

Single Plan for Student Achievement (SPSA) Template

SPSA Year X 2017–18 2018–19 2019–20

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions:

[LCFF Evaluation Rubrics](#)

School Name	P.A. Walsh STEAM Academy 353 W. Main Ave Morgan Hill, CA 95037		
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2017-20 Plan Summary

THE STORY

The students at Walsh STEAM Academy are 500 of the happiest and most caring students in Morgan Hill. The school has won the Santa Clara County's Most Caring School award and prides themselves on doing things "The Walsh Way" which is another name for our Positive Behavioral Interventions and Supports (PBIS). This is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

The boundary areas for this school are far reaching. Students living in San Jose, in the Santa Cruz mountains and downtown Morgan Hill all call Walsh their home school. The students represent many countries and languages spoken in the home include Thai, Spanish and Chinese.

Our teachers are fully qualified and have a high degree of additional training and professional development (or are enrolled) in Second Language learning, Guided Language Acquisition Design (GLAD) and Science Technology Engineering the Arts and Math (STEAM) education.

The Morgan Hill Library is within walking distance of our school and special nights are set aside when the library is closed to all except our school. There have been scavenger hunts and behind the scenes looks at the library. The school holds many opportunities for student families during the school day and in the evening. There are English classes and parent classes where parents participate in games and activities that they then do with their children at home.

Family and Community Involvement

Each morning when the 500 students gather together for morning pledges, announcements and celebrating achievements families gather with their children and join in pledges and singing. It's an inclusive way to start the day.

The English Learner Advisory Council (ELAC) advises the school in several ways including the effectiveness of the English Language Development program. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC) and share district info back to the school site.

The School Site Council (SSC) is a group composed of the principal, staff, and parents meet regularly to review and make decisions regarding curriculum, school policies and programs, and the budget.

Opportunities at Walsh STEAM Academy abound for families to participate. These include Back-to-School Night, a Halloween costume parade, family, teacher and student conferences that all take place in the fall. Restaurant nights where families gather together off campus and literacy and STEAM nights are sprinkled throughout the school year.

School and Partner Relationships The school has been fortunate to have outstanding partners. The Walt Disney Family Museum in San Francisco provided every student a field trip to visit them for three years. The museum came out and provided training for all students in robotics and multi-plane movie making.

The Tech Museum in San Jose has been training our staff in teaching STEAM lessons and has provided labs and trips to the museum.

English Language Development Program All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners. Teachers work with ELs in small groups according to their language proficiency level. All ELs receive daily English Language Development (ELD) for 30-45 minutes every day. English Learners are grouped according to their CELDT levels and teacher feedback. All teachers have participated in training that addresses ways to present subject matter to English Learners, and have completed training for ELD.

Programs for Students with Special Needs We have a full-time Resource Specialist Program (RSP) teacher and three instructional assistants who work with our special education students. We have a full time speech therapist and a psychologist 2.5 days a week. Resource students stay in the regular classroom as much as possible, some come to the RSP classroom to work in small groups or individually in the area of need. In the regular classroom they receive accommodations according to their Individualized Education Plan (IEPs). Examples include extended time on tests, sitting close to the teacher, or modified homework. Our resource students have mild to moderate learning differences such as visual or auditory processing problems or language delays. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We have two Special Day Classes (SDC) for students requiring more support. These classes are staffed by highly trained teachers and instructional assistants. Walsh has a dedicated staff

of educational professionals working with students each day. The staff, community volunteers, and after-school program personnel support the students with an approach to learning that is sensitive to the needs of each child. All special education students participate in school-wide activities, field trips, assemblies, music, art, Science Camp and other mainstreaming opportunities as determined appropriate by their IEP team.

Wolf Den After-School This program provides enrichment opportunities for all students through a variety of classes. There are dance classes, fitness, reading, math, coding and nutrition. We have found that the classes have boosted student morale and confidence which has shown its way into the classrooms.

