Single Plan for Student Achievement (SPSA)
2018-2019

School name: P. A. Walsh Science, Technology, Engineering, Arts, and Math Academy	Morgan Hill Unified School District
Principal name: Teresa Sermersheim	Steve Betando, Superintendent
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Link to District LCAP	**Link to SARC**	**Link to Safety Plan--pending update**
Link to State Dashboard	**Link to School Website**	**PA Walsh Home and School Club**
Link to School Site Council	**Link to English Language Acquisition Committee**	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

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. Student demographics include: 48.3% English Learners; 7.4% Homeless; 9.8% Migrant; 10.4% Students with Disabilities; and 70% Socioeconomically Disadvantaged.

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

The Morgan Hill Library is within walking distance of our school and some years special nights are set aside when the library is closed to all except our school. There have been scavenger hunts and behinds the scenes looks at the library. The school holds many opportunities for student families during the school day and in the evening.

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. We include a Maker Faire during Open House in the spring and families are able to view and participate in hands-on STEAM activities that students have been developing and experiencing during school.

Family Education includes English classes and parenting classes where the whole family participates in games and activities and they then try them out with their children at home.

School and Partner Relationships The school has been fortunate to have outstanding partners. We have been partners with 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 and we are continuing this partnership. Upper grade students receive a tech challenge and work on building something to meet the challenge of the year.

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 (ELs). Teachers work with ELs in small groups according to their grade and language proficiency level. All ELs receive daily English Language Development (ELD) for 30-45 minutes every day. All teachers have participated or will be participating 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 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 is available. 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, attendance and confidence which has shown its way into improvement in 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.

Century 21, The Boys and Girls Club is an after school program known as partner with Walsh and have opened a new facility in the spring that offers more than spaces for children in their care.

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 are all events and experiences where students enjoy and grow.

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 lifelong passion for learning.
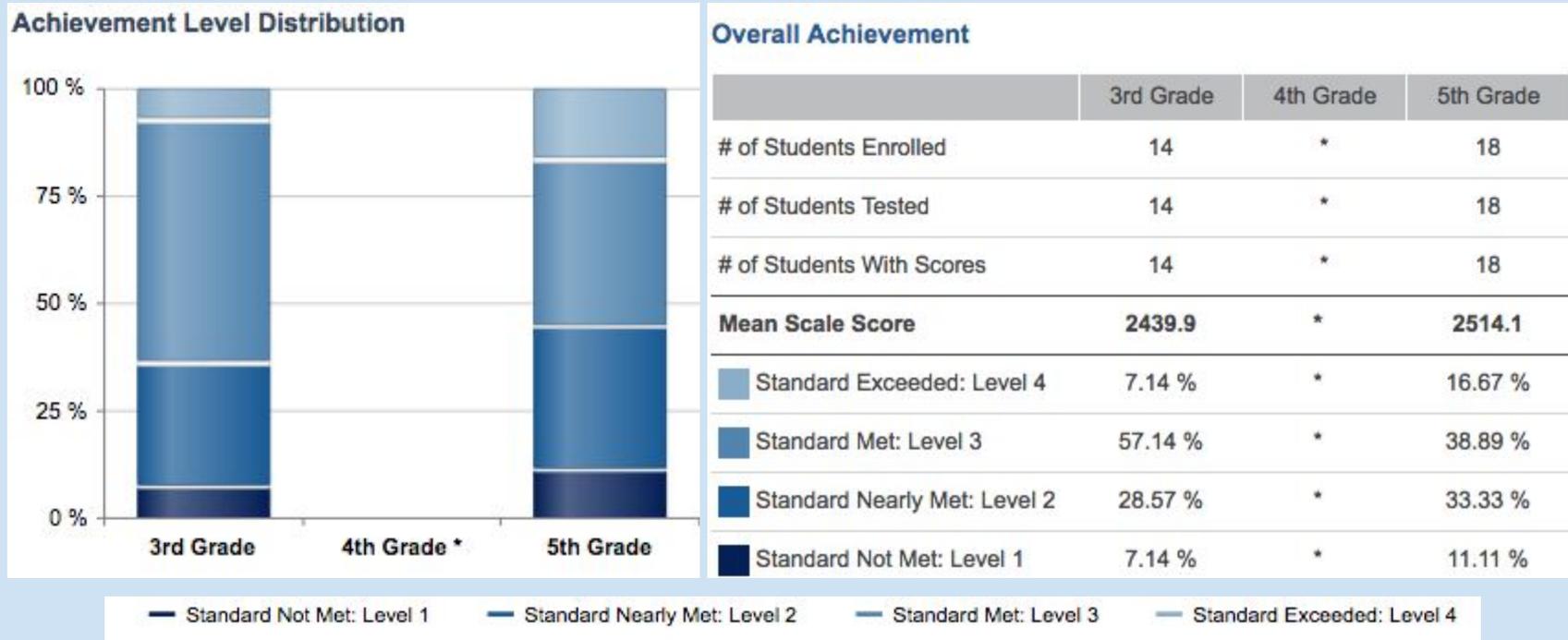

Highlights

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

Examining all groups of students is essential to plan instruction. We noticed that students who have become **Reclassified-Fluent English Proficient** from their original status as **English Learners (ELs)** are showing significant gain in their abilities compared to

those who remain as English Learners. This demonstrates that the school is making great strides with ELs because they are being reclassified out of EL status. When looking at ELs, one must remember that the top students have been taken from this group annually to be reclassified.

