings
Parents	Monthly Principal Coffee Chats
Parents	Monthly PTA meetings

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

School site council members and teachers determined our site needs toward student improvement; effectiveness of programs were discussed and “sticker dot” votes determined how we would prioritize our interventions and spending for 2018-2019.

March 2018 - ILT analyzed and compared i-Ready D1 vs. D3 Reading and Math Data and determined the following learning gaps; Based on the needs of the students, Weller started a WIN2 Time - What I Need Now Time, after a unanimous vote from our School Site Council

May 2018 - Staff Meeting to Discuss effectiveness of programs and to prioritize programs to support the needs of our students that align to our site goals. The teachers voted with dots.

The TOP priorities are:

1. **KEEP:** Kindergarten - 6th grade RTI interventions during the day; WIN2 Time (What I Need Now) Time after school interventions, The Leader in Me trainings
2. **CHANGE:** Instructional Coach
3. **START:** Reading Specialist; additional mental health support

Goals, Actions, & Services

New

Modified

Unchanged

Goal 1

MUSD:

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.

Weller:

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 4 7 8

LOCAL _____

[Identified Need](#)

Per the metrics listed for CAASPP (California Assessment of Student Performance and Progress):

- The need is to close the performance gaps while raising the achievement level for all students --- Focus on the metrics for the state priority areas for this goal).

[GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES 5-7% constant Growth Each to Close the Achievement Gap](#)

Metrics/Indicators	Baseline	2016-2017 Actuals	2017-18 Projected	2018-19	2019-20
CAASPP ELA (standard met or exceeded) - May 2017 results (actuals) from cde.gov	3rd grade - 47% 4th grade - 59% 5th grade - 51% 6th grade - 74%	3rd grade - 64% (Goal met) 4th grade - 58% 5th grade - 56% (Goal met) 6th grade - 55%	3rd grade - 52% 4th grade - 64% 5th grade - 56% 6th grade - 79%	3rd grade - 58% 4th grade - 70% 5th grade - 62% 6th grade - 79%	3rd grade - 67% 4th grade - 77% 5th grade - 69% 6th grade - 84%
CAASPP MATH (standard met or exceeded) - May 2017 results (actuals) from cde.gov	3rd grade - 62% 4th grade - 61% 5th grade - 60% 6th grade - 68%	3rd grade - 69% (Goal met) 4th grade - 57% 5th grade - 61% (Goal met) 6th grade - 62%	3rd grade - 67% 4th grade - 66% 5th grade - 65% 6th grade - 71%	3rd grade - 73% 4th grade - 72% 5th grade - 71% 6th grade - 75%	3rd grade - 80% 4th grade - 79% 5th grade - 77% 6th grade - 68%

i-Ready D3 Reading (at or above grade level) - Feb 2018 (actuals)	K - 30% 1st - 48% 2nd - 28% 3rd - 51% 4th - 24% 5th - 26% 6th - 36%	K - 52% (Goal met) 1st - 51% (Goal met) 2nd - 42% (Goal met) 3rd - 35% 4th - 36% (Goal met) 5th - 33% (Goal met) 6th - 46% (Goal met)	K - 35% 1st - 53% 2nd - 33% 3rd - 56% 4th - 29% 5th - 31% 6th - 41%	K - 41% 1st - 59% 2nd - 39% 3rd - 61% 4th - 34% 5th - 37% 6th - 47%	K - 47% 1st - 66% 2nd - 46% 3rd - 68% 4th - 41% 5th - 44% 6th - 54%
i-Ready D3 Math (at or above grade level) - Feb 2018 (actuals)	K - 28% 1st - 23% 2nd - 17% 3rd - 39% 4th - 19% 5th - 17% 6th - 15%	K - 60% (Goal met) 1st - 28% (Goal met) 2nd - 45% (Goal met) 3rd - 22% 4th - 49% (Goal met) 5th - 49% (Goal met) 6th - 54% (Goal met)	K - 33% 1st - 28% 2nd - 22% 3rd - 44% 4th - 24% 5th - 22% 6th - 20%	K - 39% 1st - 34% 2nd - 28% 3rd - 50% 4th - 30% 5th - 28% 6th - 26%	K - 46% 1st - 40% 2nd - 35% 3rd - 57% 4th - 37% 5th - 36% 6th - 33%

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Goal 1 Action 1

Multi-Tiered System of Supports Description: Continue to provide all students with common-core aligned instruction; teacher-student goal setting conferences and assessment feedback to address any gaps in reading and in math.