After School Education and Safety (A.S.E.S.) Program partners with Walsh through Y.M.C.A. to provide homework support, safe after school supervision and a nutritious meal to our students. Each year, 90 students attend the after-school YMCA program which includes a supper, homework assistance, physical fitness and STEAM enrichment activities. The program operates after school each day from 2:30 p.m. until 6:00 p.m. and is free of charge to the families.

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention, Professional Learning Communities in Math and English Language Arts. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs.

Student Council, Safety Patrol, College days and the Science Fair are all events and experiences that students enjoy and grow from.

Student Achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention, Professional Learning Communities in Math and English Language Arts. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs.

Vision Statement All students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st century.

Mission Statement The mission of P. A. Walsh STEAM Academy is to provide community-oriented learning experiences, which are centered on a rigorous curriculum and authentic learning opportunities that inspire innovation, inquiry, critical thinking, and academic excellence, preparing students for personal and professional success. This will occur through the integration of Science, Technology, Engineering, the Arts, and Mathematics in order to foster and develop a life-long passion for learning.

SPSA Overview

The SPSA represents our school's allocation of resources towards the specific actions designed to meet established goals. The goal setting process is based on the school's [mission and vision](#) and data that shows areas of strength and areas to improve. Using this information, resources will be directed toward each of the State's [eight priority areas](#). The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council (SSC) and English Language Advisory Committee (ELAC), who share recommendations for revisions. The goal of the SPSA is constant improvement in the education for all students.

The key features of the SPSA are:

Along with the district, the current three year SPSA continues to be organized under three goal areas:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement:** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive perseverance in ALL students to be career and college ready.

SPSA HIGHLIGHTS

The SPSA represents our school's allocation of resources towards specific actions and goals based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

The SPSA is organized under three goal areas:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.

Walsh will:

- a. Continue to gain knowledge about Multi-Tiered System of Supports (MTSS) and begin implementation.
- b. Utilize professional development opportunities at the district and site level to ensure systematic and high quality instruction in every classroom.
- c. Continue to adapt and implement systematic interventions to ensure students are the instruction and support needed to be successful.
- d. Increase positive behavioral expectations through our sustained work with PBIS and formal training this school year.

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Walsh will:

- a. Develop a plan with Home and School Club regarding the number of fundraisers and events requiring parent volunteers.
- b. Host various parent orientation opportunities such as Back to School Night and Open House.
- c. Maintain good parent attendance at advisory council meetings including Home & School Club, School Site Council, and ELAC.
 - i. Provide training sessions and encourage people to leadership roles.
- d. Provide education for parents such as classes in English as a Second Language, Computer skills, Working with children, Volunteering in the classroom etc.

3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

Walsh will:

- e. Develop the use of Project Based Learning to increase student engagement while developing high level thinking skills
- f. Utilize support programs like Read 180 that will assist students needing a higher tier level on the MTSS.

REVIEW OF PERFORMANCE

Our school uses Positive Behavior Support Intervention (PBIS) to teach and encourage students to make correct choices regarding their actions and behavior at school. This has improved behavior and has reduced suspensions.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Suspension Rate	Difference between 2014-15 Rate and 2013-14 Rate	Number of Students Suspended in 2014-15	Number of Students Enrolled in 2014-15	Number of Students Suspended in 2013-14	Number of Students Enrolled in 2013-14	PRIOR STATUS - 2013-Rate (rounded)
All Students	Blue	Very Low	Declined Significantly	0.0%	-1.4%	0	708	9	649	1.4%
English Learners	Blue	Very Low	Declined Significantly	0.0%	-1.6%	0	367	5	315	1.6%
Socioeconomically Disadvantaged	Blue	Very Low	Declined Significantly	0.0%	-1.7%	0	527	9	520	1.7%
Students with Disabilities	Blue	Very Low	Declined Significantly	0.0%	-4.0%	0	82	3	76	4.0%
Asian	None	Very Low	Maintained	0.0%	0.0%	0	29	0	22	0.0%
Black or African American	None	Very Low	Maintained	0.0%	0.0%	0	16	0	20	0.0%
Hispanic or Latino	Blue	Very Low	Declined Significantly	0.0%	-1.3%	0	551	7	526	1.3%
White	Blue	Very Low	Declined Significantly	0.0%	-3.0%	0	95	2	67	3.0%

**GREATEST
NEED**

The greatest need at our school is to work more effectively with our students living in poverty.

