

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary School	56 73759 6055917	August 17, 2022	

Purpose and Description

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

Schoolwide Program

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a comprehensive needs assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CASSPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of targeted student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

At Walnut Elementary, staff, students, parents, and community members work in partnership to foster an inclusive environment where all students grow academically, socially, and ethically. Our official mission statement, "Academic Excellence for All in a Safe, Enriching Environment," provides the focus for our endeavors. Our motto, "Dedicated to the BEAT2" (Bringing Education, Art, and Technology Together), underscores Walnut's investment in performing and visual arts as well as technological fluency to help all students thrive in our active learning environment. Each stakeholder group is dedicated to the common goal of developing well-rounded, academically-successful students who can confidently navigate the demands of the 21st century.

Walnut Elementary is a neighborhood school serving approximately 300 students, TK-5th grade, in Newbury Park, CA. We value the family feeling on our campus, and we are proud of our multicultural student body. Our most important goals at Walnut are the academic and social development of our students. Walnut's devoted staff members share a common philosophy of excellence in instruction, high expectations, and the belief that the elementary experience sets the foundation for a lifetime of learning. As the recipient of a Title 1 grant, Walnut benefits from extra federal funding which is used to increase student achievement, including hiring additional credentialed teachers to provide targeted intervention and enrichment. All teachers collaborate regularly in professional learning communities for professional development, data analysis, and discussions pinpointing how to better meet students' academic and behavioral needs. The teaching staff has implemented a school-wide intervention program called Target Time, which provides 30 minutes of targeted, small group instruction regularly for every student in grades 1-5. These skills-based groups are determined by assessment data and reevaluated each trimester. Curriculum chosen for these groups is both research-based and evidence-based. Additional interventions on campus include Tier 2 social-emotional support, after-school tutoring, a Kindergarten academic specialist, and individualized digital programs that may be accessed anywhere online. A strong, integrated visual and performing arts program enhances the core curriculum. Walnut invests in specialists to teach art, music, and dance for added enrichment. Our Create Club recess option allows students to use their imaginations to create art with recycled materials.

Walnut provides a nurturing, disciplined, and caring learning community. All staff members have been trained in the CHAMPS Positive Behavior Intervention System, which is evident campus-wide in classrooms and common areas. Students follow our Guidelines for Success: "Be Safe, Be Respectful, and Be Prepared." Students and staff members have received instruction in Bucket Filling, based on the book, "Have You Filled a Bucket Today?" by Lisa Grimes. In addition to the intrinsic reward gained by filling each others' emotional buckets, students receive positive reinforcement for their acts of kindness at awards assemblies and drawings at our monthly Wildcat Pride Gatherings. All students receive direct instruction in bullying prevention measures and participate in hands-on activities throughout the year to promote a caring environment, including Inclusive Schools' Week, Unity Day, and Kindness Week. We are a 2022 Designated Kindness School.

Walnut School values the surrounding community and celebrates partnerships with local groups

including the Assistance League of Conejo Valley, TO Arts, CSVP Senior Volunteers, YMCA, Art Trek, Adelante Comunidad Conejo, Delta Kappa Gamma, St. Vincent de Paul, Light Shine and Light House Community Church. These community members support Walnut's students in a variety of ways, such as providing matching funds, extra school supplies and technology, donated books for students to take home, and additional arts programs. Partners have also "adopted" families in need at the holidays and volunteered on weekends for campus beautification. We always enjoy working with surrounding Newbury Park cluster schools, especially welcoming Walnut alumni back to campus. Students from Sequoia Middle School and Newbury Park High School volunteer at school events.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components 6
 - Data Analysis 6
 - Surveys 6
 - Classroom Observations 7
 - Analysis of Current Instructional Program..... 7
- Stakeholder Involvement 17
- Resource Inequities 19
- School and Student Performance Data 20
 - Student Enrollment..... 20
 - CAASPP Results..... 22
 - ELPAC Results 24
 - Student Population 29
 - Overall Performance 31
 - Academic Performance 32
 - Academic Engagement 43
 - Conditions & Climate..... 47
- Goals, Strategies, & Proposed Expenditures..... 50
 - Goal 1..... 50
 - Goal 2..... 67
 - Goal 3..... 79
 - Goal 4..... 104
 - Goal 5..... 117
- Budget Summary 125
 - Budget Summary 125
 - Other Federal, State, and Local Funds 125
- Budgeted Funds and Expenditures in this Plan 127
 - Funds Budgeted to the School by Funding Source..... 127
 - Expenditures by Funding Source 127
 - Expenditures by Budget Reference 127
 - Expenditures by Budget Reference and Funding Source 128
 - Expenditures by Goal 129
- School Site Council Membership and Assurances 131
- Advisory Council Recommendations 132

Instructions..... 133

- Instructions: Linked Table of Contents..... 133
- Purpose and Description..... 134
- Stakeholder Involvement..... 134
- Resource Inequities 134

Goals, Strategies, Expenditures, & Annual Review 135

- Annual Review 136
- Budget Summary 137
- Appendix A: Plan Requirements 139
- Appendix B:..... 142
- Appendix C: Select State and Federal Programs 144

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated

The 2021-22 LCAP Survey results for Walnut's 4th and 5th grade students (81 total) reveal:

89% enjoy being in class

98% feel that their teacher cares about them

99% agree that their teacher encourages them to do their best

86% feel their class stays on task

93% believe classroom rules are fair

94% know how and where to get help if they have trouble solving a problem

2021-22 LCAP Survey results for Walnut's certificated staff (12) and classified staff (5) reveal:

100% of teachers feel the school's climate is conducive to teaching and learning

100% of teachers feel that the school's climate fosters social and emotional learning

100% of teachers believe that students are engaged and motivated

100% of teachers agree that bullying of students rarely occurs

100% of classified staff say that on most days they look forward to coming to work

80% of classified staff feel a sense of belonging among their co-workers

80% of classified staff feel they have the necessary resources to perform their jobs effectively

100% of classified staff feel their school site culture fosters positive relationships

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

The Walnut principal regularly observes classrooms informally and provides feedback to teachers through short notes and/or collegial discussions.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

At Walnut, PLC banked time is used four times during the school year to analyze pre-assessment and benchmark data to monitor student progress on specific standards. In the days following, teachers are provided with release time to meet as grade levels along with the principal and academic specialists to form appropriate Target Time groups based on assessment data. Tier 2 ELA intervention is provided for identified students during Target Time. Academic Specialists collect initial data in grades 1-5 in phonics, reading accuracy, fluency, and comprehension. Kindergarten/TK teachers collect initial reading and math benchmark data for all K/TK students. All students in grades 1-5 participate in Target Time 4 x per week. and receive small group intervention, skills practice, or enrichment based on their assessed instructional needs. Benchmark data and formative classroom assessments are used to form flexible math intervention groups for grades 1-5, led by credentialed academic specialists. Kindergarten students who need Tier 2 intervention or small-group enrichment meet 2-4 times weekly with the Kindergarten academic specialist.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

Walnut will continue its practice of assessing all students 4 x per year, analyzing data as grade level groups, and providing release time for teachers, academic specialists, and the principal to use the data to form targeted intervention groups. Teachers and academic specialists also use formative data tied to the adopted curriculum to modify classroom instruction and inform decisions about flexible intervention groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

Walnut's principal, counselor, and Tier 2 SEL staff participated in a 2-day training in June that integrated kinesthetic/musical therapies with SEL support for students. Walnut teacher representatives are committed to additional professional learning throughout the year, including Arts Integration, EduProtocols, and ELL Instruction best practices.

All Walnut teachers will participate in Diversity, Equity and Inclusion (DEI), Wonders ELA curriculum best practices, and social-emotional learning professional development, and Universal Design for Learning professional development at least three times in the 22-23 school year.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Walnut teachers meet weekly in grade-level Professional Learning Communities (PLCs) and join with other teachers to form larger PLC groups periodically as an entire school staff or a primary/upper grade team. Grade-level collaboration occurs during banked time. During collaboration time, teachers analyze assessment data to provide targeted intervention, discuss best practices, engage in short and long-term planning, and brainstorm behavioral interventions and accommodations for Tier 1, 2, and 3 of our Multi-Tiered System of Supports (MTSS).

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

At Walnut, identified students participate in ELA and/or math intervention classes four times weekly, utilizing the credentialed intervention staff, to receive targeted support in ELA and math skills. Intervention specialists also provide an optional Math Lab for 4th and 5th grade students. Teachers are using a Universal Design for Learning lens while planning and delivering instruction in order to provide all learners with better access to the curriculum.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team reached out to all families experiencing homelessness in the month of August, prior to the start of school. The purpose of the outreach was to determine if the students had devices, access to wifi/hotspots, school supplies, clothing/toiletries, etc. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison reached out to each foster and homeless student/family to check on attendance and engagement in the early weeks of the school year. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every two weeks to assess attendance, engagement, general well-being, and any change in needs.

Walnut's School Outreach Assistant works with classroom teachers, school staff, and the principal to provide a bridge between home and school. Our bilingual school outreach assistant is in regular communication with parents, including phone calls, emails, translating written communication from the classroom, facilitating parent-teacher meetings, and helping to coordinate regular parent education classes. The Title 1 social worker supports families with attendance, home visits, and access to community resources. Walnut also provides after-school intervention programs to give students additional academic support. Parent education classes cover topics designed to assist parents support their children's achievement..

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

Walnut has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Walnut's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Walnut's parent DAC, GATE-DAC, ELAC, AADAC, and LGBTQ+AC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication

Funding

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

Categorical Funds in CVUSD:

*EIA funds are used to provide additional support and technology in the classroom.

*EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

*LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

*See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and Title 1. All fiscal decisions are constructed through ELAC, EL Team Meetings, and Site Council. All other funds come from LCFF. See goals and budget pages as part of this SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Walnut Elementary held multiple stakeholder meetings and planning sessions throughout the 2021-22 school year and in August of 2022 with the goal of representing as many voices as possible in the review and updating process of our SPSA Plan.

- -School Site Council: Time was dedicated at each monthly meeting of 2021-22 to review sections of the current SPSA and monitor progress on goals. The 2021-22 SPSA was approved by SSC on September 15, 2021. Progress monitoring began at the October 20, 2021 meeting, focused primarily on pre-assessment data. SSC reviewed the status of progress on Goal 3, Enrichment & SEL, on November 17, 2021. On December 15, 2021, the council reviewed Tri. 1 ELA and math data to monitor progress on Goals 1 and 2 (ELA

and Math Achievement). Comparisons were made to Tri. 1 data from the previous school year, when students received virtual instruction. In February, the timeline was reviewed for creation of the 2022-23 SPSA. The council began identifying strengths and weaknesses of the 2021-22 SPSA. The council also reviewed progress on Goals 3, 4, and 5. On April 27, 2022, the council reviewed Trimester 2 data to monitor progress on Goals 1 and 2. They also began proposing changes to goals and action items for the 2022-23 SPSA. PDF copies of the 2021-22 SPSA were sent home with each SSC member, and they were asked to return the PDFs with suggestions, concerns, and ideas annotated in the margins. These documents facilitated discussion during the May 18, 2022 meeting. During this meeting, tentative categorical budgets were decided for 2022-23. The budget was informed by the goals and values of the School Site Council. Feedback on goals and action items was further analyzed by the principal, who made multiple adjustments to the updated SPSA based on the input. All members of School Site Council received a draft PDF version of the 2022-23 SPSA plan at the end of June, 2022. Updated Tri. 3 academic data was included. School Site Council reconvened on August 17, 2022, to finalize and approve the 2022-23 Walnut SPSA. Walnut's School Site Council is made up of teachers, classified staff, and parents, including representatives from District Advisory Committee (DAC), Special Education District Advisory Committee (SEDAC), GATE DAC, District English Language Advisory Committee (DELAC), LGBTQ+AC, and PTA. All meetings were open to the public and welcomed public comments. Each meeting was publicized to all Walnut families through the newsletter and on the digital marquee.

- -English Language Learner Committee (ELAC) met five times during the 2021-22 school year. Other than the March 21st meeting, which was held jointly with other Newbury Park Schools, SPSA information was shared and feedback was solicited at each meeting. On September 14, 2021, an overview of the plan, including each goal, action item, and funding source, was presented to the council prior to SSC approval. The newly-elected ELAC vice president had served as president the previous school year, so she was very familiar with the draft plan. The principal asked for input regarding family engagement strategies to ensure that Goal 4 was relevant to families of multilingual students. On December 9th, ELAC reviewed Trimester 1 academic progress in ELA and math (Goals 1 and 2). All data was reviewed with special attention to the progress of our EL/multilingual learners. The February 3, 2022 meeting included a review of progress on Goal 3, Family Engagement, with information solicited about ideas for next year. The DELAC representative was a part of School Site Council discussions all year and was provided the opportunity to give specific feedback in regards to meeting the needs of EL/multilingual students. The June 2nd meeting was primarily a celebration of all that had been accomplished during the school year, including recognition of student and parent achievement in school programs and parent education classes. The principal explained the importance of ELAC active participation in the Family Engagement Survey and EL Needs Assessment Survey to ensure their voices were influential in the 2022-23 SPSA Plan. Kiosks of computers were set up to provide easy access for parents to complete the surveys.
- -The Walnut teaching staff was involved in analyzing the components of last year's SPSA plan and contributing ideas, budget requests, and goal areas for 2022-23. In December 2021 and March 2022, teachers were given the same set of data charts presented to School Site Council, which complemented their own classroom data from last year. On April 5 and March 22, 2022, Walnut teachers collaborated in cross-grade-level teams to review current SPSA goals and propose revisions for 2022-23. Each team also submitted written proposals to the principal by the end of April, 2022. The Walnut LCAP Leadership Team met on November 16, 2021 to monitor progress on the 2021-22 SPSA goals. They

reconvened on March 22, 2022, to formulate updated SPSA goals, action items, and metrics to measure progress. A draft of updated categorical budgets to support the proposed 2022-23 goals was discussed with teaching staff at the May 10, 2022 staff meeting.