While Walsh is reclassifying student at a high rate, the school needs to focus on ELs who have not been reclassified and students living in poverty.

Achievement Level Distribution

Overall Achievement

	3rd Grade	4th Grade	5th Grade
# of Students Enrolled	14	*	18
# of Students Tested	14	*	18
# of Students With Scores	14	*	18
Mean Scale Score	2439.9	*	2514.1
Standard Exceeded: Level 4	7.14 %	*	16.67 %
Standard Met: Level 3	57.14 %	*	38.89 %
Standard Nearly Met: Level 2	28.57 %	*	33.33 %
Standard Not Met: Level 1	7.14 %	*	11.11 %

— Standard Not Met: Level 1   — Standard Nearly Met: Level 2   — Standard Met: Level 3   — Standard Exceeded: Level 4

56% of reclassified students reach the top two achievement levels indicated in lighter blues on the CAASPP.

This year's SPSA reflects a reorganization in order to reflect alignment with the District LCAP and be consistent our District Initiative of Multiple Tiered System of Support. There will also be a greater range of monitoring metrics.

Review of Performance:

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

Suspensions have decreased significantly with our Students with Disabilities and Hispanic students.			
Students with Disabilities	Green	Status was Medium or 1.5%	Declined Significantly down 3.7%	Total students 65
Hispanic	Green	Status was Low	Maintained 1.0%	Total students 418

Performance Levels:
🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)
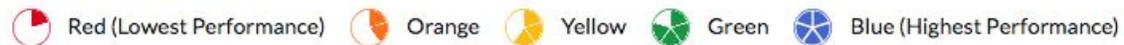
GREATEST NEEDS: Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school staff or stakeholders have 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?

The greatest need at our school is to work more effectively with our students in poverty. Dashboard metrics in red or orange include

| Suspension Metric | All Student, English Learners, Low SES and White Students |
English Learner Progress	English Learners
English Language Arts	All Student, English Learners, Low SES and Hispanic Students
Mathematics	All Student, English Learners, Low SES and Hispanic Students

Performance Levels:

● Red (Lowest Performance) ● Orange ● Yellow ● Green ✳ Blue (Highest Performance)

PERFORMANCE GAPS: Referring to the LCFF Evaluation Rubrics, 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?

The state dashboard shows there is a continuing need to improve academic outcomes for all students especially those who are Economically Disadvantaged.

Walsh STEAM Academy strives to create equitable results for all students. Socioeconomically disadvantaged students, students with disabilities, and English Language Learners and Hispanics show performance gaps.To better the outcomes of these groups, the school has identified our school wide instructional area as **differentiation** while emphasizing quality first instruction. We have had each teacher involved with professional development through the instructional rounds system where the staff reflected on trends and practices that will become part of out Walsh Way of Best Practices. Additionally, the site uses paraprofessionals and a Reading Teacher on Special Assignment (TOSA) to best support students in need.

48.39% of **Not Economically Disadvantaged** reached the top two levels of achievement on the CAASPP in English Language Arts while **15.5%** of **Economically Disadvantaged** students reached the top two levels on the CAASPP.

Not Economically Disadvantaged and Economically Disadvantaged

■ Not Economically Disadvantaged   ■ Economically Disadvantaged

48.39

15.5
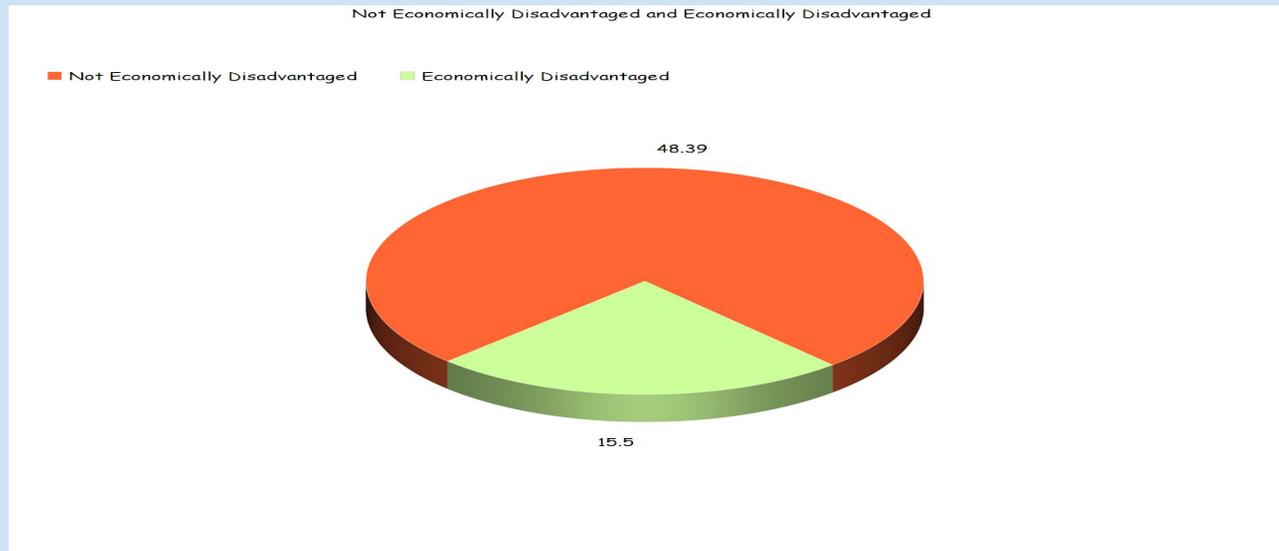
INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED STUDENTS: Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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 outings 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.