**PERFORMANCE
GAP**

23% Amount of students with low economic status reach levels three and four (the top two levels of achievement) on the CAASP in English Language Arts.
Compared with **49%** of students who are not identified as being in the low economic range who score on CAASP in the top two levels.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year

\$283,316

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year

\$283,316

Briefly describe any differences between budgeted and expended resources. .

Fiscal support (EPC):

Current school allocations allow for implementation of the school plan. Adjustments are made as monies distributed are available during the 1st and 2nd interim fiscal reports. During these unpredictable financial times, adjustments will be made as needed.

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$50,083

Percentage of SPSA Budget that is Supplemental or Concentration Funds

%17.6

Services to address the specific needs of low socioeconomic students are those that close the achievement gap by providing opportunities that students have not experienced. Students who live below the poverty line seldom go on outing with their family. They have not been to the movies, the ocean, museums or schools of higher learning. By using our resources to plan trips to local museums and historical areas our students experience first hand what students from others schools often receive before entering school.

Budget Summary:

	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Free and Reduced, EL	Title 1	Grants & Donations
Allocated	58,320	28,000 Title one SES	6,318	50,083.	140,595.	0
Budgeted*						
Spent YTD						
Encumbered						
Available						
*SPSA budget by action tracker	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Free and Reduced	Title 1	Grants & Donations
1.1 Fountas and Pinnell and ELA PD				\$29107.5 <ul style="list-style-type: none"> • Subs • PD (including COE) • Book study • Raz Subscription • Tablets • 3 FTE aides (Multi-funded) 	\$87322.5 <ul style="list-style-type: none"> • Subs • PD (including COE) • Book study • Raz Subscription • Tablets • 3 FTE aides (Multi-funded) 	
1.2 NWEA MAP ELA				3000 PD MAP data workshops and subs		
1.3 Data review				1000 Substitutes 2200 PD Providers, book		
1.4 Student Study Team to confer & plan -individual student					1300 Substitutes 1600 SST coordinator 3000 Books for teachers and students	

Allocated	58,320 Unrestricted	28,000 Title one SES	6,318 Restricted Lottery	50,083 LCFF	140,595 Title 1	0
General school operations	\$31000 <ul style="list-style-type: none"> • copiers • printers • materials • health supplies • safety materials 		\$6318 materials			
2.1 Classes for parents					\$5000 <ul style="list-style-type: none"> • Babysitting services • classes 	
2.2 Communication with families	\$13200 <ul style="list-style-type: none"> • \$1200 Mail supplies and postage • \$1000 Blackboard Connect Robo call system • \$1000 ELAC and SSC training materials • \$3000 Paper, ink and maintenance on equipment • \$2000 Website and flyers • \$3000 Additional classified personnel for events • \$2000 Additional certificated for events 					

Allocated	58,320 Unrestricted	28,000 Title one SES	6,318 Restricted Lottery	50,083 LCFF	140,595 Title 1	0
3.1 Project based Learning					\$10000 <ul style="list-style-type: none"> • PD, subs, visitations • Licences and subscriptions 	
3.2 PBIS	\$2500 Incentives			\$2500 <ul style="list-style-type: none"> • Subs for PBIS PD • Books 		
3.3 Activities and Events					\$15000 <ul style="list-style-type: none"> • STEM Soccer • Battle of the books • Chess • Lunch time sports 	
3.4 Increase inclusion of all students through aesthetics including a college bound atmosphere	\$10000					
3.5 Increase student connectedness, achievement and opportunities		\$28000 <ul style="list-style-type: none"> • Additional enrichment and guided practice before and after school. 				

Stakeholder Engagement

SPSA Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

- The **school site council** is a group of teachers, parents, classified employees, that works with the principal to develop, review and evaluate **school** improvement programs and **school** budgets.
- English Learner Advisory Committee (**ELAC**). The **ELAC** is a committee for parents or other community members who want to advocate for English Learners.