Our stakeholders' ideals, concerns, and priorities for the 2022-23 school year are represented in this final SPSA document, which was signed by each voting member and representative on Walnut's School Site Council on August 17, 2022. The School Site Council, ELAC, and the teaching/counseling staff will continue to review the SPSA and progress towards goals throughout the 2022-2023 school year.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	71	85	59
Grade 1	53	39	57
Grade 2	42	49	39
Grade3	45	37	48
Grade 4	42	46	38
Grade 5	36	45	43
Total Enrollment	289	301	284

Conclusions based on this data:

1. Walnut's largest student group, based on race/ethnicity, is Hispanic, at just under 60% for the last three years.
2. Total enrollment has remained fairly consistent, with a slight spike in 2019-2020. Walnut has not had a decrease in overall enrollment numbers, even with the challenges a pandemic presents to parents.
3. Walnut's Kindergarten and Transitional Kindergarten has been its largest grade level for three years in a row, although the total number declined in 20-21 compared with the two previous years. The decline in 2020-2021 is most likely related to parent reluctance to send their youngest children to school during a pandemic. In addition, the decline in TK/K also reflects local birthrate data.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	99	108	102	34.3%	35.9%	35.9%
Fluent English Proficient (FEP)	21	15	17	7.3%	5.0%	6.0%
Reclassified Fluent English Proficient (RFEP)	11	2	3	9.1%	2.0%	2.8%

Conclusions based on this data:

1. Walnut's percentage of English Language Learners has remained steady over the past three school years, at just over one-third of our school population.
2. The percentage of FEP and RFEP students is significantly lower in the last two years than it was in 2018-19. It is crucial that we maintain our Language Enrichment and Development (LEAD) designated instruction daily across campus, make sure appropriate language goals are being implemented and supported during integrated instruction, and that Language Learners are targeted for learning recovery assistance.
3. In 2021-22, we will be implementing a new ELA/ELD curriculum to provide better alignment with current state ELD Standards.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		48	34		0	33		0	33		0.0	97
Grade 4		39	47		0	44		0	44		0.0	94
Grade 5		43	44		0	43		0	43		0.0	98
All		130	125		0	120		0	120		0.0	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2421.			21.21			18.18			33.33			27.27
Grade 4			2470.			20.45			34.09			18.18			27.27
Grade 5			2478.			18.60			20.93			23.26			37.21
All Grades	N/A	N/A	N/A			20.00			25.00			24.17			30.83

Conclusions based on this data:

1. In the spring of 2021, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For grades 3-8, the above "School Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. The percentage of students meeting or exceeding benchmarks is highest in Grade 3 at 86%, followed by Grade 4 at 61%, and then Grade 5 at 55%. Learning recovery efforts will be in place for all grade levels with particular attention paid to our fourth and fifth graders.
3. The percentage of students not meeting standards is negligible for Grade 3 but 26% for both Grades 4 and 5. Targeted intervention groups for English Language Arts will be created based on pre-assessment data in September of 2021 to address these gaps.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		48	34		0	33		0	33		0.0	97
Grade 4		39	47		0	46		0	46		0.0	98
Grade 5		43	44		0	42		0	42		0.0	95
All		130	125		0	121		0	121		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2471.			27.27			39.39			27.27			6.06
Grade 4			2496.			26.09			32.61			30.43			10.87
Grade 5			2494.			11.90			11.90			45.24			30.95
All Grades	N/A	N/A	N/A			21.49			27.27			34.71			16.53

Conclusions based on this data:

1. In the spring of 2021, school districts were permitted to select their own end-of-year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For grades 3-8, the above "School Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. Similar to ELA data, the percentage of students meeting or exceeding grade level state standards is highest in Grade 3 at 96%, then Grade 4 at 78%, and then Grade 5 at 58%. A high percentage of students in grades 3 and 4 were able to access and master state math standards despite the unusual nature of instruction with multiple learning models. This appears to be more of a challenge with fifth grade math.
3. Based on this data, the largest area of concern is the 26% of fifth grade students who did not meet standards. The percentage of students neither meeting nor close to meeting standards is negligible for grades 3 and 4. An additional math intervention specialist has been hired to support grades 4 and 5 this year, and teachers are implementing a new digital math program to assist with intervention efforts.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1431.4	1443.2	1379.8	1445.2	1452.0	1400.3	1399.1	1422.4	1331.9	29	25	20
1	1469.1	1464.0	1442.6	1468.5	1460.6	1458.1	1469.3	1466.8	1426.4	23	16	21
2	1464.2	1496.5	1473.6	1466.2	1485.9	1488.2	1461.9	1506.4	1458.5	18	19	17
3	1498.4	1442.1	1497.5	1502.5	1437.3	1502.3	1493.8	1446.4	1492.1	11	19	13
4	*	1505.3	1487.5	*	1504.9	1487.4	*	1505.1	1486.9	*	16	16
5	*	*	1525.2	*	*	1527.6	*	*	1522.3	*	9	20
All Grades										100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.38	12.00	0.00	*	60.00	35.00	*	24.00	40.00	*	4.00	25.00	29	25	20
1	47.83	18.75	4.76	*	56.25	47.62	*	12.50	33.33	*	12.50	14.29	23	16	21
2	*	15.79	11.76	*	47.37	41.18	*	31.58	23.53	*	5.26	23.53	18	19	17
3	*	5.26	15.38	*	42.11	46.15	*	21.05	30.77		31.58	7.69	11	19	13
4	*	18.75	6.25	*	50.00	43.75	*	12.50	25.00	*	18.75	25.00	*	16	16
5	*	*	25.00	*	*	40.00		*	20.00		*	15.00	*	*	20
All Grades	39.00	15.38	10.28	35.00	50.00	42.06	19.00	21.15	28.97	*	13.46	18.69	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.83	20.00	10.00	*	52.00	40.00	*	24.00	30.00	*	4.00	20.00	29	25	20
1	56.52	50.00	38.10	*	12.50	23.81	*	31.25	28.57	*	6.25	9.52	23	16	21
2	66.67	26.32	23.53	*	57.89	41.18	*	10.53	23.53	*	5.26	11.76	18	19	17
3	*	15.79	38.46	*	36.84	53.85	*	15.79	0.00		31.58	7.69	11	19	13
4	*	43.75	43.75	*	31.25	31.25		6.25	0.00	*	18.75	25.00	*	16	16
5	*	*	50.00	*	*	30.00		*	15.00		*	5.00	*	*	20
All Grades	56.00	32.69	33.64	22.00	38.46	35.51	17.00	16.35	17.76	*	12.50	13.08	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.00	0.00	*	32.00	15.00	37.93	52.00	35.00	*	8.00	50.00	29	25	20
1	*	12.50	0.00	*	56.25	42.86	*	12.50	33.33	*	18.75	23.81	23	16	21
2	*	15.79	5.88	*	36.84	35.29	*	36.84	29.41	*	10.53	29.41	18	19	17
3		0.00	7.69	*	26.32	23.08	*	36.84	53.85	*	36.84	15.38	11	19	13
4		6.25	0.00	*	31.25	18.75	*	37.50	43.75	*	25.00	37.50	*	16	16
5	*	*	5.00	*	*	15.00	*	*	60.00	*	*	20.00	*	*	20
All Grades	21.00	7.69	2.80	30.00	33.65	25.23	32.00	38.46	42.06	17.00	20.19	29.91	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.72	16.00	15.00	44.83	72.00	70.00	*	12.00	15.00	29	25	20
1	60.87	62.50	38.10	*	31.25	57.14	*	6.25	4.76	23	16	21
2	66.67	21.05	17.65	*	73.68	70.59	*	5.26	11.76	18	19	17
3	*	10.53	30.77	*	57.89	61.54	*	31.58	7.69	11	19	13
4	*	25.00	18.75	*	50.00	56.25	*	25.00	25.00	*	16	16
5	*	*	20.00	*	*	70.00		*	10.00	*	*	20
All Grades	54.00	23.08	23.36	39.00	61.54	64.49	*	15.38	12.15	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.83	24.00	5.00	48.28	72.00	65.00	*	4.00	30.00	29	25	20
1	*	12.50	19.05	*	81.25	61.90	*	6.25	19.05	23	16	21
2	61.11	26.32	47.06	*	68.42	35.29	*	5.26	17.65	18	19	17
3	*	47.37	69.23	*	21.05	23.08		31.58	7.69	11	19	13
4	*	68.75	68.75	*	12.50	6.25	*	18.75	25.00	*	16	16
5	*	*	75.00	*	*	15.00		*	10.00	*	*	20
All Grades	58.00	39.42	44.86	32.00	48.08	36.45	*	12.50	18.69	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.00	0.00	68.97	88.00	55.00	*	4.00	45.00	29	25	20
1	52.17	43.75	19.05	*	31.25	38.10	*	25.00	42.86	23	16	21
2	*	15.79	17.65	*	68.42	47.06	*	15.79	35.29	18	19	17
3		5.26	0.00	*	42.11	61.54	*	52.63	38.46	11	19	13
4	*	6.25	0.00	*	62.50	50.00	*	31.25	50.00	*	16	16
5	*	*	15.00	*	*	65.00	*	*	20.00	*	*	20
All Grades	27.00	14.42	9.35	55.00	60.58	52.34	18.00	25.00	38.32	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	44.00	5.00	48.28	44.00	35.00	*	12.00	60.00	29	25	20
1	*	25.00	0.00	65.22	62.50	80.95	*	12.50	19.05	23	16	21
2	*	15.79	5.88	66.67	78.95	64.71	*	5.26	29.41	18	19	17
3	*	10.53	7.69	*	63.16	76.92	*	26.32	15.38	11	19	13
4	*	6.25	12.50	*	75.00	56.25	*	18.75	31.25	*	16	16
5	*	*	5.00	*	*	70.00	*	*	25.00	*	*	20
All Grades	25.00	20.19	5.61	61.00	64.42	63.55	14.00	15.38	30.84	100	104	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Oral language is the strongest English language skill set among our students, with 56% of students scoring in the Level 4 band. 22% of students are in Level 3, and 17% are in Level 2. There are no measurable results in Level 1. As expected, students in K are relatively lower than other grades in this domain; however, 45% of TK/K students are already scoring well-developed in Level 4. Scores in Listening are nearly as high across the grade levels. Walnut has invested in professional development centered around student collaboration and academic conversation. We will continue PD in these areas in 2018-19.
- Writing is a relative weakness identified through these scores, with student scores spread across all 4 levels. The largest concentration of students is in Level 2. Teachers have reflected on scores and will increase the amount of time devoted to writing during daily LEAD time (Language Enrichment and Development). Grades 3-5 have identified a specific writing target for all of their students based on SBAC data as well.
- Each year, we monitor 3rd-5th grade EL students' progress on district benchmarks and state testing relative to overall student progress to guard against an achievement gap. This year, we will expand this type of analysis to grades TK-2nd. While our overarching goal is to have no achievement gap at all, our short-term goal will be that

our EL Learners score within 10 percentage points of the total student scores for each grade level in ELA and Math on state testing and district benchmarks.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
284	45.8	35.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	35.9
Foster Youth		
Homeless	7	2.5
Socioeconomically Disadvantaged	130	45.8
Students with Disabilities	24	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1
American Indian or Alaska Native		
Asian	16	5.6
Filipino	2	0.7
Hispanic	162	57.0
Two or More Races	12	4.2
Native Hawaiian or Pacific Islander		
White	89	31.3

Conclusions based on this data:

1. The percentage of English Learners at Walnut remains consistent at approximately 1/3 of the student population. All teachers receive ongoing professional development to build capacity in meeting the needs of these learners. We have also allocated increased funding this year to support students who are new to the U.S. within the past 18 months.
2. Our largest student group is comprised of our Hispanic students, representing 56.4% of the student population. When designing family outreach meetings and activities, we work with ELAC and the bilingual school outreach specialist to make sure everyone is included. Translation services are provided as needed. PTA and SSC intentionally recruits leadership to reflect a variety of cultural backgrounds.
3. With nearly 52% of our families categorized as Socioeconomically Disadvantaged, we have written our Single Plan for Student Achievement with the needs of this population in mind. Our goals are written to level the playing field and provide additional support and enrichment opportunities.

School and Student Performance Data





Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our suspension rate improved by two color bands, from orange to green. School-wide Positive Behavioral Intervention Systems and the integration of restorative practices have contributed to this improvement.
2. Mathematics performance remained in the yellow performance band, but more detailed data on the California Dashboard website shows that our Hispanic, SED, and ELD student groups all increased scores in math.
3. It is a concern that our ELA performance band slipped from yellow to orange. Our reclassified English Language Learners went up by 24.9 points in ELA; however, the three significant student groups all showed a decrease in scores. Teachers and School Site Council have set specific goals to address this decline.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

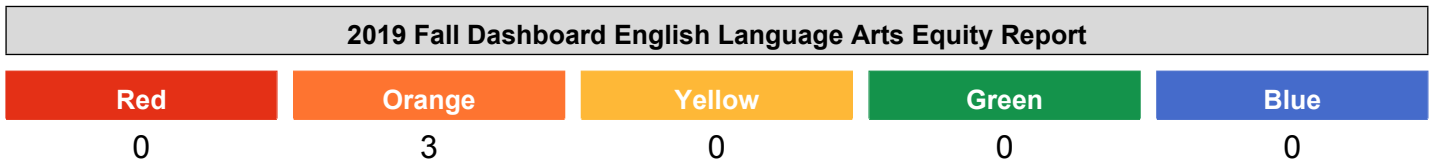
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 9.3 points below standard Declined -9.6 points 111	<p>English Learners</p> Orange 43.3 points below standard Declined Significantly -24.2 points 46	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 30.6 points below standard Declined -12.4 points 65	<p>Students with Disabilities</p> No Performance Color 64.6 points below standard Increased Significantly +19.3 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.5 points below standard Declined -12.9 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 21.8 points above standard Maintained ++1.7 points 26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.9 points below standard Declined Significantly -22 points 33	64.8 points above standard Increased Significantly ++24.9 points 13	13 points above standard Increased ++3.3 points 63

Conclusions based on this data:

1. English Language Arts direct instruction with best practices, targeted Tier 2 small group intervention, and after-school tutoring will all be areas of focus in 2019-20 to address the overall decline in ELA scores.
2. Although our English-only students increased their ELA scores slightly, our current EL Learners declined significantly. Teachers will be mindful of this fact during designated and integrated English Language Development instruction to ensure that our English Learners are receiving direct instruction and practice with academic language and current ELD/ELA State Standards.
3. Overall fifth grade scores increased by 2 percentage points, but ELA scores declined in third and fourth grades compared to 2018. The year before, overall ELA scores in these two grade levels increased. Teachers have worked with the current data in their professional learning communities to determine specific claims and target areas to focus on during 2019-20.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

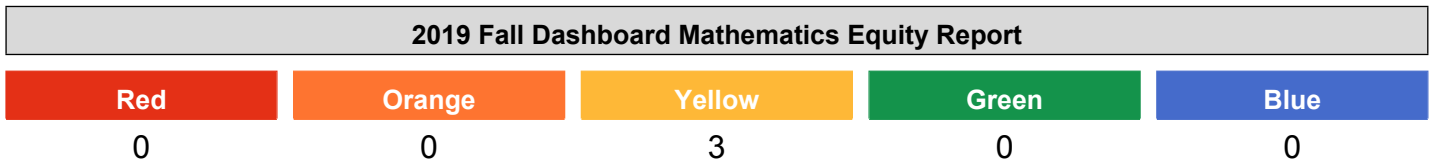
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 18.5 points below standard Maintained -0.4 points 111	<p>English Learners</p> Yellow 33 points below standard Increased ++3.2 points 46	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 30.4 points below standard Increased ++5.3 points 65	<p>Students with Disabilities</p> No Performance Color 28.1 points below standard Increased Significantly ++52.7 points 15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.1 points below standard Increased ++8.5 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0.9 points above standard Maintained -1.6 points 26

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.3 points below standard Increased Significantly ++25.5 points 33	8.3 points above standard Declined -6.3 points 13	7.8 points below standard Maintained -1 points 63

Conclusions based on this data:

1. While our overall performance level in math remained steady in the yellow band, our four statistically-significant student populations (ELD, Hispanic, SES, and SWD) all showed an increase in performance. Students with Disabilities increased significantly by 53.7 points.
2. Looking at data by grade level, the percentage of students "meeting or exceeding standards" grew in third grade and remained similar between 2018-2019 in grades four and five.
3. It is notable that Walnut's special student populations all showed an increase although the performance of students overall remained the same. We are encouraged to see that the achievement gap in mathematics is shrinking. Teachers will focus on best practices, targeted Tier 2 intervention, and after-school tutoring to promote growth in math skills. Based on current data, teacher PLCs have identified specific claims and target areas to focus on for the 2019-20 school year.