Teachers continue to deepen their learning about reaching second language learners. Walsh has dedicated classes of English Language Development daily for students. As children grow and progress in their fluid groups they move to the group that it is best suited for them. Teachers discuss student progress every 6-8 weeks in order to place children in the proper place.

The school is preparing for professional development classes in the summer with activities to bolster best practices in the area of high poverty/high performing schools.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

The SPSA was created by a thorough examination of data and stakeholder input. The plan was approved by the School Site Council and ELAC committees with updates throughout the 2017 - 2018 school year. Other input was derived from staff, grade level teams and public safety personnel. The SPSA is a working document and is revisited and revised throughout the year.

- 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.

REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

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

Stakeholders, including SSC and Staff, decided that additional assistance in reading should be supported in the early grades. Our Wolf Den, after school group highlight programs that reach students in a variety of positive ways including attendance, academic, confidence building through fitness and dance.

Budget Overview: (Budget summary is [bookmarked here](#))

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

Total school site budget:	**$303,355**
Total allocations for planned actions in the SPSA:	**$303,355**
Percentage of school site budget allocated in the SPSA:	**100 %**
Briefly describe any differences between budgeted and expended resources: Items not spent or encumbered before the start of school will be budgeted by September based upon need.	
Total LCFF supplemental funds in the SPSA	**$ 81,197**
Total Federal funds in the SPSA	**$ 136,248**
Percent unduplicated student count	**74.68 %**
Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students: To improve *low socioeconomic, English learners, or foster/homeless students,* the school has provided the 2nd Harvest Food Bank to provide free food for families, visiting nutritionists are teaching in each class, Classwide group sessions from counselors are provided in each class. Each class visits the library and has the opportunity to receive a library card. The school is intent up ensuring that students know about healthy food and have access to it and receive counseling sessions so that worries of students can be lessened.	
Total carryover funds to your site budget at the Fall first interim.	**$ TBD**
Briefly describe the reason for surplus carryover or negative balances from the prior year: Our amount will be small. There were last minute changes in contracts at year's end that had not been reconciled.	

2018-19 Single Plan for Student Achievement (SPSA): P.A. Walsh STEAM Academy, Morgan Hill Unified School District

Goals, Actions, & Services: (including annual report on outcomes and actuals)

Goal 1 **Statement of Goal**	**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.
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES:
Identified Need	Walsh STEAM Academy will continue to focus on ELA all students while refining MTSS supports designed to close gaps for high need students, specifically English Learners and Low Socioeconomic Disadvantaged.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**

CAASPP (**Dashboard**)
 	
ELA status/change
--All student
   Grade 3
   Grade 4
   Grade 5
--Low SES
   Grade 3
   Grade 4
   Grade 5
--SWD
   Grade 3
   Grade 4
   Grade 5
--EL
   Grade 3
   Grade 4
   Grade 5
	CAASPP (**Dashboard**)
	
	ELA status/change
	--All student Low……-14.3
	   Grade 3 2368
	   Grade 4 2417
	   Grade 5 2431
	--Low SES V. Low……-19
	   Grade 3 2357
	   Grade 4 2397
	   Grade 5 2410
	--SWD V. Low…..-24.5
	   Grade 3 2313
	   Grade 4 ****
	   Grade 5 ****
	--EL V. Low……-19.5
	   Grade 3 2328
	   Grade 4 2378
	   Grade 5 2370
		Maintain positive growth values for all student groups and grades and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

Math status/change
--All student
    Grade 3
    Grade 4
    Grade 5
--Low SES
    Grade 3
    Grade 4
    Grade 5
--SWD
    Grade 3
    Grade 4
    Grade 5
--EL
    Grade 3
    Grade 4
    Grade 5
Science status/change
Grade 5 only
--All student
--Low SES
--SWD
--EL
	Math status/change
	--All student Low…….-5.5
	    Grade 3 2370
	    Grade 4 2422
	    Grade 5 2440
	--Low SES Low…….-6.2
	    Grade 3 2407
	    Grade 4 2458
	    Grade 5 2492
	--SWD V. Low……+16
	    Grade 3 2336
	    Grade 4 ****
	    Grade 5 ****
	--EL Low……..-3.2
	    Grade 3 2350
	    Grade 4 2392
	    Grade 5 2407
	Science status/change
	Grade 5 only **No Scores**
	--All student **Pilot Year**
	--Low SES
	--SWD
	--EL			