IMPACT ON SPSA AND ANNUAL UPDATE

- These consultations assist the staff by advising:
 - areas of importance for the students.
 - distribution of funds
 - plans for growth

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.		1.1 ELA Increase English Language Arts Proficiency Levels for students who are living in low economics.

State and/or Local Priorities Addressed by this goal:

State: English Language Arts Proficiency

Identified Need

Students living in poverty need teaching that supports their identified gaps.

STATE 1 2 4 5 7 8
LOCAL L-CAP College and Career Readiness
Pronounced performing gaps are noted when comparing the economic status of students taking the CAASPP English Language Arts Test. <ul style="list-style-type: none"> ● 23% Amount of students with low economic status reach levels three and four (the top two levels of achievement). ● 49% The percentage of students who are <u>not</u> identified as being in the low economic range who score in the top two levels.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Tier One of Multi-Tiered System of Support (MTSS) 1.1 Fountas & Pinnell reading scores with Professional Development provided to learn to use it and assist with interpreting the results.	All students in K-2 were tested during the 2016-17 school year. Most students in grades 3-5 were tested as the teachers began learning how to administer the test. Assessment Plan	September All students will be tested by Sept 8, 2017. Those in the low economic range will have their abilities analyzed and teachers will work on next steps to improve instruction during reading time. Midyear Students will be assessed again in reading growth. Those		

		<p>who have not made adequate growth will receive intervention through additional small group instruction.</p> <p><u>Before CAASP administration</u></p> <p>Students who have not reached grade level standards for reading will continue to receive focused intervention.</p>		
<p>Tier One of Multi-Tiered System of Support (MTSS)</p> <p>1.2 NWEA MAP ELA</p>	<p>Students took the test in the 2016-17. Teachers began exploring the data that can be gleaned from testing.</p> <p>Assessment Plan</p>	<p><u>September</u></p> <p>Students will be tested in September. Teachers will receive professional Development to learn to “drill down” to the individual student level to determine areas of strength and weakness in order to focus their instruction effectively.</p> <p><u>Midyear</u></p> <p>Students will be tested again, to determine the growth of the focused instruction they have received. Adjustments in instruction will be made. Teachers will enlist the support of the student study team for students who are not making expected progress.</p> <p><u>Before CAASP administration</u></p> <p>Students will take the test again and teachers will make adjustments to their instruction to support the specific needs of students.</p>		

<p>Tier One of Multi-Tiered System of Support (MTSS) 1.3 Trimester three report cards from previous year</p>	<p>Students reading abilities from our low economic students from the end of the previous year report cards will be given to the new instructor.</p>	<p>August through June Teachers will work with teammates, Read 180 teacher, SCCOE and MHUSD to drive instruction for low income students. Teachers will receive various Professional Development and Workshops to improve their skills.</p>		
<p>Tier Two of Multi-Tiered System of Support (MTSS) 1.4 Student Study Team (SST) Meetings</p>	<p>2016-2017 school year Students were presented to the SST at the teachers' discretion.</p>	<p>Low income students who have not shown growth will present students to the SST and with the Read 180 teacher.</p>		
<p>Tier Three of Multi-Tiered System of Support (MTSS) 1.5 Read 180 Teacher additional hours</p>	<p>2016-17 school year Several students were referred to the psychologist</p>	<p>Students who are well below reading targets and have not shown significant progress after six weeks of first tier increased attention in the classroom and not enough progress from after seven weeks from the SST date (tier 2 support) and have received quality first instruction from day one will consult with the Resource Specialist Program (RSP) teacher and/or psychologist and the principal to determine next steps which may include services from the Read 180 teacher if the budget can sustain additional time for the current half-time position.</p>		

EXPECTED

ACTUAL

Measurable Outcome

Improve the results of low economic students in ELA by 6 points.

Goal 1 Action 1

Multi-Tiered System of Supports Description: Tier 1: High Quality First Instruction In English Language Arts To Meet ELA Proficiency

Goal 1: Increase English Language Arts Proficiency Levels for students who are living in low economics.