School and Student Performance Data

Academic Performance English Learner Progress

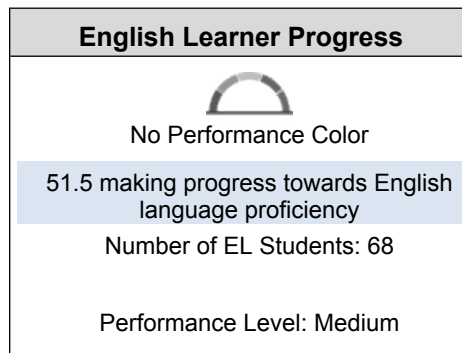
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	27.9	7.3	44.1

Conclusions based on this data:

- 79% of our English Learners either maintained or progressed by at least one ELPI level in 2018-19.
- 44% of students increased ELPI scores by at least one level. 20% of students declined by one ELPI level. Close to half of students showed growth by at least one level.
- We need to continue to prioritize professional development in English Language Acquisition and State Standards in ELD/ELA.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

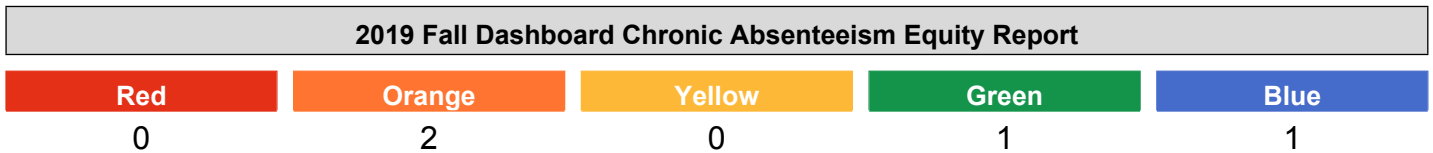
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.3</p> <p>Increased +1.2</p> <p>303</p>	<p>English Learners</p> <p>Blue</p> <p>0.9</p> <p>Declined -1.4</p> <p>110</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.7</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.6</p> <p>Increased +2</p> <p>167</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>13.8</p> <p>Increased +4.7</p> <p>29</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -6.1 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.4 Declined -1.6 174	 No Performance Color 14.3 Increased +14.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 15.3 Increased +7 85

Conclusions based on this data:

1. Our overall chronic absenteeism moved from the green band to orange. Chronic absenteeism increased for the White, SED, and SWD student groups.
2. Chronic absenteeism declined for both our Hispanic and English Language Learner student groups. Hispanic is now green, and ELD is now blue.
3. We will continue to address the importance of school attendance with our Captain Attendance program for students, parent presentations at ELAC and Title 1 meetings, and newsletter messages for parents. We will use the parent notification system for chronic absenteeism with fidelity, including the steps of the SARB (Student Attendance Review Board) and SART (Student Attendance Review Team; site-based) processes to help parents overcome any barriers preventing their child's regular attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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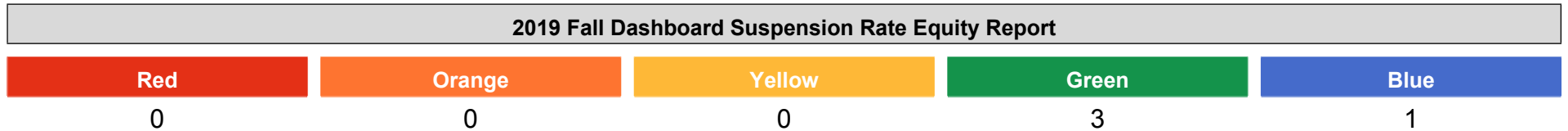
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



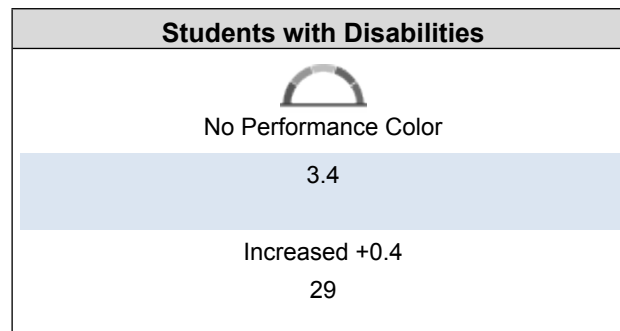
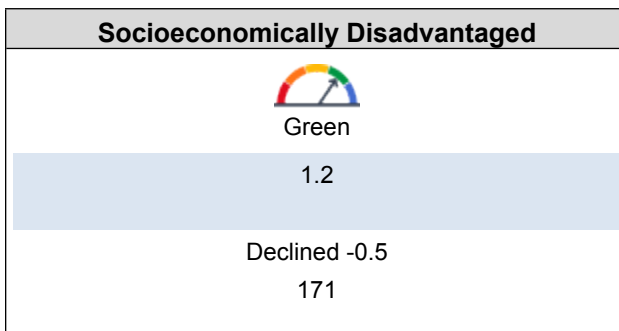
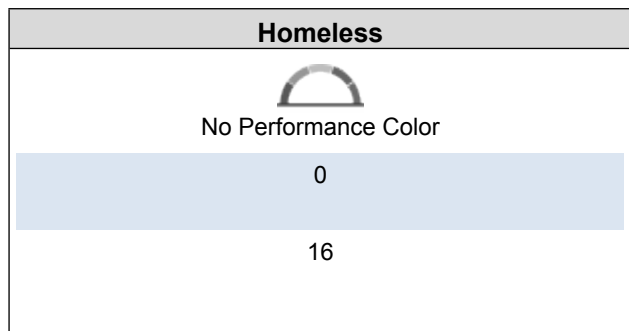
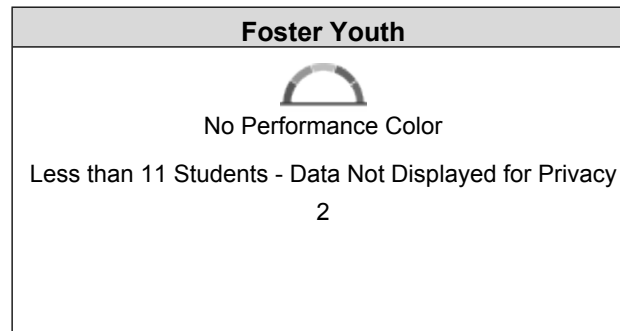
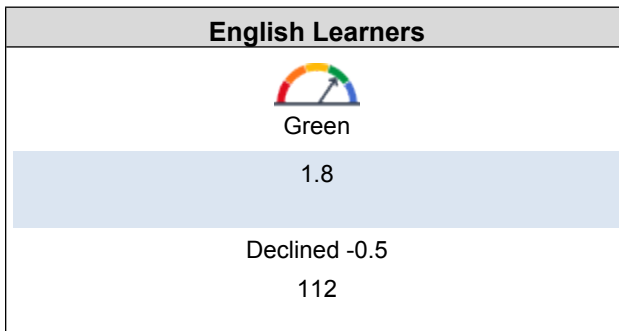
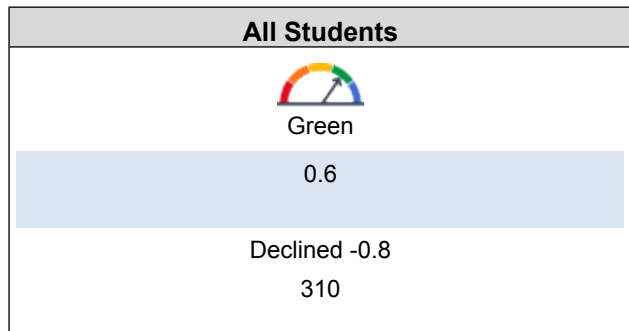
Highest Performance

This section provides number of student groups in each color.










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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 4		 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined Significantly -1.1 177	 No Performance Color 0 Declined -5.9 14	 No Performance Color Less than 11 Students - Data Not 2	 Blue 0 Maintained 0 86

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	0.6

Conclusions based on this data:

1. Our overall suspension rate band improved from orange to green, reflecting a decline in the number of students missing instruction due to suspension.
2. The suspension rate declined for students overall and for SED and ELD student groups. The suspension rate declined significantly for our Hispanic student group.
3. Walnut is committed to creating a positive school climate and implements school-wide positive behavior systems, school counseling, restorative practices, and direct instruction in social-emotional skills. Staff members are building their own capacity by building individualized behavioral systems in class, incorporating CHAMPS positive expectations, and exploring Universal Design for Learning. Our goal is to keep all students at school each day and address misbehavior as a learning opportunity.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement in English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 1

English-Language Arts: For the 2022-2023 school year, we are implementing multiple action steps so that our K-5th grade students meet or exceed state standards in English Language Arts according to the metrics stated below in Annual Measurable Outcomes.

Identified Need

Walnut students returned to a full-day, in-person learning environment for the 2021-2022 school year. Despite pandemic-related challenges, K-5 students made significant progress in English Language Arts and met many of the goals established in last year's SPSA. Student scores in grades K-2 were all higher than in the previous school year, when students participated in different learning models. Grades K and 1 met overall SPSA goals in 2022, and grade 2 missed the goal by 4 percentage points. The most noticeable discrepancy was found between reading Lexile goals and outcomes for grades 3-5. Although the CAASPP was administered this year, we continued to monitor local benchmark data for SPSA purposes as well. Grades 4 and 5 did meet their ELA benchmark goals, with 3rd grade missing their goal by 4 percentage points. We will continue to make a significant investment in targeted intervention across all grade levels, with special attention given to building reading Lexiles in grades 3-5. See Goal 5, Learning Recovery, for additional details.

Grades K-2:

For a summative look at student progress at the end of the school year, Walnut used the metrics/indicators listed in the 2021-22 SPSA. However, we adjusted the essential standards monitored in grades 1 and 2 to align with all CVUSD elementary schools. This alignment allowed for more depth and comparability in district-wide data analysis. In grade 1, in order to meet the goal, 80% of

students needed to meet or exceed benchmarks in phonics, blending sounds, high frequency words, and reading fluency, rather than just grade level phonics and high frequency words. This higher goal was met, with 87% of students overall meeting all 4 essential standards. Results for our significant populations: SED: 83%; Hispanic: 70%; ELL: 75%; SWD: 38%; Homeless/Foster: 50%. Similarly, the 2nd grade metrics were adjusted from "75% of students will meet or exceed benchmarks in 3 out of 4 essential standards (phonics, reading accuracy, reading fluency, and comprehension)," to "75% of students will meet or exceed benchmarks in all 4 essential standards of phonics, reading accuracy, reading fluency, and high frequency words." Second grade students nearly met the more rigorous metrics/indicators with 71% of students meeting the goal. Results for our significant populations: SED: 58%; Hispanic: 47%; ELL: 52%; SWD: 8%; Homeless/Foster: 33%. Scores for our special populations in second grade showed a wider discrepancy than in first grade. This will need to be monitored closely in 2022-23. Kindergarten metrics remained the same as indicated in the 2021-22 SPSA, with the goal being that 80% of students would meet or exceed phonics goals of letter identification and letter sounds. This goal was met, with 87% of students meeting or exceeding these standards. Results for significant populations: SED: 80%; Hispanic: 69%; ELL: 79%; SWD: 25%; Homeless/Foster: 33%.

Grades 3-5:

Our SPSA metric plan for grades 3-5 in ELA included Lexile data, CAASPP data, and local benchmarks (in the possibility that CAASPP data was not gathered). Reading Lexile scores and CVUSD ELA Benchmark data was monitored by School Site Council throughout the school year. As stated above, pandemic learning loss is most evident in 3rd-5th grade reading Lexiles. The goal was that 70% of students overall in each grade level would be reading in the appropriate reading Lexile band by the end of the year. In grade 3, only 43% of students met the goal. Results for our special populations: SED: 25%; Hispanic: 33%; ELL: 31%; SWD: 29%; Homeless/Foster: 0%. In grade 4, 54% of students met the goal. Results for our special populations: SED: 44%; Hispanic: 25%; ELL: 47%; SWD: 20%; Homeless/Foster: 33%. In grade 5, 45% of students overall met the goal. Results for our special populations: SED: 45%; Hispanic: 35%; ELL: 35%; SWD: 0%; Homeless/Foster: 38%. Upper-grade students demonstrated stronger scores on local ELA benchmarks, which were used across the school district. The goal was that 70% of students in grades 3-5 would meet or exceed benchmarks. In Walnut's grade 3, 66% of students met or exceeded benchmarks in Tri. 3 (70% met the goal in Tri. 2). Scores showed more consistency across special populations: SED: 62%; ELL: 62%; SWD: 70%; and Homeless/Foster: 0%. Grades 4 and 5 both met the goal, with 73% of fourth-graders and 73% of fifth-graders overall meeting or exceeding benchmarks in Tri. 3. Similar to grade 3, special population data is more consistent. In grade 4: SED: 60%; ELL: 66%; SWD: 60%; Homeless/Foster: 33%. In grade 5: SED: 62%; ELL: 51%; SWD: 50%; Homeless/Foster: 50%. Walnut will continue to include ELA local benchmark data in its goals, as it reveals a wider picture than just Lexile data.