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Teachers meet with students quarterly for teacher-student conferences and goal setting. Teachers meet weekly in PLCs with support from Admin and Instructional Coach to review/discuss student work and assessments On-site monthly staff PD to analyze and address areas of concern. Review CAASPP data in Fall and discuss next steps/action plans to guide instruction. Review and discuss quarterly i-Ready data in Fall and in Spring 	<p>ACTUAL</p>
	Expenditures	<p>BUDGETED \$55,000</p>

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Weller teachers have weekly grade-level PLCs (Professional Learning Communities) that are facilitated by the Instructional Coach. The teams will review student data from i-Ready, student work, and share best practices to help students close the achievement gap and make progress toward meeting or exceeding the grade level standards. Weller K-6th grade students will use i-Ready for district benchmark assessments and personalized learning instruction for Math and ELA

- Weller teachers have weekly grade-level PLCs (Professional Learning Communities) that are facilitated by the Instructional Leadership Team member.
- The teams will review student data from i-Ready, student work, and share best practices to help students close the achievement gap and make progress toward meeting or exceeding the grade level standards.
- Weller K-6th grade students will use i-Ready for district benchmark assessments and personalized learning instruction for Math and ELA

BUDGETED EXPENDITURES:

2017-18

Amount	\$0 - Instructional Coach Included in \$ above
Source	50% - Supplemental 50% - Title 1
Budget Reference	709100 and 301000

2018-19

Amount	\$55,000 - Reading Specialist, ILT Grade Level PLC member, Assistant Principal
Source	50% - Supplemental 50% - Title 1
Budget Reference	709100 and 301000

2019-20

Amount	
Source	
Budget Reference	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$5,000 - i-Ready	Amount	\$8,000 - Online Reading and Math programs and materials	Amount	
Source	Computer - Supplemental	Source	Computer - Supplemental	Source	
Budget Reference	709100 - 4XXX	Budget Reference	709100 - 4XXX	Budget Reference	

Goal **1** Action **2**

Multi-Tiered System of Supports Description: On-going support with understanding, teaching, and assessing the CCSS (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

Students to be Served

All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Professional Development by ILT Grade Level PLC Member, Reading Specialist, and/or Admin Team. Site level professional development activities that focus on breaking down the common core standards; <ul style="list-style-type: none"> teachers create and use common formative assessments for Math and ELA 	<p>ACTUAL</p>
	<p>BUDGETED</p> <p>\$0 - already included in Goal 1 Action 1</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The Instructional Coach/ Admin will meet with teachers during weekly grade level PLCs to create and administer common formative assessments to better understand learning gaps in the common core standards. Information will be used to plan and guide instruction</p>	<ul style="list-style-type: none"> The ILT Grade Level PLC Member, Reading Specialist and/or Admin Team. Admin Team will meet with teachers during weekly grade level PLCs to create and administer common formative assessments to 	

	<p>better understand learning gaps in the common core standards.</p> <ul style="list-style-type: none"> Information will be used to plan and guide instruction 	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$0 - Included in \$ above	Amount	\$0 - Included in \$ above	Amount	
Source	50% - Supplemental 50% - Title 1	Source	50% - Supplemental 50% - Title 1	Source	
Budget Reference	709100 and 301000	Budget Reference	709100 and 301000	Budget Reference	

Goal **1** Action **3**

Multi-Tiered System of Supports Description: RTI (Response to Intervention) support with small group or grade-level interventions to support Tier 2 and Tier 3 instruction

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: 1st -6th

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Continue RTI (Response to Intervention) intervention support during the school day from classroom teachers, Reading Specialists, and paraprofessionals WIN2 Time intervention and support provided before school, during school, after school and during Saturday Academy 	<p>ACTUAL</p>
	<p>BUDGETED</p> <p>\$ 40,000 for intervention paraprofessionals and funds for WIN2 Time</p> <p>\$0 for Reading Specialist - already budgeted in Goal 1 Action 1</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>At Weller, 3rd grade - 6th graders participate in RTI hour where students switch classes daily for one hour 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.</p>	<p>At Weller, 3rd grade - 6th graders participate in RTI hour where students switch classes daily for one hour 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</p>	

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.