1.1 Fountas & Pinnell, Professional Development, Personnel and Technology

Students to be Served

All District All School Students with Disabilities Low economic

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

PLANNED

Students will be assessed for their reading proficiency throughout the year to provide instruction within each student's appropriate level of development. The data from assessments will then be analyzed for growth in order to provide focused appropriate instruction.

Walsh staff will refine their instructional practices through professional Development from the Santa Clara County Office of Education, ELA Provider, District and site staff.

The Leadership Team and the Student Study Team will work with the Read 180 teacher/District TOSA to determine the Tier 2 supports that will be efficacious to meet the needs of students not meeting growth expectations.

Instructional aides will be utilized in a variety of ways including a focus on students in the low income range.

Raz Kids/Accelerated Reader etc. to increase motivation and availability of books.

Replacement tablets so that students will have access to books and software to enhance learning.

ACTUAL

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>\$1430 Substitute time for teachers to conduct additional individual testing, attend professional development and attend additional grade level discussions.</p> <p>\$3000 Professional Development Expenses</p> <p>\$1000 Book study <i>Teaching with Poverty in Mind</i> to assist teachers with addressing the specific needs of learners.</p> <p>\$1000 Raz Subscription</p> <p>\$5000 Tablet replacement</p> <p>\$100000 3 FTE Instructional aides</p> <p>\$5000 SCCOE PD</p>	

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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Walsh has seen and anticipates that there may be additional cuts in federal dollars for the 2017-18 school year. A reading TOSA can no longer be accommodated.</p> <p>Through the use of school wide PDs and grade level PDs from SCCOE, District TOSAs and Read 180 teacher our goal of improving reading can be attained. Teachers will assess students' reading level using the Fountas and Pinnell testing materials. Students will receive <i>Tier One</i> services of quality first instruction from their reading teacher, which includes focused extra instruction in the classroom during English Language Arts</p> <p>The book study about students living in poverty, who make up the majority of our school, will support teachers to gain insight needed to address the needs of this population.</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
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Amount	116430 = 29107.5 + 87322.5	Amount		Amount	
Source	LCFF and Title 1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1.2** Action **1**

Multi-Tiered System of Supports Description: **Tier 1: High Quality First Instruction In English Language Arts To Meet ELA Proficiency**

Goal 1: Increase English Language Arts Proficiency Levels for all students and especially those who are living in low economics.

1.2 NWEA MAP ELA

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Low income learners</u> (heightened focus)
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans

Actions/Services	PLANNED PD and individual support for analyzing MAP data	ACTUAL
Expenditures	BUDGETED \$ 3000 PD MAP data workshops and subs for attendance	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
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Amount	\$3000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1.3** Action **1**

Multi-Tiered System of Supports Description: Tier 1: High Quality First Instruction In English Language Arts To Meet ELA Proficiency

Review student data from end of 2016-17 school year

Students to be Served

- All District
 All School
 Students with Disabilities
 low income
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	PLANNED The site plans to review student data in grade level workshops in order meet the specific needs of students as a team effort to enhance learning in an efficient manner to promote acceleration. The site will need substitutes to meet with SCCOE and other PD providers.	ACTUAL
	BUDGETED \$ 1000 Substitutes \$1200 PD Providers \$ 1000 PD books etc.	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

This action will take place annually

This action will take place annually

This action will take place annually

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$3200

Amount

Amount

Source

Source

Source

Budget

Budget

Budget

Reference

Reference

Reference

1.4 Action 1

Multi-Tiered System of Supports Description: Tier 2. Strategic Instruction in English Language Arts To Meet ELA Proficiency

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 Teachers will present students to SST and have discussions with other personnel regarding reading progress.	ACTUAL
	BUDGETED \$1300 Substitutes \$1,530 SST coordinator \$3,000 Books for teachers and students	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
This action will take place annually.	This action will take place annually.	This action will take place annually/

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal **1.5** Action **1**

Multi-Tiered System of Supports Description: **Tier 3, Intensive academic support in reading**