Students in grades 3-5 took state CAASPP tests for the first time in May of 2022. While we cannot measure longitudinal data for the past two school years, 2022 data reveals: Grade 3, 40% of students overall met or exceeded ELA standards, SED: 32%, Hispanic: 30%, ELL: 23%, SWD: 25%, Homeless/Foster: 0%. Grade 4, 55% of students overall met or exceeded ELA standards, SED: 38%, Hispanic: 45%, ELL: 55%, SWD: 40%, Homeless/Foster: 0%. Grade 5, 40% of students overall met or exceeded ELA standards, SED: 28%, Hispanic: 30%, ELL: 12%, SWD: 0%, and Homeless/Foster: 22%. A review of CAASPP scores gathered in 2019 reveals that overall scores in 2022 are 7 percentage points lower in Grade 3 and 4 percentage points lower in Grade 5; however, the overall scores for Grade 4 are 7 percentage points higher than in 2019. Any decreased scores for special populations are within 2-10

percentage points, with the exception of SWD in grade 4, which decreased from 40% to 13%. Certain special populations showed gains, including SED in 3rd grade with a 2 percentage point growth over 2019, 4th grade increase of 23 percentage points Hispanic, 6 percentage point increase for SED, 38 percentage points increase for ELL, and 5th grade increase of 12 percentage points for ELL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>80% of Kindergarteners will meet or exceed phonics benchmarks in letter recognition and letter sounds. Students in significant populations (Socioeconomically Disadvantaged SED, Hispanic, English Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall score for all students.</p>	<p>87% overall met this metric in June of 2022; 80% SED, 69% Hispanic, 79% ELL, 25% SWD, and 33% Homeless/Foster.</p>	<p>80% in June of 2023</p>
<p>80% of 1st grade students will meet or exceed benchmarks in grade level phonics, blending sounds, high frequency words, and reading fluency as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.</p>	<p>87% overall met last year's metric in June of 2022; 83% SED, 70% Hispanic, 75% ELL, 38% SWD, and 50% Homeless/Foster</p>	<p>80% in June of 2023</p>
<p>70% of 2nd grade students will meet or exceed benchmarks in grade level phonics, reading accuracy, reading fluency, and high frequency words as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.</p>	<p>71% overall met last year's metric in June of 2022; 58% SED, 47% Hispanic, 52% ELL, 8% SWD, and 33% Homeless/Foster.</p>	<p>70% in June of 2023</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

70% of 3rd-5th grade students will perform within the expected grade-level Lexile band as measured by Scholastic Reading Inventory (SRI). Students in significant populations will score within 10 percentage points of the overall score for all students.

Percentages in June of 2022:
3rd grade: 43% overall; 25% SED, 33% Hispanic, 52% ELL, 29% SWD, 0% Homeless/Foster.
4th grade: 54% overall, 44% SED, 25% Hispanic, 47% ELL, 20% SWD, 33% Homeless/Foster.
5th grade: 45% overall, 25% SED, 35% Hispanic, 35% ELL, 0% SWD, and 38% Homeless/Foster.

70% of students in grades 3-5 reading within expected Lexile band by June of 2023

70% of 3rd-5th grade students will meet or exceed CA State Standards as measured on local CVUSD ELA benchmarks. Students in significant populations will score within 10 percentage points of the overall score for all students.

Percentages in June of 2022:
3rd grade: 66% overall; 62% SED, 62% ELL, 70% SWD, 0% Homeless/Foster
4th grade: 73% overall; 60% SED, 66% ELL, 60% SWD, 33% Homeless/Foster
5th grade: 73% overall; 62% SED, 51% ELL, 50% SWD, 50% Homeless/Foster

70% of students in grades 3-5 meeting or exceeding Tri. 3 benchmarks in June of 2023

57% of 3rd-5th grade students overall will meet or exceed standards in English Language Arts on the state CAASPP test. Students in significant populations will score within 10 percentage points of students overall.

Data from spring of 2022:
3rd grade: 40% overall met or exceeded standards. 32% SED, 30% Hispanic, 23% ELL, 25% SWD, 0% Homeless/Foster
4th grade: 55% met or exceeded standards. 38% SED, 45% Hispanic, 55% ELL, 13% SWD, 0% Homeless/Foster
5th grade: 40% met or exceeded standards. 28% SED, 30% Hispanic, 12% ELL, 0% SWD, 22% Homeless/Foster

57% meeting or exceeding standards overall, with a 10 scaled score points increase for students in special populations.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELA Intervention Program for grades K-5, 4 x weekly, taught by credentialed academic specialists. Students will be pre-assessed by the Intervention Team in September and then placed by teachers into targeted small groups based on data collected. All students in grades 1-5 will participate in Target Time, whether they need remediation, on-grade-level skill building, or enrichment. K intervention will also be provided 4 x per week. Each trimester, assessment data will be analyzed and groups adjusted.</p>	<p>September 2022-May 2023</p>	<p>Grade Level Teachers Certificated Academic Specialists Principal</p>	<p>Academic Specialists collect initial data in grades 1-5 in phonics, reading accuracy, fluency, and comprehension. Kindergarten teachers and the K academic specialist will collect initial reading benchmark data for all K students. Each specialist will receive training in assessments and intervention curriculum. (Cost included below)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>0</p>
			<p>Credentialed Academic Specialists provide direct instruction to students 4 times per week during Target Time. 30-minute sessions for grades K-3; 45-minute sessions for grades 4-5.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>26,700</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Dedicate banked time and staff meetings 3-4 times in the year to analyze ELA assessment data to monitor progress of groups. Specialists will join classroom teachers and the principal for 3 release days during the year to create new groups based on data and collaborative discussion (cost of substitutes listed). The goals and curriculum for each small group will also be set on these release days.	1000-1999: Certificated Personnel Salaries	Title I	1,800
			Credentialed Academic Specialist dedicated to Kindergarten ELA intervention.	1000-1999: Certificated Personnel Salaries	OTRM	9,500
			ELD paraprofessionals support targeted English Language Learners during specific intervention classes to help students better access language objectives. Service provided during regular work hours, funded by the district.	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			English Language Learners considered to be "at risk" meet regularly with credentialed academic specialist to monitor ELL Intervention progress with digital programs (Lexia). Funds accounted for in next descriptor.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0
			Fund additional credentialed academic specialist for ELA intervention (and ELL at-risk monitoring).	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,000
			Students with Disabilities participate in Tier 2 interventions in addition to working on their IEP goals with the special education teacher, unless data indicates that Tier 2 intervention is not needed.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Release Time for TK-3rd grade teachers to administer 1-on-1 benchmark assessments at the end of each trimester.	1000-1999: Certificated Personnel Salaries	OTRM	2,758
			Budget for substitutes to cover credentialed academic specialists in case of illness, to minimize any interruption of Target Time or math intervention.	1000-1999: Certificated Personnel Salaries	Title I	1,300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Lead Academic Specialist, Data Support	2022-2023	Academic Specialist	Fund a credentialed Academic Specialist who provides direct instruction to students, inputs and organizes data, and works with the Principal to monitor MTSS progress--including special populations.	1000-1999: Certificated Personnel Salaries	Title I	13,500	
		Principal		Disaggregate benchmark data based on special populations (English Language Learners, Students with Disabilities, Hispanic/Latinx, Homeless/Foster, and Socioeconomically Disadvantaged) to help prevent inequities.		1000-1999: Certificated Personnel Salaries	0
				The Lead Academic Specialist will also lead PLC meetings for the academic specialist team and work as a liaison with the principal and school office.		1000-1999: Certificated Personnel Salaries	0
All students will have regular use of digital software designed to build reading and language skills at their instructional level.	2022-2023	Classroom Teachers Academic Specialists Computer Technician Principal	Students will have use of grade-level appropriate computer programs, including Lexia, IXL, Brain Pop, SRI, Pear Deck, and Reading Eggs.	4000-4999: Books And Supplies	Title I	1,800	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Kindergarten and TK teachers will have access to ESGI to assess and monitor student progress in ELA standards	4000-4999: Books And Supplies	None Specified	0
			Students and teachers will have access to Microsoft Office to enhance instruction and learning.	4000-4999: Books And Supplies	None Specified	0
			.Regular use of Lexile-building programs, including Lexia and SRI, to close gap shown in 2022 data for grades 3-5. (district funded)	4000-4999: Books And Supplies	None Specified	0
Purchase and maintain technology hardware and teacher software used for instruction and intervention in ELA.	2022-2023	Computer Site Technician	Purchase incidental items to maintain current technology and meet additional needs for equitable and accessible classroom instruction	4000-4999: Books And Supplies	Title I	750
		Principal	Purchase technology to promote ELA skills and enrichment.	4000-4999: Books And Supplies	Title I	1,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students designated as English Language Learners will receive ELD instruction daily. Students meeting specific criteria will also participate in EL Intervention.	2022-2023	Classroom Teachers	Students learning English will receive direct instruction in English according to their most recent ELPAC level. Students identified as English-Only, RFEP, or IFEP will receive language enrichment using non-core curricular materials. (Personnel costs included under Action Item #1)	None Specified	None Specified	0
		Academic Specialists				
		Computer Specialist				
		ELD Paraprofessionals	Students identified as newcomers, LTEL, at-risk, or with low ELPAC levels work 4 x per week on a digital program (Lexia). The program is overseen and monitored by an academic specialist (personnel costs included under Action Item #1).	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0
			Language Acquisition Team (LAT) meetings held to review progress of English Language Learners. Target standards analyzed, current interventions reviewed, new supports recommended for students deemed to be at-risk or LTEL.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase print materials and other supplies to support Intervention and enrichment in ELA.	2022-2023	Principal Classroom Teachers Academic Specialists	Print materials to support the intervention program, including any after-school tutoring or enrichment needs. Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students.	4000-4999: Books And Supplies	Title I	200
Provide after-school opportunities for students needing academic support or enrichment in English Language Arts	2022-2023	Classroom Teachers GATE Facilitator Academic Specialists Principal ELOP TEAM Staff	After-school intervention program providing extra targeted practice in ELA for grades 1-5 and Kindergarten readiness skills for Kindergarten students. Program taught by credentialed academic specialists and classroom teachers. Participating students are recommended by classroom teachers.	1000-1999: Certificated Personnel Salaries	Title I	1,500
			Principal monitors effectiveness of after school intervention and tutoring programs by tracking student data and meeting with instructors.	None Specified	None Specified	0
			Encourage participation in CVUSD High School online tutoring program; free to elementary students	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Extended Learning Opportunity/Program offered to all students free of charge. Daily ELA intervention and practice using research-based curriculum.	None Specified	None Specified	0
			Gate activities provided by Walnut GATE Facilitator and CVUSD Student Services. (Walnut activities also provided as a lunch recess option)	4000-4999: Books And Supplies	None Specified	0
Offer Professional Development for teachers in focus areas for the year, including Diversity, Equity, and Inclusion (DEI), Arts/SEL Integration, best practices with Wonders ELA curriculum, and Universal Design for Learning (UDL).	2022-2023	Principal	Professional Development opportunities designed to promote student ELA achievement, DEI, UDL, and SEL for all populations. 3 dedicated PD days during the year.	1000-1999: Certificated Personnel Salaries	None Specified	0
		GATE Facilitator				
		ELD Advisor				
		Classroom Teachers				
Academic Specialists	SEL & Arts Integration training for teachers with professional presenter (Instruction & PD Funds outside parameters of this plan)	5800: Professional/Consulting Services And Operating Expenditures	Instruction	0		
Professional Presenters						
District TOSAs	Ongoing professional development on effective use of Lexia, IXL, and Mastery Connect.	None Specified	None Specified	0		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			ELD Teacher Advisor provides PD for colleagues monthly during staff meetings on best practices for integrated and designated ELD.	1000-1999: Certificated Personnel Salaries	None Specified	0
Provide additional supports for beginning English Language Learners.	2022-2023	Classroom Teachers	Provide an academic specialist to help beginning EL students access content area instruction in the classroom. Extra focus will be given to those students new to the United States.	2000-2999: Classified Personnel Salaries	0860	2,700
		Academic Specialists				
		Bilingual Facilitator				
		Bilingual Paraprofessionals	Bilingual paraprofessionals work under the direction of classroom teachers to support students with Emerging and Early Expanding ELPAC levels better access classroom instruction.	2000-2999: Classified Personnel Salaries	District Funded	0
Academic Specialist Support for Transitional Kindergarten	2022-2023	Academic Specialists	An academic specialist will assist in TK for 5.25 hours per day to support ELA, math, and other developmentally-appropriate instruction.	2000-2999: Classified Personnel Salaries	None Specified	3,250
		Classroom Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide public speaking, collaboration, and leadership opportunities for students through Student Council	2022-2023	Student Council Advisor	Student Council meets twice monthly to engage in the democratic process at Walnut. The council is composed of elected officers and classroom representatives from grades 3-5. Student Council regularly participates in Wildcat Pride Assemblies, Awards Assemblies, and public speaking in classrooms & over the public address system.	2000-2999: Classified Personnel Salaries	Instruction	1,500
Summer Programs, including Kindergarten Readiness	July-August 2023	Credentialed Teacher Bilingual Paraprofessional	"Roar Into Kindergarten" program for students needing extra support before school starts. The 2-week program is taught by either a classroom teacher or a credentialed academic specialist and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. (Funded through district Title 1)	1000-1999: Certificated Personnel Salaries	Title I (0620)	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			ELD Paraprofessional provides additional language support for students in Roar into K. Translates materials as needed. Provides interpretation services for parents as needed. (Covered by district Title 1 funds)	2000-2999: Classified Personnel Salaries	Title I (0620)	0
			Purchase materials and basic supplies for each student. (Cost included above)	4000-4999: Books And Supplies	Title I	0
			Analyze data and collaborate with teachers to identify students for CVUSD summer learning programs. Follow-up with families and problem-solve to remove barriers to access.	None Specified	District Funded	0
			Identify students who would most benefit from YMCA's Find My Genius summer intervention & enrichment program for Title 1 schools.	None Specified	None Specified	0
			Host early-back program for students identified as homeless and/or foster in the Newbury Park cluster area	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all students are learning in the Least Restrictive Environment	2022-2023	Principal	Maintain the current LRE statistics of 100% of students properly placed.	None Specified	None Specified	0
		Classroom Teachers				
		School Psychologist	Utilize the Special Education Teacher, School Psychologist, and the Speech & Language Pathologist to provide high-level interventions to support students as they work on IEP goals.	1000-1999: Certificated Personnel Salaries	General Fund	0
		Special Education Teacher				
Speech and Language Pathologist	Provide professional development for general education teachers in Universal Design for Learning strategies and Inclusion.	1000-1999: Certificated Personnel Salaries	None Specified	0		

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Please see SPSA Progress Monitoring charts included in Attachments. These charts give a graphic representation of student progress towards SPSA ELA goals throughout 2021-2022, beginning with pre-assessments in September of 2021. They were reviewed by School Site Council and English Language Advisory Council throughout the year. These stakeholder groups, along with teachers, also used this data in the beginning of the 2022-2023 school year to analyze last year's progress and adjust this year's

goals accordingly. Last year's action items, including intervention groups, targeted professional development, digital support, supplemental support for ELL students, after-school tutoring, and time for data collection and analysis all worked to promote student growth in English Language Arts across the grade levels.

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

The implementation of our ELA/ELD program followed the structure outlined in the 2021-22 SPSA with only minimal adjustments. Target Time was extended to 45-minutes, 4 x weekly, for grades 4-5. In order to achieve fidelity with one systematic literacy program, our English Language Learners considered to be "at risk" used the Lexia Literacy digital program rather than using both Lexia and Smarty Ants or Imagine Learning. An academic specialist met regularly with these students to provide targeted feedback and motivation to help them meet their literacy goals with Lexia. An extended learning opportunity/program (ELOP) was held at Walnut in May and June in partnership with the YMCA Find My Genius program. Find my Genius was offered to all of our unduplicated students, and it will be expanded in the 2022-23 school year.