NWEA MAP Assessment **Fall to Winter** Growth: **ELA** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Math** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Science--optional** --Grade 2 --Grade 3 --Grade 4 --Grade 5	**NWEA MAP** **Fall to Winter** School Growth: **ELA** School National --Grade K *** --Grade 1 *** --Grade 2 +11.6 +6.7 --Grade 3 +6.8 +5.4 --Grade 4 +4.2 +4.0 --Grade 5 +2.8 +3.1 **Math** --Grade K *** --Grade 1 *** --Grade 2 +10.3 +6.8 --Grade 3 +5.6 +5.5 --Grade 4 +4.8 +4.4 --Grade 5 +1.9 +3.6 **Science** --Grade 2 *** --Grade 3 *** --Grade 4 *** --Grade 5 ***	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

Dashboard Academic Indicator
Groups in Red/Orange:
	Dashboard Academic Indicator
	Suspension:
	   Orange: All, El. SED
	   Red: White
	EL Progress
	   Red: English Learners
	ELA
	    Orange: All,
	    Red: EL, SED, Hispanic
	Math:
	   Orange: All, EL, SED, Hisp
		Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group

Biliteracy --EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** --EL Progress: RED --status & change: Low, -11.7 --Reclass Rate: **7.3%**	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories
Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	**Fountas & Pinnell by grade** --Avg K Fall: --Avg K Mar: 0.4 --At level Mar: --Avg 1 Fall: 0.9 --Avg 1 Mar: --At level Mar: --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.4 --At level Mar: 45% --Avg 3 Fall: 2.7 --Avg 3 Mar: 2.9 --At level Mar: 26% --Avg 4 Fall: 3.9 --Avg 4 Mar: 4.2 --At level Mar: 33% --Avg 5 Fall: 3.6 --Avg 5 Mar: *** --At level Mar: 14%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP only --# Referrals: TBD --# Qualified: TBD --# Exited: TBD --% Non EL: TBD --% EL: TBD	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion

2018-19 Single Plan for Student Achievement (SPSA): P.A. Walsh STEAM Academy, Morgan Hill Unified School District

Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc. Emot: --PLC	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science 1.88 --MTSS Academic: 3.1 --MTSS Soc. Emot: 2.8 --PLC 3.2	Grow from previous year rubric scores in all core area implementations on staff survey	Grow from previous year rubric scores in all core area implementations on staff survey	Grow from previous year rubric scores in all core area implementations on staff survey
MTSS Support Usage --Ext. day participants in Wolf Den --Accessing Read 180 -Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day Wolf Den : Session 1 131 students Session 2 134 students Session 3 153 students Session 4 141 students --Read 180/System 44: Two groups of 18 --Lexia: 65% usage, 66% at GL --Study Island: 27,165 (3/15/18)	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.
Other Site Specific metrics:				

GOAL 1   ACTION 1: Aligned to District LCAP

MTSS Description:	Tier 1 Staff

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 1 Staff: Recruit, hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Average class sizes of 24:1 in grade TK-3 and 29:1 in grades 4-12
2. Appropriate teacher support for new, intern, or veteran teachers such as New Teacher Project, Intern support and Teacher Support Network.
3. Customer service oriented site and central office administrators and administrative support staff
4. Customer service oriented classified central services employees, including maintenance
5. Academic counselors and or social emotional counseling
6. Implementation teachers on special assignment or implementation leads to support high fidelity implementation of new adoptions.

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)

A. Substitutes for release time for Instructional Rounds (3 x per year, 7 people at a time)

Implementation status and actual actions completed to date:
A. Instructional Rounds took place 3 times during the 2017-18 school year in the area of differentiation and academic vocabulary

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
A. Ongoing action. Release time is needed to support tier 1 staffing.

Allocation(s)	A. 3,000 **Return to Budget Summary**
Source(s)	A. State Lottery-Unrestricted
Budget code(s)	A.
Anticipated changes for following year	A. No anticipated changes at this time

GOAL 1   ACTION 2: Aligned to District LCAP | **MTSS Description:**   Tier 2-3 Staffing

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling.
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA) on site
A. Bilingual Instructional Aides (2 at 6 hours a day) PC & AD
B. Read 180 teacher .5 FTE
C. Part time primary reading intervention .25 FTE
D. Wolf Den after school stipends for personnel

Implementation status and actual actions completed to date:)
A. Provide additional staffing for reading supports through programs such as Read 180, Leveled Literacy Intervention

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

Allocation(s)	A. 86,255 B. 55,273 (46,107+9,166) C. 19000 + 6488 D. 30,000 **Return to Budget Summary**
Source(s)	A. Title 1 B. LCFF and Live Oak (46,107+9,166) C. Live Oak and Title 1 D. Extended Day Program in personnel stipends
Budget code(s)	A. B.010-0000-111--12-111--1000-301010-011-1111 (and LO)

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C. LO	
Anticipated changes for following year	Actions will be monitored for effectiveness, no anticipated changes at this time.