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Low income, low readers</u>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Read 180 teacher will provide intensive support for students who have not made progress through in class supports.	ACTUAL
	BUDGETED \$ 30K Additional time for Read 180 teacher (pending)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 2</u>	Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.		2.1 Develop a parent engagement timeline 2.2 Communication

State and/or Local Priorities Addressed by this goal:

STATE 3 5 6

LOCAL LCAP Goal 2 Parent Engagement

Identified Need

Increase parent engagement

Walsh families are an integral part of our community and the social-emotional and academic success of our students. Walsh conducts a myriad of classes for families including ESL and providing early literacy skills in the home. Walsh will continue to create opportunities for parent engagement so that students can see the importance their parents place on school and their academic success. Babysitting with an academic focus is provided for classes.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance records, agendas, plans, flyers etc of events and classes	Below are listed the classes and events for the 2016-17 school year.	Walsh will continue to provide classes to increase opportunities for parents to become involved in school. A timeline will be made and events advertised in more ways than the previously.		
	<ul style="list-style-type: none"> Project 2 Inspire 			

	<ul style="list-style-type: none"> ○ Met once a week, for two 14 week sessions 			
	<ul style="list-style-type: none"> ● English as a Second Language <ul style="list-style-type: none"> ○ Two levels of classes. ○ Met twice a week most of the year 			
	<ul style="list-style-type: none"> ● Beginning computer <ul style="list-style-type: none"> ○ Five sessions 			
	<ul style="list-style-type: none"> ● First Five Early Literacy <ul style="list-style-type: none"> ○ Met once a week for most of the year 			
	<ul style="list-style-type: none"> ● Project Cornerstone: Los Dichos <ul style="list-style-type: none"> ○ Parents read to each class monthly 			
	<ul style="list-style-type: none"> ● Back to School Night ● STEAM night: Cain's challenge ● MH Library night ● Evening with Santa ● Restaurant Nights ● Performances and Awards ● Harvest Run ● Literacy Night ● Disney trips with parents and family night ● Greet, Meet and Treat day ● Second Harvest Food Bank Pantry to provide food for families 			

- Community Service classes
- ELAC, SSC
- Home and School Club

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

With increased parent participation it is expected that carryover will occur with fewer absences and increased scores.

Absence records will be analyzed and compared previous data to check progress.

Academic progress will be examined.

Goal **2.1** Action **1**

Multi-Tiered System of Supports Description: **Tier One: Parental support of their children through participation.**

Goal: Develop a timeline

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> <p>A Parent Engagement timeline will be implemented to provide parents and families with educational opportunities to better support their students.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>\$5000 Babysitting and Parent participation books and materials</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Walsh is looking to increase opportunities yearly.	Walsh is looking to increase opportunities yearly.	Walsh is looking to increase opportunities yearly.

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5000	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **2.2** Action **1**

Multi-Tiered System of Supports Description: Tier One: Parental support of their children through participation.	
<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: _____

	PLANNED	ACTUAL
Expenditures	Support two-way communication with families and community. BUDGETED \$1200 Mail supplies and postage \$1000 Blackboard Connect Robo call system \$1000 ELAC and SSC training materials \$3000 Paper, ink and maintenance on equipment \$2000 Website and flyers \$3000 Additional classified personnel for events	ESTIMATED ACTUAL

\$2000 Additional certificated for events	
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
These expenditures are anticipated to remain constant	These expenditures are anticipated to remain constant	These expenditures are anticipated to remain constant

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount 13200	Amount	Amount
Source Unrestricted	Source	Source
Budget Reference Communication	Budget Reference	Budget Reference

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<h2><u>Goal 3</u></h2>	<p>Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.</p>		<p>3.1 Student Engagement via PBL and Instructional Rounds 3.2 PBIS 3.3 Sports, Academic competitions 3.4 School aesthetics that demonstrate Walsh as a college and career readying institution 3.5 Afterschool enrichment at The Wolf Den</p>

State and/or Local Priorities Addressed by this goal:

STATE 5 6 7 8

LOCAL

Identified Need

As demonstrated by a gap between students of low income and those who are not, recent studies show that the most effective way to decrease the gap is by teaching through the use of Project Based Learning (PBL)