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

Goal 1 for 2023-23 includes extended Target Time sessions for grades 4 and 5 to promote targeted intervention & learning recovery. It also includes the ELOP after-school program, which will be offered to all students in the 2022-23 school year. The ELOP program is run in conjunction with the CVUSD TEAM program and includes targeted academic intervention/practice along with enrichment opportunities. We will be utilizing teachers and other staff members to best meet students' needs in our after-school program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement in Math

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

Mathematics: For the 2022-2023 school year, we expect our K-5th grade to develop their mathematics skills and meet or exceed state standards according to the metrics stated below in Annual Measurable Outcomes.

Identified Need

Walnut students returned to a full-day, in-person learning environment for the 2021-2022 school year. Despite pandemic-related challenges, K-5 students made significant progress in mathematics. Grades K, 1, and 3 exceeded the goals of the 2021-22 SPSA, and grades 2, 4, and 5 were within 2-3 percentage points of meeting their goals. Walnut added an additional credentialed intervention specialist in 2021-22, who provided extra support to grades 4 and 5. We believe it is important to continue that level of math intervention in 2022-23 as well. Each grade, K-5, will continue to have credentialed academic specialists who contribute to our math intervention program. Intervention details are listed below; also see Goal 5, Learning Recovery.

Grades K-2:

For a summative look at student progress at the end of the school year, Walnut metrics/indicators similar to those listed in the 2021-22 SPSA. However, we adjusted the essential standards monitored in grades K-2 to align with all CVUSD elementary schools. This alignment allowed for more depth and comparability in district-wide data analysis. In Kindergarten, 75% of students needed to meet or exceed standards in counting, 1-to-1 correspondence, and recognizing numerals in order to meet the goal. 83% of Walnut's

Kindergarten students overall met this goal. Results for significant populations: SED: 77%; Hispanic: 68%; ELL: 78%; SWD: 50%; Homeless/Foster: 50%. In Grade 1, 75% of students needed to meet or exceed standards in adding/subtracting fluently, adding/subtracting accurately, counting/reading/writing numbers, and solving word problems. 86% of Walnut first-graders met this goal. Results for significant populations: SED: 78%; Hispanic: 55%; ELL: 67%; SWD: 67%; Homeless/Foster: 50%. In Grade 2, 75% of students needed to meet or exceed standards in adding/subtracting fluently, solving word problems, and understanding numbers to 1,000. 72% of students met the goal, falling 3 percentage points short of the SPSA goal. Results for significant populations: SED: 56%; Hispanic: 41%; ELL: 48%; SWD: 33%, and Homeless/Foster: 67%. For 2022-23, we will maintain consistency of essential standards with other CVUSD elementary schools. Walnut will increase its goal for Kindergarten and Grade 1 to 80% and keep Grade 2 at 75%.

Grades 3-5:

In grades 3-5, Walnut used the all the metrics/indicators listed in the 2021-22 SPSA, which focused on Trimester 3 math benchmark assessments and CAASPP data. Third grade had the highest numbers of students meeting or exceeding benchmarks at 85%, followed by fourth grade with 73%, and fifth grade with 72% overall. Both 3rd and 4th grade exceeded the expected outcome of 75%. Our significant student groups in grade 3 scored within 10 percentage points of the overall student population: Hispanic: 87%, English Learners: 88%, Socio-Economically Disadvantaged: 81%, SWD: 75%, and Homeless/Foster: 75%. In Grade 4, all scored within 14 percentage points of the overall score: Hispanic: 59%, ELL 66%, SED 60%, SWD 60%, and Homeless/Foster 100%). Significant student populations in Grade 5 showed a greater discrepancy in scores: Hispanic: 56%, EL: 64%, SED: 64%, SWD: 56%, and Homeless/Foster: 38%.

Students in grades 3-5 took state CAASPP tests for the first time in May of 2022. While we cannot measure longitudinal data for the past two school years, 2022 data reveals: Grade 3, 67% of students overall met or exceeded ELA standards, SED: 68%, Hispanic: 65%, ELL: 69%, SWD: 50%, Homeless/Foster: 67%. Grade 4, 59% of students overall met or exceeded ELA standards, SED: 56%, Hispanic: 50%, ELL: 69%, SWD: 13%, Homeless/Foster: 100%. Grade 5, 24% of students overall met or exceeded ELA standards, SED: 12%, Hispanic: 14%, ELL: 6%, SWD: 0%, and Homeless/Foster: 11%. A comparison between CAASPP scores in 2019 vs. 2022 revealed that 3rd grade scores were higher by 10 or more percentage points for all students (increased from 57% to 67%) and each special population other than SWD (decrease of 17 percentage points). Fourth grade also showed increases across the board, other than SWD. The percentage of students overall meeting or increasing standards rose from 28% in 2019 to 59% in 2022; Hispanic up from 15% in 2019 to 50% in 2022, SED up from 24% in 2019 to 56% in 2022, and ELL up from 13% to 69% in 2022. SWD decreased from 40% in 2019 (5 students) to 13% (8 students) in 2022. In 5th grade, the percentage of students meeting or exceeding standards also rose in every category other than SED (decrease of 2 percentage points) and ELL (decrease of 4 percentage points). CAASPP results show the biggest need additional support in Grade 5.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>80% of Kindergarten students will meet or exceed benchmarks for counting, 1-to-1 correspondence, and recognizing numerals. Students in significant student groups (Socio-economically Disadvantaged SED, Hispanic, English Language Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall population.</p>	<p>83% of students overall met last year's metrics in June of 2022; 77% SED, 68% Hispanic, 78% ELL, 50% SWD, and 50% Homeless/Foster.</p>	<p>80% or higher for students overall in June 2023</p>
<p>80% of students in Grade 1 will meet or exceed benchmarks for adding/subtracting fluently, counting/reading/writing numbers, adding/subtracting accurately, and solving word problems. Students in significant student groups will score within 10 percentage points of the overall population.</p>	<p>86% of students overall met last year's metrics in June of 2022; 78% SED, 55% Hispanic, 67% ELL, 67% SWD, and 50% of Homeless/Foster.</p>	<p>80% or higher for students overall in June 2023</p>
<p>75% of students in Grade 2 will meet or exceed benchmarks for adding/subtracting fluently, word problems, and understands numbers to 1,000. Students in significant student groups will score within 10 percentage points of the overall population.</p>	<p>72% of students overall met last year's metrics in June of 2022; 56% SED, 41% Hispanic, 48% ELL, 33% SWD, and 67% Homeless/Foster.</p>	<p>75% or higher for students overall in June 2023</p>
<p>75% of students in grades 3, 4, and 5 will meet or exceed standards on the CVUSD math benchmark assessment as measured using mastery cut-points. Students in significant student groups will score within 10 percentage points of the overall population.</p>	<p>3rd Grade: 85% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2022. 81% SED, 87% Hispanic, 88% ELL, 76% SWD, 75% Homeless/Foster. 4th Grade: 73% of students overall scored 70% or higher on the Tri. 3</p>	<p>75% or higher for students overall in grades 3 and 4; 70% or higher for students overall in grade 5. Students in significant groups will score within 10 percentage points of students overall.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>benchmark in June 2022 60% SED, 59% Hispanic, 66% ELL, and 60% SWD, 100% Homeless/Foster. 5th Grade: 72% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2022. 64% SED, 56% Hispanic, 60% ELL, 56% SWD, and 38% Homeless/Foster.</p>	
<p>68% of students in grade 3, 60% of students in grade 4, and 30% of students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.</p>	<p>CAASPP Data from spring of 2022: 3rd grade: 67% overall met or exceeded standards. 68% SED, 65% Hispanic, 69% ELL, 50% SWD, 67% Homeless/Foster 4th grade: 59% met or exceeded. 56% SED, 50% Hispanic, 69% ELL, 13% SWD, 100% Homeless/Foster 5th grade: 24% met or exceeded. 12% SED, 14% Hispanic, 6% ELL, 0% SWD, 11% Homeless/Foster</p>	<p>Grade 3: 68% or higher for students overall, within a 10 percentage point or less difference for our significant student populations.</p> <p>Grade 4: 60% or higher for students overall, within a 10 percentage point or less difference for our significant student populations.</p> <p>Grade 5: 30% or higher for students overall, within a 10 percentage point or less difference for our significant student populations.</p>

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)						
			Description	Type	Funding Source	Amount			
Students who are not meeting math benchmarks will receive MTSS Tier 2 math instruction with Academic Specialists. Specific skills will be targeted for intervention based on assessment data and input from classroom teachers.	2022-2023	Grade Level Teachers	Credentialed academic specialists will provide small group math intervention based on assessment data and teacher input.	1000-1999: Certificated Personnel Salaries	Title I	26,700			
		Academic Specialists		Dedicate school-wide PLC time 3 x yearly to analyzing math benchmark assessment data to monitor student progress and identify students needing math intervention.	None Specified	None Specified	0		
		Principal			Students will receive core instruction from their grade level teachers, including differentiation based on individual needs. UDL strategies will be implemented to help all students engage with content, have appropriate options for representation of learning, and multiple means of action and expression in the general education environment.	None Specified	None Specified	0	
						Academic Specialists and Classroom Teachers collaborate regularly to ensure Tier 2 intervention is effective and groupings remain flexible and appropriate.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Fund an additional credentialed academic specialist this year to provide extra support to fourth and fifth grade math intervention.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	10,000
			Fund credentialed Kindergarten intervention specialist to work with targeted small groups on specific math skills.	1000-1999: Certificated Personnel Salaries	OTRM	9,500
			Lunchtime math homework club for grades 4-5, led by classroom teachers and credentialed academic specialists. (Cost included in descriptor 1)	1000-1999: Certificated Personnel Salaries	Title I	0
Lead Academic Specialist, Data Support	2022-2023	Academic Specialist	Lead Academic Specialist, Data, provides direct services to students and organizes math benchmark data.	1000-1999: Certificated Personnel Salaries	Title I	13,500
		Principal	Track benchmark data based on student populations (English Language Learners, Students with Disabilities, Hispanic/Latinx, Homeless/Foster, and Socioeconomically Disadvantaged) to identify any inequities.	1000-1999: Certificated Personnel Salaries	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			The Lead Academic Specialist will also lead weekly PLC meetings for the academic specialist team and work as a liaison with the principal and school office.	1000-1999: Certificated Personnel Salaries	Title I	0
All students will have regular use of digital software designed to build math skills at their instructional level. Additional digital programs will be used for targeted math intervention.	2022-2023	Grade Level Teachers Academic Specialists Computer Specialist	Students will have use of grade-level appropriate computer programs focusing on math skills, including IXL Math, Prodigy, Brain Pop, SeeSaw, Brainingcamp, and Pear Deck. Each program is set to the students' individual skill levels. Students and teachers will also have access to Mystery Science.	4000-4999: Books And Supplies	Title I	1,800
Purchase print materials and other supplies to support Intervention and enrichment in math.	2022-2023	Principal Academic Specialists Grade Level Teachers	Print materials to support math intervention, after-school tutoring, and enrichment activities.	4000-4999: Books And Supplies	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after-school opportunities for students needing academic support or enrichment in math.	2022-2023	Grade Level Teachers	After school intervention program providing extra targeted practice in math for grades 1-5 and Kindergarten readiness skills for Kindergarten students. Program taught by credentialed academic specialists and classroom teachers. Participating students and are recommended by classroom teachers.	1000-1999: Certificated Personnel Salaries	Title I	1,500
		Academic Specialists				
		GATE Facilitator				
		Principal				
		ELOP TEAM Program				
			Encourage participation in CVUSD High School online tutoring program.	None Specified	None Specified	0
			GATE activities sponsored by Walnut GATE facilitator and by CVUSD Student Services. (Walnut activities also provided as a lunch recess option) Goal to incorporate Pi Day activities this year.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Extended Learning Opportunity/Program offered to all students free of charge. Daily math intervention and practice using research-based curriculum. All ELL, SED, and McKinney/Vento students invited to participate.	None Specified	None Specified	0
Purchase and maintain technology hardware to support math instruction and intervention	2022-2023	Principal Computer Site Technician	Purchase technology to promote math skills and enrichment.	4000-4999: Books And Supplies	Title I	750
			Purchase hardware needed to support maintain existing technology and provide accessibility for all students.	4000-4999: Books And Supplies	Title I	1,750
Academic Specialist Support in Transitional Kindergarten	2022-2023	TK Academic Specialist	An academic specialist will assist in TK for for 5.25 hours per day to support small group centers to build ELA and Mathematical foundational skills.	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer programs, including Kindergarten Readiness	June-August 2023	Credentialed Teachers Bilingual Paraprofessionals	"Roar Into Kindergarten" program for students needing extra support before school starts. The 2-week program is taught by either a classroom teacher or a credentialed academic specialist and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. Funded through District Title 1.	1000-1999: Certificated Personnel Salaries	Title I (0620)	0
			ELD Paraprofessional provides additional language support for students in both programs. Translates materials as needed. Provides interpretation services for parents as needed. Funded through District Title 1.	2000-2999: Classified Personnel Salaries	Title I (0620)	0
			Analyze data and collaborate with teachers to identify students for CVUSD summer programs, including Summer Learning Camp and Find My Genius. Follow-up with families and problem-solve to remove barriers to access.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to ensure all students are learning in the Least Restrictive Environment (math)	2022-2023	Principal	Maintain the current LRE statistics of 100% of students properly placed.	None Specified	None Specified	0
		Classroom Teachers				
		School Psychologist	Utilize the Special Education Teacher, the School Psychologist, and the Speech & Language Pathologist for high-level intervention to support students as they work on their IEP goals.	1000-1999: Certificated Personnel Salaries	General Fund	0
		Special Education Teacher				
Speech & Language Pathologist	Provide professional development for general education teachers in Inclusion Practices and Universal Design for Learning (UDL).	None Specified	None Specified	0		

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Please see SPSA Progress Monitoring charts included in Attachments. These charts give a graphic representation of student progress towards SPSA math goals throughout 2021-2022. They were reviewed by School Site Council and English Language Advisory Council throughout the year. These stakeholder groups, along with teachers, also used this data to analyze last year's

progress and adjust this year's goals accordingly. Action items for 2021-22, including an additional credentialed academic specialist supporting 4th and 5th grade math intervention, digital supports, after-school tutoring, and time for data collection and analysis all worked to promote student growth in math across the grade levels.

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

There were no major differences between the intended implementation or budgeted expenditures for Goal 2. CVUSD completed a 1-to-1 technology program this year, and all students had a Chromebook. Based on this change, digital instruction was provided in classrooms by the teacher. Teachers were trained to monitor individualized digital programs and use them effectively, so we did not need to hire a digital specialist or have students leave their classrooms to go to a "computer lab."