GOAL 1   ACTION 3: Aligned to District LCAP   **MTSS Description:**   Tier 1-3 Prof. Development

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Actions as planned for the 2017-18 school year through the district LCAP:

Tier 1
1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3
7. Provide PD to support for the unique needs of English Learners (Constructing Meaning, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.
11. Provide PD to support the unique needs of students with disabilities
12. Provide PD to support the implementation of MTSS.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA

A. PD Presenters
B. Field Trip Funds

Already Accomplished
A. Implementation status and actual actions completed to date:
B. Teachers went to NGSS training, PBIS, and other related Core trainings.
C. Mileage, travel and accommodation
D. Additional substitute time required for professional development
E. PD presenter

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
A. Continual professional development
B. Potential need for additional hours

Allocation(s)
A. $1400
B. 9,000

Return to Budget Summary

Source(s)	A. **State Lottery-Unrestricted** B. **State Lottery-Unrestricted**
Budget code(s)	A. **020-1100-5800-002700-016100-011-0000** B. **020**
Anticipated changes for following year	**Monitor effectiveness**

GOAL 1   ACTION 4: Aligned to District LCAP | **MTSS Description:** Tier 1 Educational Programs

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

Actions as planned for the 2017-18 school year through the district LCAP:

1. Effective implementation of core instructional materials for ELA/ELD and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for Social Science/History
3. Initial implementation of Next Generation Science Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by under-represented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

A. Resources to support Core Curriculum including (STEAM and VAPA)
B. Licenses to support Core Curriculum such as Mystery Science, Renaissance Learning, Hapara
C. Student Council Stipend, Noon sports and Safety Patrol
D. Replacement/upgrade Technology

Implementation status and actual actions completed to date:

A. Additional materials for core curriculum
B. Online curriculum supports (eg. Mystery Science, Hapara, typing club, Renaissance Learning)
C. Wolf Den has supported approximately 140 students throughout the year
D. Technology replacement/repair. eg., SmartBoard projectors, replacement chromebooks, microphones

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
Continuous monitoring of programs and actions

Allocation(s)	A. 500

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	B. 1500	
	C. 3400	
	D. 2500	**Return to Budget Summary**
Source(s)	A. **State Lottery-Unrestricted** B. **State Lottery-Unrestricted** C. **State Lottery-Unrestricted**	
Budget code(s)	A. **020-1100-0-4310-00-1110-1000-016100-011-0000** B. **020-1100-0-** C. **020-1100-0-4340-00-1110-2700-016100-011-0000**	
Anticipated changes for following year	Possible changes in expenditures for repair/replacement. Additional spending to enhance the programs.	

GOAL 1   ACTION 5: Aligned to District LCAP | **MTSS Description:** Tier 2-3 Instructional Supports

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Implement the district wide assessment plan
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyber High as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide extended day support and extended day learning opportunities for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the EL Master Plan
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of Independent Learning Program based on enrollment.
13. Implement and organize work consistent with the District's role as the MTSS knowledge Development LEA for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA

A. Read 180 /System 44 and materials
B. Reading intervention support - Instructional aides (1 at .75 and 1 at .25)
C. Leveled Literacy materials (LLI) and reading intervention materials
D. Release time for SSTs/ IEPs (Substitutes) and stipend for SST Coordinator
E. Supplies for Extended day (Wolf Den)

Implementation status and actual actions completed to date:
A. Read 180/System 44 teacher and program materials and licences
B. Substitutes for SSTs and IEPs
C. LLI /reading materials

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
A. Increase Read 180 /System 44 Teacher beyond .5 FTE to provide LLI intervention in primary grades
B. Provided PD for Instructional aides.
C. Professional Development to increase workers' knowledge of best practices in working with students requiring additional support

Allocation(s)	A. 0

	B. 44,000 (AE SG) C. 409 D. 3020 E. 5000 **Return to Budget Summary**
Source(s)	A. N/A B. Title 1 C. Live Oak D. State Lottery-Restricted E. Extended day monies
Budget code(s)	A. / B. 060-3010-0- C. . D.
Anticipated changes for following year	A. None, continued monitoring for effectiveness

GOAL 1   ACTION 6: Aligned to District LCAP: **MTSS Description:** Other SPSA Related Actions

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Actions in support of the development of the Single Plan for Student Achievement :

Provide links to SPSA related documents referenced in the district LCAP:
1. SARC
2. California Public School Dashboard
3. School Safety Plan

Additional actions related to the development, refinement and implementation of the SPSA
4. Training and supporting the School Site Council
5. Development of local metrics for monitoring the SPSA
6. DATA Talk and links to data sources ie. state dashboard
7. School presentations, communications and PR related to school achievement