1st-3rd grade teachers have a Tier 3 intervention to work specifically with small groups of students who are performing in the Tier 3 range per i-Ready diagnostics in order to receive more intense instruction. This happens one day a week.

In the Fall, Weller will be expanding the RTI support for our kindergarten students where they will rotate to a different class to receive “what they need” instruction in skill gaps that the teachers outlined during the weekly PLCs. We will hire a paraprofessional to provide initial support will be for 1 hour per day.

specified subject at their levels in reading and writing.

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.

1st-3rd grade teachers have a Tier 3 intervention to work specifically with small groups of students who are performing in the Tier 3 range per i-Ready diagnostics in order to receive more intense instruction. This happens one day a week.

In the Fall, Weller will be expanding the RTI support for our kindergarten students where they will rotate to a different class to receive “what they need” instruction in skill gaps that the teachers outlined during the weekly PLCs. We will hire a paraprofessional to provide initial support will be for 1 hour per day.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$40,000	Amount	\$40,000	Amount	
Source	Supplemental	Source	Supplemental - CL para	Source	
Budget Reference	2110	Budget Reference	2110	Budget Reference	

Goal **1** Action **4**

On-going support and feedback to teachers on curriculum, instruction, engagement, and classroom management

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Principal and Assistant Principal will conduct frequent Learning Walks in order to observe the effectiveness of teaching and learning. 	<p>ACTUAL</p>
	<p>BUDGETED</p> <p>\$0 - Admin will do</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<p>Admin Team and Instructional Coach will conduct weekly instructional rounds/walkthroughs to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to the teachers. Feedback will be provided online and Admin Team will generate a dialogue with teachers about our observations and wonderings as well as PD needs.</p>	<ul style="list-style-type: none"> Admin Team will conduct frequent Learning Walks to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to the teachers. 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. 	

Goals, Actions, & Services

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 2</u>	<u>MUSD:</u> MUSD staff will successfully address the social emotional needs of our students through intervention, service and support		
	<u>Weller:</u> Weller staff will successfully address the social emotional needs of our students through interventions, service and support.		

[State and/or Local Priorities Addressed by this goal:](#)

STATE 3 5 6
 LOCAL _____

[Identified Need](#)

- Weller staff and students will receive training in The Leader in Me strategies that will focus on positive behavior and supports of Tier 1, Tier 2, and Tier 3 behaviors.
- We need our students to be in class learning. When our students are not in class due to discipline concerns, then they are missing out on instruction.
- We also need to reduce the number of discipline incidents each year.

[GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2017-2018 Actuals	2018-19	2019-20
Student Discipline data	Number of incidents		53 (Goal Met)		
2016-2017 Discipline Data	74 - hitting/pushing	37	12 (Goal Met)	18	5
	21 - name calling	10	4 (Goal Met)	10	5
	43 - peer conflict	21	11 (Goal Met)	10	10

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

- Weller will continue to monitor and track student discipline behavior.
- We are in the process of updating think and reflection sheets that are aligned to our core values and student expectations of Be Respectful, Be Responsible, and Be Safe throughout the school.

Goal 2 Action 1

All staff members will participate in two days of professional development training from The Leader In Me consultant to support students with positive behavior and supports and to give the staff and students strategies to help with social emotional concerns. The foundational strategies are derived from the 7 Habits of Highly Successful People by Stephen Covey.