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

In 2021-22, we adjusted our metrics for progress monitoring in grades K-3 in order to be consistent with the other 16 elementary schools in our school district. The only difference is that the choice of essential standards in math is now uniform, allowing for more effective data analysis across all elementary schools. See details in metrics above. Walnut will continue to monitor special population groups. The SPSA also includes the ELOP after-school program, which will be offered to all students in the 2022-23 school year. The ELOP program is run in conjunction with the CVUSD TEAM program and includes targeted academic intervention/practice along with enrichment opportunities. We will be utilizing teachers and other staff members to best meet students' needs in our after-school program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Enrichment and Social Emotional Development

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

Goal 3

Maximize student potential through academic, artistic, and social-emotional enrichment opportunities, intentionally seeking to provide equity for students in our special populations (English Language Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and those who are Homeless or in Foster Care).

Identified Need

Academic enrichment opportunities, as well as meaningful exposure to the arts, digital technology, and social-emotional learning, are an intentional part of our vision to provide equity for all students. Each opportunity is designed to level the playing field for students who do not come to school with the same amount of background experience in these areas. We also believe that all students deserve enriched learning experiences in order to develop as well-rounded human beings who can think deeply and make a positive contribution to their community. Our most recent parent survey data from both the School Site Council Survey showed that 98% of parents feel that Walnut's emphasis on the Arts is valuable for their children. 99% of parents said they believe their child's emotional skills are growing with support from teachers, the counselor, and school-wide programs such as Bucket Filling and Stand Proud, and 99% of parents responded that they believe the overall school culture at Walnut is positive. 100% of parent respondents to the ELD Needs Survey in the spring of 2021 agreed that Walnut was meeting their child's needs.

The importance of social-emotional learning is always a value at Walnut, and we recognize how crucial direct instruction in SEL skills is in our post-pandemic world. We are also committed to providing social-emotional support to individual students and families when

needed. We had a very positive response to the Tier 2 social-emotional program we implemented in 2021-22, which complements the work of our school counselor and allows more students to work on social-emotional skills with supportive adults. Action items below list the different ways our school and district are working to increase social-emotional learning and support for students. Similarly, we remain committed to providing enrichment opportunities, including meaningful exposure to the arts, to provide equitable access for all of our students. One of the notable additions to our program in 2021-22 was dance instruction for all grade levels, TK-5. We received a grant from community partner TO Arts, which allowed us to convert a carpeted classroom in a portable building into a dance studio with mirrors, appropriate flooring, and a barre. A Dance Studio Impact survey given to teachers in May of 2022 revealed that 100% saw an increase in their students' enthusiasm for dance over the course of the year, and while 100% of teachers reported that they believe having regular access to dance/movement in the dance studio has contributed positively to their students' social-emotional experience at school, 83.3% responded "Definitely!" as opposed to 16.7% who responded "yes." In 2022-23, Walnut will continue to employ a dance teacher who is skilled at integrating grade level content standards with state VAPA standards in dance, and she will fine-tune a systematic program across the grade levels for year-2 of the schoolwide program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic enrichment groups provided during the school day for all grade levels	In 2021-22, students identified as working beyond grade level met 4 x weekly with credentialed teachers for enrichment during Target Time. The Kindergarten academic specialist also met twice weekly with small groups for enrichment.	In 2022-23, 1st-5th grade students identified as working beyond grade-level will meet 4 x weekly with credentialed teachers during Target Time. The Kindergarten specialist will provide small group enrichment as well.
GATE activities will be provided at least monthly by Walnut's GATE Facilitator and CVUSD Student Services	In 2021-22, Walnut provided a mixture of virtual and in-person GATE activities at a frequency of less than once-per-month.	In 2022-23, Walnut's GATE Facilitator will provide monthly GATE activities during lunch recess and/or after school. Walnut will continue to promote CVUSD GATE activities, as well.
All students, TK-5, receive direct instruction in the arts, attend arts performances, and have access to arts and physical fitness opportunities during recess/after school	In 2021-22, students of all grade levels participated in 30-minute PE classes twice weekly. For the first time, students in grades TK-3 had one dance class per week as part of the PE program. Students in grades 4-5 had one trimester of dance instruction in addition to twice-weekly physical education with the PE teacher.	In 2022-23, all students TK-3rd grade will have 30-minutes of dance class each week as part of their PE program. The dance classes will integrate academic content standards with VAPA dance standards. Students in grades 4 & 5 will have 30 minutes of dance class weekly in addition to two PE classes with the

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>All students had monthly art classes with an art teacher and weekly music class with a music specialist. Students participated in virtual professional arts performances in their classrooms, and they saw live performances at school from Street Beat, Newbury Park High School, and Sequoia Middle School. Create Club, student clubs, and library activities were reinstated during select recess & lunch times.</p>	<p>physical education teacher. All students will have a monthly art class and weekly music class. All grade levels will have the opportunity to see at least one live arts performance at a local theater venue. Create Club, organized student clubs, drumming, and library activities will be available during select recesses and lunch. New partnership with Breathe Arts Foundation implemented for after-school drama opportunities.</p>
<p>Suspension rate below 0.05% to reflect positive/restorative discipline model</p>	<p>In 2021-22, our suspension rate was 0.01%</p>	<p>In 2022-2023, our goal is to have a 0% suspension rate, with no more than the 0.01% rate from 2021-22, reflecting progress made over time in school-wide positive behavior programs, reflective practices, and direct instruction in SEL skills in the classroom. Our goal will be to move to blue on the CA Dashboard.</p>
<p>Robust schoolwide SEL and PBIS initiatives</p>	<p>Our baseline school-wide initiatives from 2021-22 were Bucket Fillers, CHAMPS, Unity Day (Bullying Prevention), Inclusive Schools Week, The Great Kindness Challenge, Wildcat Pride Assemblies, "Rooted in Connectedness" in August, and theme months.</p>	<p>School-wide initiatives in 2022-23 will include Bucket Fillers, CHAMPS, Unity Day (Bullying Prevention), Inclusive Schools Week, The Great Kindness Challenge, monthly Wildcat Pride Assemblies, "Rooted in Connectedness" in August, Growth Mindset, and theme months.</p>
<p>Weekly integration of the Tier 1 Sanford Harmony Social Emotional Learning program in all grade levels</p>	<p>In 2021-22, teachers provided at least 45 minutes of direct instruction in social-emotional learning, including counselors' videos of Sanford Harmony lessons, community circles, recommended books, and buddy-up activities.</p>	<p>In 2022-23, all teachers will provide at least 45 minutes of Tier 1 social-emotional learning instruction per week, utilizing Sanford Harmony curriculum, counselor videos & activities, community circles, recommended children's literature, and buddy-up activities.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Supports for Tier 2 and 3 social-emotional/behavioral challenges. Goal to meet or exceed the 665 Tier 2 SEL intervention visits logged into the Q System in 2021-22

In 2021-2022, Walnut began a 3 day-per-week Tier 2 SEL intervention with academic specialists dedicated to social-emotional support for students. They met with identified students either individually or in very small groups on a regular basis to build social skills and emotional strategies. They also provided support throughout the day as situations arose. The counselor and principal supervised this program. An additional Tier 2 academic specialist provided classroom support to help all students, including those with behavioral challenges, access classroom learning activities.

In 2022-23, a Tier 2 SEL academic specialist will be available 3 days per week. Our SEL sensory/playroom will be better equipped to meet students' needs. An additional academic specialist will be available to support students in classrooms (Tier 2 behavioral needs). Meet or exceed the 665 Tier 2 SEL intervention visits logged into the Q system in 2021-22.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted Academic Enrichment classes	2022-2023	Classroom Teachers Academic Specialists	Based on assessment data and classroom performance, 30-45 minute academic enrichment classes will be offered 4 x per week during Target Time for students meeting standards and needing extra challenge. Classes will offer a project-based learning approach and greater depth & complexity (costs and funding covered in Goals 1 & 2).	1000-1999: Certificated Personnel Salaries	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Kindergarten academic specialist will meet with small groups of students for enrichment. Groups will be flexible and monitored with assessment data.	1000-1999: Certificated Personnel Salaries	Title I	0
			Students identified as GATE will participate in enrichment activities provided by the Walnut GATE facilitator and/or CVUSD Student Services. At the site level, these opportunities are offered to other interested students as well.	1000-1999: Certificated Personnel Salaries	General Fund	0
			Provide a budget for enrichment materials, supplemental curriculum, tools, and activities.	4000-4999: Books And Supplies	Title I	300
			CVUSD Tech TOSA works with classroom teachers and students to bring enrichment activities, such as coding and robotics.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
School-wide assemblies, training, and incentives for character development and positive behavior. Intentional actions to promote good attendance.	2022-2023	Principal	Continue monthly "Wildcat Pride" assemblies to build community and emphasize Bucket Filling, inclusion, and kindness. Honor students for positive character choices as well as academic achievement at Awards Assemblies each trimester. Incorporate student council members to act out scenarios showing acts of kindness, good sportsmanship, etc.	None Specified	None Specified	0	
		Student Council Advisor		Principal, counselor, and teachers will directly teach kindness, how to stand up for others, and how to get help in potential bullying situations.	None Specified	None Specified	0
		School Counselor			None Specified	None Specified	0
		Title 1 Social Worker	Posters on campus with steps detailing how to get help in a bullying situation. Uniform complaint and reporting procedures explained to parents and easily identifiable on school website.	None Specified	None Specified	0	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Recognize Kindness Week in January and re-register as a Kindness Certified School for 2022-23. Hold an assembly during Kindness Week, funded by PTA, and implement daily activities for students.	5800: Professional/Consulting Services And Operating Expenditures	Donations	0
			Recognize Unity Day on October 19 as part of National Bullying Prevention Month. Student Council will promote the event as a School Spirit Day. Students and staff wear orange in honor of Unity Day. Teachers will be provided with resources from Pacer, including the slide show adapted for CVUSD elementary schools.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Visuals on campus will support students' use of positive behavior strategies and problem-solving techniques, including CHAMPS and Bucket Fillers posters, and school-wide bulletin boards. Teachers and principal will dedicate time to CHAMPS expectations during the first week of school and throughout the year for reinforcement. Walnut's Peace Bench will continue to encourage kind interactions and problem solving during recess.	None Specified	None Specified	0
			School office staff will contact families daily when there is an absence. Offer support and problem-solving to reduce attendance barriers.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Principal and attendance liaison run chronic absence reports weekly. Title 1 social worker also watches for patterns and helps reach out to families for follow-up support. Attention paid to significant populations (ELD, Hispanic, SED, SWD, and Homeless/foster). Parents notified with phone calls, Chronic Absence letters, and School Attendance Review Board (SARB) letters. School Attendance Review Team (SART) meetings held at site level to support parents and correct chronic absence issues in an attempt to avoid SARB. Parent education on the importance of regular school attendance given at Title 1 and ELAC meetings. This is also addressed in the school newsletter and with a flyer sent home digitally. Use Attendance Works free materials.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase small, themed items as positive incentives to support PBIS on campus, including Kindness Week and Inclusive Schools Week. PTA also participates in Theme Weeks.	4000-4999: Books And Supplies	Title I	500
			School Outreach Specialist contacts families recognized as McKenney-Vento and/or Foster every 2 weeks to encourage attendance and offer any support needed.	2000-2999: Classified Personnel Salaries	Title I	0
Direct Instruction in social-emotional skills for all students, and a Tier 2 program to support students needing SEL intervention	2022-2023	School Counselor Classroom Teachers Academic Specialists, SEL Principal	School site implements "Connections Week" the first week of school to lay the foundation for social-emotional learning routines. Incorporate community circles, "buddy up," and counselor videos on targeted Sanford Harmony SEL lessons.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classroom teachers will incorporate at least 45 minutes of direct SEL instruction each week, utilizing Sanford Harmony lessons, counselor videos and activity suggestions, community circles, books, and "buddy up" routines.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Fund two SEL Academic Specialist positions for 2022-23. Specialists will work under the guidance of the school counselor and principal, providing Tier 2 SEL support for students identified by classroom teachers. Specialists will meet with identified students 1-on-1 and/or in small groups to build self-confidence and social skills. The program will run 3 days per week to maximize the number of students who may benefit. Parents will opt in with a permission slip for any students seen on an ongoing basis.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	12,620
			Funding for second Tier 2 SEL Intervention specialist	2000-2999: Classified Personnel Salaries	OTRM	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			The school counselor will meet with students 1-on-1 or in small groups for Tier 3 social-emotional intervention. On teacher request, school counselor will work with individual classes on topics such as emotional regulation, calming strategies, and conflict resolution.	1000-1999: Certificated Personnel Salaries	General Fund	0
			School counselor, along with team from Fulcrum and classroom teachers, will work with all 5th grade classes on the STAND PROUD character program.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment clubs and activities related to the school motto: Dedicated to the BEAT2--Bringing Education, Arts, and Technology Together	2022-2023	Principal Credentialed Teachers Computer Specialist Academic Specialists Instructional Media Technician (Librarian)	Walnut Chorus, Strings, and Band will continue to be a enrichment opportunities for students whose parents choose to have them participate. These arts opportunities are primarily held before and/or after school hours. They are fee-based but full or partial scholarships are available to those who request. Students will have the opportunity to perform for their peers as well as their families.	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Create Club will be offered for arts enrichment as a recess option for students in grades 1-5, 2 days per week. The club will be overseen by a credentialed academic specialist. Create Club capitalizes on students' own creativity with various media. It is a supplement to direct art instruction provided in classrooms. The school counselor also consults with Create Club staff regarding ways to implement therapeutic aspects of artistic creation. Create Club uses mostly recycled materials, but there is a budget (private donation) for additional items needed.</p>	1000-1999: Certificated Personnel Salaries	Title I	3,600
			<p>The school librarian (IMT) facilitates Book Clubs and a Writing Club for students during lunch and recess throughout the year. Provide a budget for writing and artistic supplies for illustrations.</p>	4000-4999: Books And Supplies	Title I	212