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Test Scores	Had not begun PBL	Will attend and provide PDs, go on visitations, use Mystery science, conduct instructional rounds		
3.2 Attendance Reports, Suspension rates and office referrals	PBIS Received training for year two.	Will continue with year three.		
3.3 Attendance records	Included activities were in sports, Chess, and STEM Soccer, spelling bee, Lexia	Increase events and activities		
3.4 Pre and post surveys	Some posters are up and college day was once a month.	Increase student awareness of college		
3.5 Registration numbers Attendance data on Wolf den days	Wolf Den provided three six week sessions of after school enrichment	Maintain or increase pending funding		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

With increased usage of PBL and instruction and reflection through PDs, visits and	
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instructional rounds, along with more activities, a college bound atmosphere and after school classes we expect an increase in academics and test scores.

Goal **3.1** Action **1**

Multi-Tiered System of Supports Description: Tier 1

Students to be Served

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

Actions/Services

PLANNED
 Will attend conferences and provide PDs, visitations, travel expenses, conduct instructional rounds, Substitutes, Subscriptions and Licenses to increase Project Based Learning

ACTUAL

Expenditures

BUDGETED
 10000
 ● PD and visitations
 ● Instructional rounds
 ● Subscriptions and licenses

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES:

2017-18

Amount

10,000

Source

Title 1

Budget

Reference

Project Based Learning

2018-19

Amount

Source

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goal **3.1** Action **2**

Multi-Tiered System of Supports Description: Tier one and Tier two: Emotional well being, sense of belonging, positive attention

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 Improve school climate and overall safety through the continued use of a Positive Behavior Intervention System, a multi-tiered system of support for behavior.	ACTUAL
	BUDGETED \$5000 <ul style="list-style-type: none"> • Subs for PBIS PD • Books • Incentives 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount 5000 (2500 + 2500)	Amount	Amount
Source LCFF and unrestricted lottery	Source	Source
Budget Reference PBIS	Budget Reference	Budget Reference

Goal **3.2** Action **3**

Multi-Tiered System of Supports Description: Tier one: Increase caring adult to student ration through events and activities

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input 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 Add student activities and events to increase student connectedness. These will include sports, Chess, and STEM Soccer, spelling bee, and Battle of the Books and others.	ACTUAL
	BUDGETED \$ 15,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$15000	Amount:	Amount:
Source: Title one	Source:	Source:
Budget Reference: Activities/events	Budget Reference:	Budget Reference:

Goal **3** Action **4**

Multi-Tiered System of Supports Description:

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input 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 Improve aesthetics and climate to increase college bound atmosphere and inclusiveness for children living on the margins such as foster youth and homeless children. Provide art consultant/	ACTUAL
	BUDGETED \$15000	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input 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
	Expected to decrease	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$15000	Amount:	Amount:
Source: Unrestricted lottery	Source:	Source:
Budget Reference: Aesthetics/Inclusion	Budget Reference:	Budget Reference:

Goal **3** Action **5**

Multi-Tiered System of Supports Description: Tier 1-all campus, Tier 2-3 to ensure plan for special needs.

<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 Before and After school enrichment and guided practice opportunities.	ACTUAL
	BUDGETED	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$28000	Amount	Amount
Source Title one SES	Source	Source
Budget Reference	Budget Reference	Budget Reference

PLANNED ACTIONS / SERVICES--

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. Blossom Dorsey	School	353 W Main Ave	May 18, 2017
2. Lori Shoemaker	School	353 W. Main Ave	"
3. Sandra Madrigal	EL Parent	353 W.Main Ave	"
4. Val Carr	Parent	353 W.Main Ave	"
5. Teresa Sermersheim	School/Principal	353 W.Main Ave	"

Total Number of School Site Council Members

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

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 Stakeholder Groups
 - Home and School Club
 - English Language Advisory Committee
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:

Teresa Sermersheim

School Principal

Teresa Sermersheim

Signature of School Principal

May 18, 2017

Date

Laura Shoemaker

Typed name of SSC Official

Laura Shoemaker

Signature of SSC Official

May 18, 2017

Date