Implementation status and actual actions completed to date:
A. Family information/event (Required for Title 1)
B. Training/materials for school committees and babysitting

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
Will monitor for effectiveness

Allocation(s)	A. 1400 B. 500	**Return to Budget Summary**
Source(s)	A. Title 1 B. Restricted State Lottery	
Budget code(s)	A.	
Anticipated changes for following year	A. Continue monitoring	

GOAL 1   ACTION 7: Aligned to District LCAP

MTSS Description:
Tier 1-3 Non-Instructional Basic Services

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 1-3 Non-instructional basic service to all sites, through support department operating budgets. specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Communication and mailing expenses
2. Site specific facility projects
3. Transportation costs
4. Additional food service
5. Maintenance or custodial costs
6. Furniture and fixtures
7. Technology support and equipment
8. Office supplies
9. Recognition and awards
10. Other contracted services

Additional actions related to non-instructional basic services supported in the SPSA
A. Teacher supplies and/or classrooms ($250 per class)
B. Health Office supplies
C. Communication, flyers, mail etc
D. Contracts /purchases/repairs/toners
E. Office Supplies
F. Blackboard Connect (required)
G. Negative lunch balance
H. Custodial hours:extra hours for special events etc.

Implementation status and actual actions completed to date:
These are ongoing regular expenses

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

Allocation(s)
A. 5000
B. 2000
C. 800
D. 6000
E. 3620
F. 1500
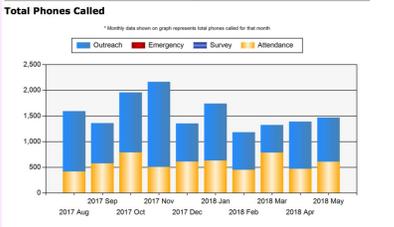G. 500
H. 300   **Return to Budget Summary**

Source(s)	A. State Lottery-Unrestricted B. State Lottery-Unrestricted C. State Lottery-Unrestricted D. State Lottery-Unrestricted E. State Lottery-Unrestricted F. State Lottery-Unrestricted G. State Lottery-Unrestricted
Budget code(s)	A. 020-1100-0-4310-00-1110-1000-016100-011-0000 B. 020-1100-0-4310-00-1110-3140-016100-011-0000 C. 020 D. 020-1100-0-5800-00-1110-2700-016100-011-000 E. 020-1100-0-4310-00-1110-2700-016100-011-0000 F. 020-1100-0-4310-00-1110-2700-016100-011-0000 G. 020
Anticipated changes for following year	A. Continue Monitoring

Goal 2 **Statement of Goal**	**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.
Priorities Addressed by this goal:	STATE 3 5 6 LOCAL PRIORITIES:
Identified Need	P.A. Walsh needs parent training opportunities including how to access grades on the Aeries Parent Portal and the importance of regular attendance.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:			Link to metric instructions	
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	**Link to School Site Council**	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	**Link to ELAC**	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	**Home and School Club**	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics

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Parent Volunteers cleared through HR.	**Parent Volunteers** 60 cleared through HR ($55 site money each.	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Money Total from Parent Organizations	**Fundraising** Total Account: Approx 20K	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: Approx 1 message a week	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: 100% However, we have fewer than 200 families with email	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **34%**	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education programs	English as second language: level 1 and 2 (twice a week) First Five: Early Literacy for your child (weekly) Parenting classes: Individual and group	Monitor in conjunction with parent needs. Maintain consistent service	Monitor in conjunction with parent needs. Maintain consistent service	Monitor in conjunction with parent needs. Maintain consistent service.
Parent Communication through Class Dojo Statistics	• 28 teachers 🤓 473 families • 2762 moments shared on Class Story 📸 • 5643 conversations via Messaging 💬 • 942 posts translated 🌐 • 106400 parent views of updates 👀 • 10429 parent likes on posts shared 💗			

Parent Survey Results:	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	**4.18**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	**4.31**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	**4.13**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**4.05**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	**4.08**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	**3.82**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	**3.87**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	**4.08**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	**4.00**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	**3.82**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	**4.28**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	**4.15**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

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Our school has a high variety of extended programs available.	**3.97**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	**4.23**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	**3.97**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Walsh specific Before School begins gathering: Open house attendance: Los dichos: Families referred for food/clothing support) 2nd Harvest Food Bank: Carnival: Star Night Hot Chocolate and crafts w/ Santa	**Walsh specific** **Before School** begins gathering: 300 **Open House** attendance: 432 **Los Dichos**: Majority of classes **Referrals for food**: 100s **2nd Harvest Food Bank**: approx 400 people served monthly of MH residents, most of whom have children at Walsh. **Walsh-a-Palooza**: 100s **Star Night** 100s **Santa and Hot chocolate**: 300			

GOAL 2   ACTION 1--Aligned to District LCAP

MTSS Description: Tier 1 Parent Engagement

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. **Support parent volunteer clearing service**
2. **Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care.**
3. **Providing LCAP parent consulting and advising opportunities**
4. **Implement provisions of the family engagement plan**
5. **Conduct Parent Engagement Survey (survey program subscription).**
6. **Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the CalSoap contract).**
7. **Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.**

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA
A. **Fingerprinting expense for volunteers**
B. **Parent Education nights flyer and materials**
C. **Back to School Night, parent teacher conferences require additional time for Bilingual Instructional aides and community liaison etc (4 people at hourly rate for no more than 11 hours each**
D. **TK/K readiness check before school. Personnel and supplies.**

Implementation status and actual actions completed to date
Ongoing fingerprinting expenses for volunteers (35 per volunteer, Approx 60 coupons), additional aide time.