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Encourage official student-led clubs during lunch time recess. Students present their written & oral proposals to the principal before starting a club. Clubs must include all students who would like to participate. In the past, this has included a sports club, a music club, and a graphic arts club. Costs for any incidentals included in descriptor above.	None Specified	None Specified	0
			Provide drum circle opportunities during selected recesses, led by counselor and/or SEL team (based on summer professional development training) using percussion instruments.	None Specified	None Specified	0
			Paint sensory path in the TK/Kindergarten playground	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Coordinate with ELOP after-school provider to build arts enrichment into their program. Brainstorm shared resources.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Art, Music, Dance, and Physical Fitness opportunities for all students	2022-2023	Art Specialist	Credentialed music teacher provided by CVUSD will work with all 4th and 5th grade students weekly.	1000-1999: Certificated Personnel Salaries	None Specified	0
		Music Specialist/Music Teacher				
		Dance Specialist	An academic specialist with qualifications in music teaches weekly classes for students in grades TK-3. Instruction is given in choral music, rhythm, and musical notation. (Cost of specialist is supplemented by PTA)	2000-2999: Classified Personnel Salaries	Instruction	6,500
		PE Specialist/PE Teacher				
Classroom Teachers	An academic specialist with qualifications in dance will provide weekly lessons in Walnut's dance studio for all students in grades TK-3. Lessons will focus on Visual & Performing Arts Standards but will also be integrated with grade-level content standards. Dance teacher collaborates with classroom teachers on plans for integrated curriculum. Lessons provided with a DEI lens. (Teacher funded by private donation through Create Club budget)	2000-2999: Classified Personnel Salaries	Donations	0		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Partner with Dancing with Our Future Stars to provide weekly dance classes for students in grades 4 & 5. These lessons will be a supplement to our regular PE program for half of the school year for each grade. Social skills and DEI are combined with VPA standards in these lessons. The program is donated by DWOFS, (501c3 Nonprofit)	None Specified	Donations	0
			An art teacher will meet with each class monthly to provide instruction in art techniques associated with a variety of artists. She will also help students honor different cultures through art. (Funded by PTA)	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PE will be offered twice weekly for all grade levels, although one session for TK-3 will be dance. The PE specialist will also direct structured recess games and physical fitness activities during select recesses. (Cost of specialist supplemented by PTA) A credentialed PE teacher will also provide 30 minutes of PE for each class in a 2-week period. Classroom teachers will use this time for planning.	2000-2999: Classified Personnel Salaries	Instruction	13,500
			Partner with Art Trek for art opportunities specifically for students receiving special education services. (Art Trek is using grant money)	5800: Professional/Consulting Services And Operating Expenditures	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunities for students to experience drama, dance, and music as performers and audience members	2022-2023	Principal Classroom Teachers	All grade levels will present a musical performance for parents and the student body at some point during the year. The performance theme will be linked to a grade-level content area, including science, social studies, or English Language Arts. Students will have the opportunity to learn performing arts skills, including choreography, stage blocking, enunciation, voice projection, and set design. Costumes will be minimal and will be reused in successive years. Cost for any materials addressed in descriptor below.	None Specified	None Specified	0
			Provide access to professional performing arts experiences at local venues, primarily the Civic Arts Plaza. Encourage virtual performances/field trips as well. (Additional funding by PTA, TO Arts, and CVUSD Focus on the Arts)	5000-5999: Services And Other Operating Expenditures	Title I	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Partner with NPHS Dance Team for master classes and an assembly for all students.	None Specified	None Specified	0
			Provide a budget for supplies, instruments, materials needed for arts, enrichment, and SEL (ex., sensory room objects).	4000-4999: Books And Supplies	Title I	500
			Begin partnership with Breathe Arts Foundation. Start with a free 8-week after-school theater opportunity.	None Specified	Donations	0
Professional Development for teachers as they support arts integration and behavioral/social-emotional success	2022-2023	Principal Classroom Teachers School Counselor CVUSD Mental Health Department	PD to support social-emotional education goals, including staff meeting presentations by the school counselor and professional development provided by the CVUSD Mental Health team. (Cost of PD reflected in Goal 1)	1000-1999: Certificated Personnel Salaries	None Specified	0
			PD provided through VCOE, CVUSD Arts Integration Project, and TO Arts	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote a culture of inclusion	2022-2023	Principal	Honor Inclusive Schools Week in December. Form a team to plan a variety of experiences for students, including the principal, counselor, librarian, SEDAC representative, and Theme Weeks Coordinator from PTA. Kickoff with a Wildcat Pride Assembly.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
		Teachers				
		Academic Specialists				
		Paraeducators				
		School Counselor				
		PTA				
		School Site Council	Promote theme months (Ex., Hispanic Heritage Month, Pride Month, Jewish Heritage Month, Black History Month, AAPI Month, Women in History Month, etc.) in classrooms and in parent/community communications. Utilize District-provided slide shows with resources.	None Specified	None Specified	0
		Student Council	Ensure that all students are learning in the Least Restrictive Environment and are fully included in general education classes. Utilize the Learning Center as a high-level intervention to support students as they work on IEP goals.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Utilize digital messaging and bulletin board space on campus as a reminder of our slogan, "Walnut: Where Everyone Belongs!" and theme for the year, "All Are Welcome Here!"	None Specified	None Specified	0
			Direct instruction in classrooms to foster understanding and appreciation of all people and their cultures, languages, and abilities. Intentional focus on Diversity, Equity, and Inclusion during staff meetings.	None Specified	None Specified	0
			Utilize outdoor seating as a UDL strategy to promote engagement and access.	None Specified	None Specified	0
			Build capacity and next steps for UDL implementation in all classrooms. Include academic specialists in UDL training and support.	None Specified	None Specified	0
			Reinstate Student Council Kindness Greeters at each gate for student arrival (based on public health guidelines). A Kindness Crew will be formed to support with Kindness Week.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic specialists and materials to support students demonstrating Tier 2 and 3 behavioral challenges (as needed)	2022-2023	Academic Specialists	Academic specialist provides push-in support in the classroom to help all students access curriculum, including those demonstrating Tier 2 or Tier 3 behavioral challenges. (Primary grade levels)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2,620
		Classroom Teachers				
		Counselor				
		School Psychologist				
		Principal	Budget for support materials including visual charts/prompts, sensory items, and calming items to promote self-regulation. (listed above)	4000-4999: Books And Supplies	Title I	0
			Maintain the Behavior MTSS Team as a support for teacher and students. A secondary goal is to reduce or eliminate exclusionary discipline choices, such as removal from class or suspension.	1000-1999: Certificated Personnel Salaries	None Specified	0

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Indicator #1: Targeted enrichment offered through Target Time (1st-5th) and Kindergarten intervention. GATE experiences offered on campus, virtually, and through CVUSD. Indicator #2: Students all had the opportunity to see a professional percussion and dance company. Due to COVID restrictions, students did not take field trips to our local performing arts center. They did participate in virtual performances and see performances on campus from our local middle school (band and strings) and high school (Shakespeare and storytelling). Indicator #3: Students participated in all physical education and arts opportunities listed in this indicator, with the addition of monthly sessions on campus with an art teacher. Only two grade levels, TK and Kindergarten, performed a live musical. Indicator #4: PBIS and a restorative model of discipline were implemented effectively in 2021-22. Our goal was to have less than a 0.04% suspension rate, and this was met with a 0.01% rate. Indicator #5: Schoolwide SEL and PBIS were relied on heavily as students transitioned back to a full-day of learning on campus in 2021-22. All strategies, theme weeks, and events listed in Indicator 5 were implemented, although Wildcat Pride Assemblies were held approximately 6 times during the year rather than monthly. Indicator #6: All classrooms incorporated Tier 1 SEL instruction for at least 45 minutes per week, utilizing Sanford Harmony curriculum, children's literature, videos created by the CVUSD counseling team, and intentional use of community circles. Indicator #7: Our new Tier 2 SEL program was implemented in September and ran through the first week of June. Teachers used a Google form to refer students for this additional layer of support from our SEL academic specialists, but students also participated spontaneously during the day if they were struggling with a friendship issue, dealing with big feelings, or could benefit from time in the supervised sensory/play room. The program was overseen by the counselor and principal. An additional academic specialist provided classroom support in K and 1st grade to help all students surmount behavioral challenges and fully engage in classroom activities. Indicator #8: School Site Council decided that adequate data would be garnered from the Family Engagement Survey, LCAP Parent Survey, and EL Needs Assessment Survey in order to monitor Walnut parent feedback. The decision was made to suspend an SSC Parent Survey; instead, a Parent Interest Survey will be sent out in the fall to gather parent input on what they would like to see in the 2022-23 school year.

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

There were a few differences between intended budgeted expenditures and actual implementation in 2021-22. 1) Rather than working with Focus on the Arts for visual arts, Walnut's teachers and PTA felt strongly that Walnut should have its own art program with an art teacher. PTA funded an academic specialist to provide monthly lessons for all grade levels, TK-5, with an art show at the end of the year. 2) Coding Club was not held after school, but our District Technology TOSA met regularly with teachers and visited classrooms to incorporate coding experiences with robots. 3) Students did not see live theater/arts performances at our local venue due to COVID concerns; however, they did participate in virtual performances in the classroom (provided by TO Arts) and watch live productions at school from Street Beat (provided by PTA), Sequoia Middle School band & strings, and Newbury Park High School drama department.

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

We are looking forward to building our SEL, enrichment, and arts programs in the 2022-23 school year. Certain goals and strategies/activities that were first instituted last year, such as an integrated school-wide dance program, Tier 2 SEL academic specialists, and a weekly requirement of direct instruction in SEL in every classroom, will have the chance to grow and be fine-tuned in 2022-23. The SEL team also wishes to develop our sensory/play room and incorporate therapeutic drumming, based on professional development training they attended in the summer. The goals, metrics, and planned expenditures are detailed in the Annual Measurable Outcomes and Action Items listed above in Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement, Outreach, and Communication

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

Goal 4

Build trust and provide avenues for family involvement and outreach, strengthening the home-school connection for all families with special consideration given to our significant student populations.

Identified Need

Our goal at Walnut is always to support all families and help them maintain a sense of belonging to the school community. Although students returned to full-day, on-campus learning in 2021-2022, we realize that families are still experiencing the effects of living through a global pandemic. It continues to be extremely important to build family engagement opportunities and help meet physical as well as mental health needs. We will provide clear, accessible communication so that all families know what is happening at school and how to participate. Families will need education about individualized digital programs as well as overall curriculum, including the English Language Arts, Math, and English Language Development curriculum for grades TK-5. We want all families to feel connected to Walnut regardless of any lack of predictability in the world at large. As always, families will need a voice in decision-making that affects their children's safety, academic success, and social-emotional stability. This year's goals reflect our commitment to meeting these needs to the best of our ability.

In 2021-2022, parents exercised leadership and service through three governing bodies: PTA, School Site Council, and the English Language Advisory Council. Two new representative positions were added to School Site Council--parent representatives to the District LGBTQ+ Advisory Committee and the African American District Advisory Committee. With the exception of two ELAC meetings held in person, PTA, SSC, and ELAC meetings were held through Zoom teleconference and were advertised through the digital newsletter, email, and the marquee. PTA helped to fund assemblies and field trips, music, art, and PE, and family events. Our

English Language Advisory Council met five times during the year, including one meeting in conjunction with the other schools in Newbury Park. All ELAC officers in 2021-22 were bilingual in English and Spanish. While parents who speak other languages attend ELAC as well, the majority of participants speak Spanish as their primary language. Walnut parents participated in English classes, monthly "Cafecito" parenting classes at Walnut, and monthly "Mi Identidad/My Identity" parent education conferences through the CVUSD Outreach Program. Walnut held additional parent classes and community-building events, detailed below. We maintained regular parent communication through the digital newsletter in Spanish & English, emails, texts, and a social media presence on Facebook, Twitter, and Instagram. This year, we recognize the need to have a social media manager who will coordinate this form of communication with the support of CVUSD's communications director. Many of our families needed increased support from community resources and bilingual school staff in 2021-22, so we will maintain a higher number of work hours for our school outreach specialist, bilingual facilitator, and bilingual paraprofessional. Our school outreach specialist is skilled at building relationships with community partners who share resources with our families.

The 2021-22 Parent and Family Engagement Survey was given in the spring as two separate surveys, one in English and one in Spanish. Collecting the data this way allowed us to note differences in feedback, needs, and areas of interest expressed by respondents based on home language. 52 parents responded in English, and 31 responded in Spanish. Fortunately, respondents to both surveys stated overwhelmingly that they felt welcome at school (English: 17% agree and 83% strongly agree; Spanish: 6% agree and 84% strongly agree). Similarly, they stated that the school asks for parent participation (English: 31% agree and 69% strongly agree; Spanish: 23% agree and 84% strongly agree). Parents expressed satisfaction overall with how often their child's teacher communicates on their child's progress (English: 25% agree and 58% strongly agree; Spanish: 6% agree and 84% strongly agree), however open-ended comments asking for feedback did reflect a desire for even more frequent communication from teachers. Interestingly, respondents to the Spanish survey differed from the respondents to the English survey in terms of preferred mode of communication from the school. While both listed email as the top choice (Eng: 84% and Span: 48%), phone communication was second for Spanish-speaking respondents at 39% vs. only 6% on the English survey. Both groups felt similarly about text communication, with only 10-13% preferring it. These results show the importance of our bilingual school outreach assistant dedicating time to regular phone calls prior to family engagement activities, in addition to emails, texts, the newsletter, and paper flyers. Results were overwhelmingly positive to the statement, "School staff works with my family as equal partners and values our contributions," (English: 21% agree and 58% strongly agree; Spanish: 19% agree and 71% strongly agree). Spanish-speaking respondents gave 100% positive feedback when asked if translation and/or interpretation were readily available to them with needed, with 23% agreeing and 77% strongly agreeing. We believe the increased hours of our bilingual staff contributes to this positive outcome. One area of concern emerged with the difference in response to the question, "Are you aware of ways to volunteer at your child's school?" While 92% of respondents to the English survey said yes, only 68% of respondents to the Spanish survey agreed. In 2022-23, Walnut will need to make sure all parents are aware of volunteer opportunities, know how to participate, and are provided any supports needed to access the opportunities. There was also an interesting dichotomy between the number of parents who participated in parent workshops at school or through the district in 2021-22. Only 40% of respondents to the English survey attended any workshops on Zoom, and only 15% attended in person. 68% of respondents to the Spanish survey had attended a parent workshop in person, and 61% had attended via Zoom. Finally, based on parent responses, our goal in 2022-23 will be to reinstate a Family Math Night as well as Family Reading Night, and hold family education nights that cover high-interest topics such as Bullying