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	PLANNED <ul style="list-style-type: none"> Year 2 of The Leader in Me full-day staff trainings. Focus will be on Aligning Academics and goal setting. Students will be trained by their classroom teachers. 	ACTUAL
	BUDGETED \$7,500	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The staff members will receive two days of onsite PD 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. The Assistant Principal will keep track of the discipline data.</p> <p>The Principal had the opportunity to visit two Leader in Me schools in San Jose and in Sunnyvale and was impressed by the way the students welcomed the adult visitors to their school and into their classrooms.</p>	<p>The staff members will receive two days of onsite PD 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. The Assistant Principal will keep track of the discipline data.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$7,500	Amount \$7,500	Amount

Source

Supplemental

Source

Supplemental

Source

Budget

5000

Budget

5000

Budget

Reference

Reference

Reference

Goal **2** Action **2**

Host Parent Nights to share The Leader In Me strategies with parents and share the strategies with parents at monthly Principal Coffee Chats.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED <ul style="list-style-type: none"> Support students and parents with social and emotional strategies ; Home to School Connection 	ACTUAL
	BUDGETED \$1,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Weller will receive Year 2 training of The Leader in Me strategies. During Year 2, it is recommended that Leader in Me Schools host parent engagement events so that the parents know the strategies the students will be using.</p> <p>The Principal and Assistant Principal will have 1-2 <u>Leader In Me Parent Nights</u> and the Principal will also share Leader in me strategies and update with the parents during the monthly Principal Coffee Chats. We need parents to reinforce the leadership skills taught in school.</p>	<p>Weller will receive Year 2 training of The Leader in Me strategies. During Year 2, it is recommended that Leader in Me Schools host parent engagement events so that the parents know the strategies the students will be using.</p> <p>The Principal and Assistant Principal will have 1-2 <u>Leader In Me Parent Nights</u> and the Principal will also share Leader in me strategies and update with the parents during the monthly Principal Coffee Chats. We need parents to reinforce the leadership skills taught in school.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$1,000	Amount:
Source: Title 1	Source: Title 1	Source:
Budget Reference: 301000 -5XXX Parent Engagement	Budget Reference: 301000 -5XXX Parent Engagement	Budget Reference:

Goal 2 Action 3

Multi-Tiered System of Supports Description: Mindfulness sessions for students, staff members, and parents

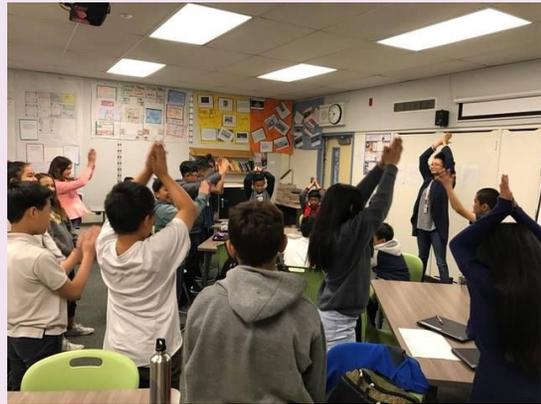
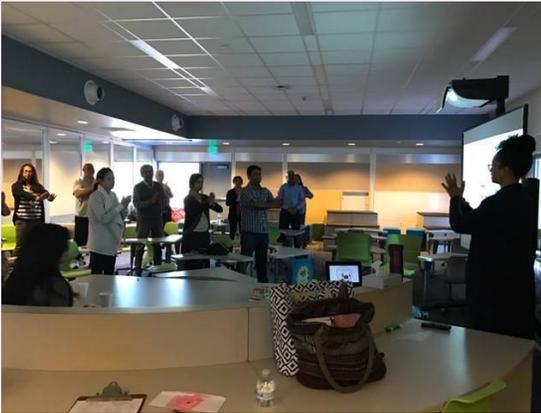
Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____ cle

	PLANNED	ACTUAL
Actions/Services	<ul style="list-style-type: none"> Nicole Steward will conduct mindfulness sessions with Weller students to provide them with calming strategies and techniques to support their social emotional learning while at school and at home. Mindful information will also be shared with Weller staff members and Weller parents 	
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Nicole Steward will conduct mindfulness sessions with Weller students to provide them with calming strategies and techniques to support their social emotional learning while at school and at home. year she provide</p> <p>Last year, she had sessions with our 5th and 6th grade classes. This year, we would like her to come once a month and visit a different grade level each month.</p> <p>Like last year, the Mindfulness information will be shared with parents at a Mindfulness, Stress, and Trauma Parent Night (partnered with our PTA organization).</p> <p>This year, we will have Nicole Steward present about Mindfulness at one of our monthly staff meetings so that we can build capacity with our school community and be able to support each other around Mindfulness.</p> <p>Reference article on Mindfulness - How California Schools Are Bringing Mindfulness Into the Classroom</p>		



BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	
Source	District provides services	Source	District provides services	Source	
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	

Goals, Actions, & Services

New Modified Unchanged

Goal 3

MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs

Weller

Weller supplemental students (Student Groups): consisting of Low Income, English Learners, Foster Youth and Special Education will demonstrate improvement toward meeting or exceeding grade level Common Core State Standards as measured by CAASPP.

State and/or Local Priorities Addressed by this goal:

STATE 5 6 7 8

LOCAL _____

Identified Need

- There is a need for our supplemental students to make continuous improvement toward mastering common core grade level standards as evidenced by the California Dashboard and i-Ready in English and Math.
- Weller’s Socioeconomically students scored LOW (orange placement). They were two levels below the whole school on CAASPP. We need monitor the ELA and Math performance of these students, provide interventions where needed in order to close the performance gap between the economically disadvantaged students and the non-disadvantaged students to ensure our disadvantaged students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP - ELA SED (met or exceeded standard)	(SED vs. All students) 3rd - 28% vs. 64% 4th - 46% vs. 69% 5th - 33% vs. 66%	3rd - 46% 4th - 57% 5th - 50%	3rd - 56% 4th - 67% 5th - 60%	3rd - 66% 4th - 77% 5th - 70%

	6th - 67% vs. 81%	6th - 65%	6th - 75%	6th - 85%
CAASPP - MATH SED (met or exceeded standard)	(SED vs. All students) 3rd - 54% vs. 71% 4th - 54% vs. 66% 5th - 53% vs. 66% 6th - 59% vs. 79%	3rd - 62% 4th - 60% 5th - 60% 6th - 69%	3rd - 72% 4th - 70% 5th - 70% 6th - 79%	3rd - 80% 4th - 78% 5th - 78% 6th - 84%
i-Ready Math Summary				
DRA2 - Spring 2017 Reading Results	Kindergarten 1st Grade 2nd Grade 3rd Grade			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

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Goal **3** Action **1**

Monitor ELA and Math performance of economically disadvantaged students

[Students to be Served](#)

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> Provide teacher training on identifying and understanding educational needs of SED 	<p>ACTUAL</p>
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Expenditures	students through weekly PLCs and at staff meetings	
	BUDGETED \$0 - Admin and ILT Teams	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>At Weller, during monthly All Staff PLC meetings, our teachers have a process in place for tracking quarterly i-Ready data to focus on and provide RTI placement and interventions for our students who are performing in Tier 3. The process will be expanded to also focus on economically disadvantaged students during weekly PLC meetings with teachers that are facilitated by our Instructional Coach and Admin. During PLCs and staff PD, we will not only look at the academic performance of our disadvantaged students, we will do research and further discuss what else do we need to provide and/or learn about our disadvantaged students.</p>	<ul style="list-style-type: none"> • At Weller, during monthly All Staff PLC meetings, our teachers have a process in place for tracking quarterly i-Ready data to focus on and provide RTI placement and interventions for our students who are performing in Tier 3. • The process will be expanded to also focus on economically disadvantaged students during weekly PLC meetings with teachers that are facilitated by ILT and Admin. During PLCs and sta Grade Level PLC member • We will not only look at the academic performance of our disadvantaged students, we will do research and further discuss what else do we need to provide and/or learn about our disadvantaged students. 	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$50,000 - Instructional Coach	\$0	

Source	50% - Supplemental 50% - Title 1	Source	N/A	Source	
Budget Reference	709100 and 301000	Budget Reference	N/A	Budget Reference	

Goal **3** Action **2**

Focus on English Language Development. Provide high quality CCSS ELA/ELD research based instruction using the Sobrato Early Academic Language ([SEAL](#)) Model to include professional development, unit design, lesson study, modeled lessons and coaching.

Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____

English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	PLANNED <ul style="list-style-type: none"> Provide support for English Language Learners (ELLs) through SEAL, PD with SEAL site lead and evaluate effective programs or interventions that will support our ELLs SEAL training for TK-3rd teachers 	ACTUAL
	BUDGETED \$25,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Weller will complete year 3 of 3 of SEAL training for TK-1st grade cohort. These teachers will each require substitutes for 6 days of refinement training. Our 2nd and 3rd grade teachers will complete Year 2 of	<ul style="list-style-type: none"> Weller will complete year 3 of 3 of SEAL training for 1st-2nd grade cohort. These teachers will each require substitutes for 6 days of refinement training. Our 2nd and 	

<p>3 of SEAL training and will each need substitute teachers for 9 days. Our new 1st/2nd grade teacher and 3rd grade teacher will be starting Year 1 of 3 of SEAL training and will each need substitute teachers for 12 days.</p> <p>Our Instructional coach will also support teachers in developing metrics to help teachers determine the effectiveness of the SEAL teaching and learning during weekly SEAL planning with grade level teachers.</p>	<p>3rd grade teachers will complete Year 2 of 3 of SEAL training and will each need substitute teachers for 9 days. Our new 1st/2nd grade teacher and 3rd grade teacher will be starting Year 1 of 3 of SEAL training and will each need substitute teachers for 12 days.</p> <ul style="list-style-type: none"> Year 4 teachers will receive 3 refinement days for the year 	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$ 50,000 - Instructional Coach	Amount	\$0	Amount	
Source	Supplemental and Title 1 (50 % each)	Source	N/A	Source	
Budget Reference		Budget Reference	N/A	Budget Reference	

Goal 3 Action 3

Improve reading instruction for teachers

Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____

English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

<p>PLANNED</p> <ul style="list-style-type: none"> Provide support for English Language Learners (ELLs) and SED and Foster Youth through PD with Reading Specialist for Guided Reading through monthly staff meeting PD in order to increase the DRA2 	<p>ACTUAL</p>
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Expenditures

reading performance for our K-3rd students and our 4th - 6th grade students.	
BUDGETED \$40,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Weller teachers spend more during weekly PLCs focusing on addressing the reading performance of their students. 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.	<ul style="list-style-type: none"> Weller teachers spend more during weekly PLCs focusing on addressing the reading performance of their students. 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. 	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$40,000	Amount:
Source:	Source: 50% Supplemental 50% Title 1	Source:
Budget Reference:	Budget Reference:	Budget Reference:

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Alicia I. Padilla	Weller/ Principal	apadilla@musd.org	5/8/2018
2. Mario Ramos	Weller/ SSC	school parent	5/8/2018
3. David Kennedy	Weller Assistant Prin	dkennedy1@musd.org	
4. Chelsea Andon	Weller/ SSC	candon@musd.org	5/8/2018
5. Beverly McCarter	Weller/ SSC	bmccarter@musd.org	5/8/2018
6. Natacha Madrigal	Weller/ SSC	school parent	5/8/2018
7. Liz Medina	Weller/PTA	school parent	
8. Hazel Talucod	Weller ELAC	htalucod@musd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	2	0

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Groups
 - Principal Coffee Chat attendees
 - SSC
 - Instructional Leadership Team
 - Teachers
 - Student Groups
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Alicia I. Padilla _____ *Alicia I. Padilla* 5/30/2018

Typed name of School Principal

Signature of School Principal

Date

Mario Ramos _____

Signature of SSC Official

Date

5/30/2018

School Site Council Recommendations and Assurances for Weller 2018-2019

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. (Check all that apply):

English Learner Advisory Committee signature: _____

If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC) signature: _____

Special Education Advisory Committee signature: _____

Departmental Advisory Committee (secondary) signature: _____

District/School Liaison Team for schools in comprehensive support and improvement signature: _____

Other committees established by the school or district (specify) signature: _____

4. 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 LCAP .
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was approved by the SSC at a public meeting on: Wednesday, May 30, 2018

Alicia I. Padilla
Typed name of School Principal

Alicia I. Padilla
Signature of School Principal

May 30, 2018
Date

Mario Ramos
Typed name of SSC Chairperson

Mario Ramos
Signature of SSC Chairperson

May 30, 2018
Date