Revisions to actions for the 2018-19 school year will based on monitoring and stakeholder input.

Allocation(s)	A. 2,000
	B. 500
	C. 300
	D. 900 **Return to Budget Summary**
Source(s)	A. **State Lottery-Restricted**
	B. **State Lottery-Restricted**
	C. **State Lottery-Restricted**
	D. **State Lottery-Restricted**
Budget code(s)	A. 020-

	B. **020-1100-0-4310-00-1110-2700-016100-011-0000** C. . D.
Anticipated changes for following year	A.

GOAL 2   ACTION 2--Aligned to District LCAP | **MTSS Description:** Tier 2-3 Parent Engagement

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Maintain Bilingual Community Liaisons at all sites
2. Conduct targeted outreach to include underrepresented parent volunteers
3. Provide translation services for district publications.
4. Provide information to immigrant parents regarding educational services.
5. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.
6. Provide professional development to staff on working with diverse students and families.
7. Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.
8. Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.
9. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA
A. English as a Second Language Parent Classes (two classes currently for two levels) through Gavilan College
B. Classes for families with young children through First Five
C. Babysitting for classes
D. Outreach for classes

Implementation status and actual actions completed to date:
Classes are already being held now.

Allocation(s)

A. 0
B. 0
C. 400
D. 100   **Return to Budget Summary**

Source(s)

C. State Lottery-Restricted
D. State Lottery-Restricted

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Budget code(s)	C. 020-1100-0-4310-00-1110-2700-016100-011-0000 D. 020-1100-0-4310-00-1110-2700-016100-011-0000
Anticipated changes for following year	A. Continue Monitoring

Goal 3 **Statement of Goal**	**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
Priorities Addressed by this goal:	STATE 5 6 7 8 LOCAL PRIORITIES:
Identified Need	PA Walsh has a need to address chronic absenteeism because of excessively high absenteeism rates. Families need training to understand the importance of regular attendance.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	**Month 11:** **94.53%**	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates:** (**Dashboard**) **Data map** Overall: **13.7%** Significant SWD **18.5%** SED **14.8%** Foster **** Homeless **24%** EL **12.1%** White **9.6%** Latino **14.4%**	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year

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SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: --# Second Notice: --# Third Notice: 15 # Conferences/phone call: 0 # Hearings:	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: 1.7% SWD 1.5% SED 1.6% Foster *** Homeless 8.0% EL 1.1% White 4.1% Latino 1.0%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting : 14 Weapons/Dang. Object: 1 Behavior/Bullying: 0	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate:** 0%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Drop Out Rate:** 0%	Maintain below state rate	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very high, all grades combined**			
I feel safe at school	**3.2**			
I feel safe at home	**3.9**			
I have a safe staff connection to talk to.	**3.5**			
I participate in school activities	**2.7**			
I am happy at school	**3.2**			

I am proud of my school	**3.3**			
My school is an outstanding school	**3.2**			
NWEA SEL survey (K-8)	**Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)**			
Teacher-student caring relationship	**4.07**			
Peer support for learning	**3.90**			
Family Support for learning	**4.32**			
Sense of self control	**4.09**			
Positive future outlook	**4.25**			
Intrinsic Motivation	**3.36**			
Students attending Extended Day:	# Attending Ext. Day: **100-120**	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Lunch time sports:	**15-25 students per sport**	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:		Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals	**Support Referrals** Counseling programs: Approx 100			
Additional site specific:	**Additional site specific** Positive Behavior awards Positive attendance programs Clubs			

SAS School-wide System Subscale
Walsh (P. A.) Elementary School
12/2/2016-10/27/2017

GOAL 3   ACTION 1--Aligned to District LCAP

MTSS Description: Tier 1 Student Engagement

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Deploy as optional, the K-12 service learning program.
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

Additional actions related to Tier 1 site specific student engagement activities supported in the SPSA
A. PBIS School wide continued training by staff and district lead.
B. Additional yard duty time to provide adequate safety (The district provides some money for yard duty but it does not cover the entire year)

Implementation status and actual actions completed to date:
A. Continued training in PBIS
B. Additional yard duty personnel

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
Not expected.

Allocation(s)	A. 0 B. 3000 **Return to Budget Summary**
Source(s)	A. / B. State Lottery-Restricted
Budget code(s)	
Anticipated changes for following year	

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GOAL 3   ACTION 2--Aligned to District LCAP

MTSS Description: Tier 2-3 Student Engagement

Students served: ☐ All School   ☐ Students with Disabilities   ☐ English Learners   ☐ Homeless/Foster Youth   ☐ Low Income

Increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students.
2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.
3. Implement Naviance at grades 6-12, including training and professional development support.
4. Implement AVID at JAMM and continue to support AVID at middle and high schools.
5. Provide social-emotional support and services by teaming with community based organizations
6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.
7. Implement the Advent program for Foster Youth
8. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension
10. Develop a comprehensive Foster/Homeless education plan
11. Fund alternative placements for expelled students.

Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA

A. Accelerated Reading licensing books and supplies for reluctant readers

Implementation status and actual actions completed to date:
- Chess club, noon time sports
- PBIS
- Additional planning time after hours or subs to release staff

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
- Will conduct staff survey to determine more lunch time possibilities

Allocation(s)	A. 3700
Source(s)	A. State Lottery-Restricted
Budget code(s)	A. 020-1100-5800-00-1110-2700-016100-011-0000
Anticipated changes for following year	Continue Monitoring

Budget Summary: (return to top of SPSA here)

	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day	Live Oak Foundation	Other funding (ie grants)
Allocated	$55,440.00	$46,197.00	$138,143	$35,000	$28,575	
Budgeted*	$55,440	$46,197	$138,143	$35,000	$28,575	
Spent YTD						
Encumbered						
Available	0	0	0	0		
***SPSA budget by action tracker**	**Unrestricted Lottery**	**LCFF Supplemental**	**Federal Title 1**	**Extended Day**	**Live Oak Foundation**	**Other funding (ie grants)**
Action 1.1	$3000					
Action 1.2		B. $46,107	A. $86,255 B. $6488	D. $30,000	B. & C.19,000 +9166= $23,076	
Action 1.3	$1400 $9000					
Action 1.4	A. $500 B. $1500 C. $3400 D. $2500					
Action 1.5	D. $3020		B. $44,000	E. $5,000	C. $409	
Action 1.6	B. $500		A. $1,400			
Action 1.7	A-H. $19,720					
Action 2.1	A-D. $3700					
Action 2.2	$500					
Action 3.1	$3,000					
Action 3.2	A. $3,700					

2018-19 Single Plan for Student Achievement (SPSA): P.A. Walsh STEAM Academy, Morgan Hill Unified School District

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: Throughout the year and May 24 & 30
1. Wendy Brotherton	Parent :EL and R-Fep		
2. Valerie Carr	Parent: Gen Ed		
3. Beatrice Bañuelos	Parent: Special Ed		
4. Isamar Martinez	Parent: EL		
5. Tomas Andrade	Employee: Classified		
6. Blossom Dorsey	Employee: Certificated		
7. Dana Para	Employee and parent		
8. Lori Shomaker	Employee: Certificated		
9. Jenny Klamm	Parent: Gen ed and Speech		
10. Teresa Sermersheim	Employee: Principal		

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	3	1	5	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 Stakeholder Groups:
     - Home and School Club
     - English Language Advisory Committee
     - Enrichment

   - Student Stakeholder Groups
     - N/A

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__   _____   _____

Typed name of School Principal   Signature of School Principal   Date

__Valerie Carr__   _____   _____

Typed name of SSC Official   Signature of SSC Official   Date

2018-19 Single Plan for Student Achievement (SPSA):   P.A. Walsh STEAM Academy, Morgan Hill Unified School District

Western Association of Schools and Colleges Appendix ([Link to WASC resource page](#))

Directions: WASC progress reporting includes the following reporting domains. Reference sections in the SPSA above and enhance any reporting domains with additional narrative below each section as needed.

I: Student/Community Profile Data: **See the narrative in the "Our Story" section of the SPSA above.**

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

II: Significant Changes and Developments: **See the narrative in the "Our Story" and "Review of Progress" Sections above**

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III: Ongoing School Improvement: **See the narrative in the "SPSA monitoring, progress, and revision" section above**

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.

2018-19 Single Plan for Student Achievement (SPSA):   P.A. Walsh STEAM Academy, Morgan Hill Unified School District

- Describe the process used to prepare the progress report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan: See the "implementation status" under each action above.

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

V: Schoolwide Action Plan Refinements: See the "revisions as a result of monitoring and stakeholder input" under each action above.

- Comment on the refinements made to the single schoolwide action plan since the last self‑study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

Links to WASC templates:

- Mid-cycle One-Day Visit: Procedures| School Progress Report Template
- Mid-cycle Two-Day Visit: Procedures | School Progress Report Template
- Probationary Visit: Procedures | School Progress Report Template
- Progress Report: Procedures | School Progress Report Template
- Special Progress Visit: Procedures | School Progress Report Template
- Special Visit: Procedures | School Progress Report Template
- Substantive Changes: Procedures | ACS WASC Substantive Change Form
- **Third-Year Progress Report (On-site visit not required)**: Procedures | School Progress Report Template