Prevention, Grade Level Math Workshop, Internet and Gaming Safety, College and Career Planning, Parent Education about Learning Styles & Strategies, and Parenting Workshops.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Offer parent/family education classes and parent/guardian informational meetings that address topics requested in the Parent & Family Engagement Survey 2022	In 2021-2022, we held informational meetings and/or parent education classes through Zoom in both English and Spanish. All were free of charge.	Parent Education classes and informational meetings will be held at least monthly. We expect meetings to be balanced between in-person and virtual offerings in 2022-2023.
Design community-building activities for families that build a sense of connection and belonging--at least 5 (every other month)	In 2021-2022, we held seven family events--Popsicle Party the day before school started, Monster Mash, Family Library Night, Picnic in the Playground, Family Reading Night, ELAC Spring Celebration, and an Arts Showcase/Sampling in May. Families were also invited to volunteer for the Fun Run in September and Field Day in June. PTA sponsored or helped sponsor several of these events.	We will provide at least 5 community-building events for families in 2022-23.
Offer classes and programs that particularly target the needs of our Spanish-speaking community--at least one per month	In 2021-2022, Walnut began holding twice-monthly Cafecito parenting classes in Spanish. Guest speakers were invited to provide mini-educational sessions during ELAC. All Spanish-speaking Walnut parents were encouraged to participate in the monthly "Mi Identidad/My Identity" conferences sponsored by CVUSD Outreach. Several Walnut parents participated in district-provided English (ESL) classes.	We will continue building the Cafecito parent class program at Walnut, offer mini educational sessions during ELAC, provide real-time translation for all parent/guardian education classes, and partner with CVUSD Outreach to provide a wide variety of learning options for our Spanish-speaking families.
Sponsor and join with district/community partners to provide tangible supports such as food, clothing, extra school supplies,	In 2021-22, our outreach specialist formed multiple connections with community resources. We worked with Safe Passage,	We expect to increase our partnership with community groups and increase our own capacity through PTA & outreach to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
digital devices, and Internet access for families.	Adelante de Comunidad, Light-Shine, PTA, St. Vincent de Paul, and other individual donors to meet tangible needs for families. We also partnered with Student Services to offer services & goods for students classified as Homeless and/or Foster, including transportation needs and access to the CVUSD Community Closet. Multiple families were sponsored during the holidays through our Adopt-a-Family program in partnership with groups mentioned above, and Target gift cards (privately donated) were provided throughout the year as needed.	respond to tangible needs year-round. We will keep a supply of gift cards for groceries and a closet stocked with school supplies for distribution as needs arise. We will partner with Adelante Comunidad de Conejo and Safe Passages to donate food and also connect our families with their resources. We will partner with CVUSD Technology Services and Student Support Services to be sure all families have access to digital devices and connectivity.
Maintain the 2021-22 frequency and variety of family communications to keep everyone informed and connected. Incorporate a social-media manager (teacher)	The Smore digital newsletter, "What's New at Walnut?", was viewed an average of 241 times with each installment. The accessibility feature was advertised in a banner across the top of each newsletter edition, so that parents could select their preferred language. The Walnut Facebook page has 496 followers, and Twitter feed has 407 followers. Based on post engagements, more family members follow Walnut's Facebook page rather than the Twitter feed, although Twitter keeps us connected with the larger community. Our new Instagram account has 103 followers. Our digital marquee is kept current and runs a display every weekday until 7:00 p.m. The principal and office staff send out informational emails and text reminders to families through the Blackboard system.	Maintain a biweekly Smore digital newsletter, use regular text and email communication, select a social media manager to coordinate with CVUSD Communications and maintain Walnut's social media platforms, and use paper flyers as well as digital communication to provide access for all families.
Maintain additional hours of bilingual services throughout the day to support	In 2021-22, hours for the school outreach specialist, bilingual facilitator, and the	Hours for these positions will be maintained for another year at 5.25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parents/guardians as well as students, with additional funds allocated for translation/interpretation for evening parent events.	bilingual paraprofessionals were increased to 5.25 hrs/day.	hrs/day. Additional hours will be budgeted for the outreach specialist, bilingual facilitator, and bilingual paraprofessionals to translate/interpret during evening events and to assist families with questions, enrollment, special projects, IEPs and 504 meetings as needed.
Utilize the school counselor to provide social-emotional direct support and training to families as well as students	In 2021-22, the school counselors' services regularly reached to students' families rather than just the students themselves. She connects with parents by phone for coaching and collaboration. The counselor also began services at Walnut twice weekly at the very end of 2022. The counselor maintains a counselors' blog and website, and she contributes to the newsletter.	The school counselor will be at Walnut twice weekly, continue reaching out to families in support of students, and collaborate with principal regarding appropriate parent outreach classes to build SEL capacity.
Parent outreach specialist, bilingual facilitator, attendance clerk, and Title 1 social worker will regularly reach out to families by phone and email to support with academic access, attendance support, and family resources	In 2021-22, the outreach specialist contacted all families categorized as Foster or McKinney-Vento every-other week to provide check-in support. The attendance clerk made personal phone calls to the families of any absent students who had not called in, and the Title 1 social worker offered services to families struggling with attendance.	The outreach specialist will continue to contact all families categorized as Foster or McKinney-Vento biweekly. Attendance clerk will maintain personal contacts with families to investigate absences, and the Title 1 social worker & principal will offer supports for families struggling with attendance.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
School Outreach Assistant	2022-2023	School Outreach Assistant	Facilitate communication between families and the school. Connect families with community resources. Organize parent education classes. Participate in and help plan ELAC (English Language Advisory Council) meetings to build leadership among EL parents and ensure topics are relevant to the community. Provide translation of home/school written communication and interpretation at parent meetings and classes (Spanish/English).	2000-2999: Classified Personnel Salaries	District Funded	0	
		Principal		Collaborate with CVUSD Outreach Team during scheduled meetings	2000-2999: Classified Personnel Salaries	None Specified	0
				School to fund additional hours for outreach specialist for special evening or weekend events.	2000-2999: Classified Personnel Salaries	0860	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Organize parent education classes specifically for our Spanish-speaking families, including English classes. and Cafecito parenting workshops. Fund any speakers and/or materials necessary. (Funding listed below)	5800: Professional/Consulting Services And Operating Expenditures	Title I	0
			Check in with McKinney Vento families bi-weekly	2000-2999: Classified Personnel Salaries	Title I	0
Parent Education opportunities and Family Engagement events	2022-2023	School Outreach Assistant	Present parent education classes in Spanish and English. Use results of 2022 Parent and Family Engagement Survey to determine relevant topics based on parent requests.	5000-5999: Services And Other Operating Expenditures	0860	500
		Principal				
		GATE Facilitator				
		ELD Facilitator				
		ELD Paraprofessionals	Hold GATE Parent Meetings designed to educate parents in effective ways to promote their students' academic and emotional growth, as well as informing parents of Walnut's GATE program.	None Specified	None Specified	0
		Professional Speakers or Experts in their Field				
		School Counselor				
		Teachers	Provide interpretation for Spanish-speaking families at parent education classes. Cost listed below in Action 3.	2000-2999: Classified Personnel Salaries	0860	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide books and materials as needed so that parents may fully access classes offered. (Included in overall funding above)	4000-4999: Books And Supplies	Title I	0
			Spanish-speaking parents will be invited to conferences and classes provided through CVUSD Outreach, including English classes.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Hold a Family Math Night as well as a Family Reading Night this year	None Specified	None Specified	0
Provide additional translation and interpretation for Spanish-speaking parents	2022-2023	ELD Facilitator ELD Paraprofessionals School Outreach Assistant Additional District Personnel as needed	When translation or interpretation is needed outside of the regular hours of the Parent Outreach Assistant, ELD Facilitator, or ELD Paraprofessionals, they will be provided with additional compensation for providing this vital service. This includes translation for PTA, ELAC, and Site Council as well as 504 meetings. Translation for IEP meetings is funded by the District.	2000-2999: Classified Personnel Salaries	0860	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and distribute Walnut digital newsletter regularly, emphasizing accessibility feature for multiple home languages	2022-2023	Principal	Use Smore.com Educators' Package to create a twice monthly school newsletter entitled "What's Up at Walnut?" or "Cuales son las Noticias en Walnut?" Accessibility feature will translate the newsletter into multiple languages. PTA section will be included. Use Principals' Message for parent education. The newsletter will be posted on the Walnut website, and a link will be emailed and texted to all families in English & Spanish.	None Specified	District Funded	0
		School Outreach Assistant		None Specified	None Specified	0
Add new section to newsletter that features information from DAC, SEDAC, DELAC, and GATE DAC representatives.	2022-2023	Principal	Add new section to newsletter that features information from DAC, SEDAC, DELAC, and GATE DAC representatives.	None Specified	None Specified	0
		Office Assistant		None Specified	None Specified	0
Keep parents informed of school programs and events	2022-2023	School Outreach Assistant	Keep parents informed of school events by maintaining the Walnut Website and digital marquee, using the Blackboard Email and Text system, and sending home printed flyers. Notify parents of CVUSD app and its push notifications.	None Specified	None Specified	0
		PTA		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parents and the community with an inside glimpse into Walnut's programs through social media, utilizing a social media manager (teacher)	2022-2023	Principal Social Media Manager (teacher) CVUSD Communications Director	Share photos and verbal descriptions of Walnut's academic, artistic, technological, and social programs through current Facebook, Instagram, and Twitter accounts. Student-identifying information will not be included. Parents are given the opportunity to opt out if they would not like their child's picture shown.	None Specified	None Specified	0
			Provide training for new social media manager position	None Specified		0
Maintain sense of connection with the principal through in-person visibility at drop-off and dismissal, the Walnut newsletter, emails/texts, and overall availability	2022-2023	Principal		None Specified	None Specified	0
				None Specified	Donations	0
				None Specified	None Specified	0
Build and foster relationships with community partners to offer resources to families	2022-2023	Principal Parent Outreach Specialist	Continue programs at the holidays, such as Adopt-a-Family with PTA, St. Vincent de Paul, and Light Shine.	None Specified	None Specified	0
			Partner with DKG and St. Vincent de Paul to maintain additional school supplies for students to have at home and at school	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Continue partnership with Assistance League for Operational School Bell (clothing) and Read for Life (free books) programs.	None Specified	None Specified	0
			Partner with Safe Passages and Adelante Comunidad de Conejo to obtain donations from Walnut families which also benefit Walnut families along with the wider community. Safe Passages also provides WiFi access and a safe place for our students to access online learning activities when not on campus.	None Specified	None Specified	0
			Foster trusting relationships with parents & community members who wish to donate items directly to students, such as CSVP (teddy bears), DKG (backpacks), and parents who have donated grocery gift cards and comfort items such as stuffed animals.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The actions above were implemented, resulting in ongoing family engagement and support. Survey data collected from 83 families in May of 2022 was overwhelmingly positive and offered relevant feedback to use in 2022-23 (see details above in Identified Need section).

- -Indicator #1, Family Education Classes: Title 1 educational meeting in September; weekly English (ESL) classes for parents throughout the year, monthly Mi Identidad/My Identity conferences presented in Spanish through CVUSD Outreach, twice-monthly Walnut Cafecito parent education classes, and February parent class in English and Spanish: "Strategies to Build Your Child's Motivation and Excitement About School,"
- -Indicator #2: Community Building Activities: Popsicle Party the day before school started, Monster Mash, Apex Fun Run, Family Library Night, Picnic in the Playground, ELAC Celebration, Family Reading Night, Field Day, and an Arts Showcase/Sampling in the spring.
- -Indicator #3: Classes/Programs Targeting our Spanish-Speaking Community: Along with those mentioned in #1 above, mini sessions were provided during ELAC, such as: Building Your Child's Social-Emotional Skills, the U.S. Grading System and Tips for Understanding CVUSD Report Cards, Building Your Child's School Engagement, and Understanding the Reclassification Process.
- -Indicator #4: Join with Community Partners to Provide Tangible Supports for Families: Outreach specialist meets with Outreach Team bi-weekly to stay informed of community resources & projects. Partnered with Student Services and Technology Services to provide any home technology support needed. CVUSD Community Closet. Food drives; grocery/Target gift cards, Adopt-a-Family. Partnership with Safe Passage, Adelante, Light-Shine, PTA, St. Vincent de Paul.
- -Indicator #5: Maintain Frequency & Variety of Family Communications: Principal used email and text feature of Blackboard regularly for family communication. Smore digital newsletter was sent an average of twice monthly rather than once per month. A virtual monthly "Coffee with the Principal" was attempted but suspended due to lack of interest. This may be something to try again in person.
- -Indicator #6: The school outreach assistant, bilingual facilitator, and bilingual paraprofessionals' hours were increased to 5.25 daily, which resulted in a higher level of service for Walnut families. Notably, 100% of respondents to the Spanish version of the Parent and Family Engagement Survey said that translation/interpretation services were readily available to them when needed.
- -Indicator #7: School Counselor Supports both Students and Families: During the pandemic, the school counselors' services regularly reached to students' families rather than just the students themselves. She now makes a higher number of calls

devoted to coaching parents. This widening of focus has been extremely valuable, and it continued in 2021-22. The counselor also began services at Walnut twice weekly at the end of 2022; this will continue in 2022-23. The counselor also maintains a counselors' blog and website, and she contributes to the newsletter.

- -Indicator #8: Regular phone & email outreach to families from the school outreach specialist, attendance clerk, bilingual facilitator, and Title 1 social worker: Tracked in Q through Student Visits. Follow-up on attendance and health. Calls also focused on physical needs, such as food, clothing, and rent.

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

The only major difference to budgeted expenditures was for the school outreach specialist; this position was co-funded between the district and Walnut. Also, we did not hold as many parent/family education classes in English in 2021-22 as originally intended.

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

Based on survey data, it does seem that interest is building again in attending parent/family education classes. We will put greater emphasis into providing classes in English and Spanish this year, focusing on the topics rated highest in the spring survey. We will also bring back a Family Math Night, as this suggestion was seen in both the English and Spanish surveys. Any changes to Goal 4 can be found in the action items above.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Recovery

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

Goal 5

Identify students particularly vulnerable to the effects of learning loss and offer additional academic and social-emotional supports to bridge the gap.

Identified Need

Relevant History: Due to public health concerns related to the COVID-19 pandemic, elementary schools closed for in-person instruction from March 16-June 11, 2020. Students were offered distance learning and regular check-ins with their teachers. Students were able to access the digital instruction method with varying levels of success, and higher numbers of students in our special populations faced challenges accessing the curriculum. In August of 2020, all students returned to live instruction remotely, and approximately 2/3 of Walnut's students came to campus for a half-day of in-person instruction from early November through the end of the school year. The remaining students continued their studies remotely or participated in the home-schooling program. Throughout 2020-2021, all students had fewer hours of live instruction than they would in a normal school year, with additional instructional minutes being asynchronous. In 2021-22, all Walnut students returned to school for a full-day of instruction. Despite efforts to minimize any disruption to instructional time, some minutes were lost due to necessary safety measures (ex., frequent handwashing & disinfecting), and the length of absences for some students was protracted due to quarantine requirements and/or parent preferences. We recognize that some students have experienced a wider gap in their academic progress secondary to challenges of the pandemic than others. Our goal is to identify these students and match them with targeted services to address their needs. In accordance with CDE guidance, these services include academic intervention programs as well as physical and social-emotional supports, such as free access to a nutritious breakfast & lunch, counseling & other mental health intervention, digital devices & connectivity, and personal safety measures at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students identified as English Language Newcomers or At-Risk participating in EL Intervention program	English Language Learners identified as being "at risk" worked systematically on the digital Lexia Literacy program. Students in grades 3-5 met regularly with an academic specialist who provided feedback, support, and motivation to progress through skills needed to reach grade level expectations.	100% of ELL students identified as "at risk" using the program regularly and meeting at least weekly with an academic specialist regarding their progress
An Extended Learning Opportunity Program will be offered at no cost after school, providing both enrichment and targeted reading & math intervention	The Find My Genius ELOP program was held for 6 weeks, May-June, at the end of the 2021-22 school year. This program was directed by the YMCA as a community partner, and it utilized Walnut staff and facilities. For the pilot program, only students considered to be "unduplicated" were invited.	After-school ELOP program will be offered to all Walnut students in 2022-23, providing additional enrichment and learning recovery opportunities at no cost to families. Transportation will be available to allow maximum participation.
Measured progress in grades 1-5 with the individualized Lexia Reading Literacy program; increased numbers of students working at or above grade level	In 2021-22, all students in grades 1-5 utilized Lexia. Initial diagnostic assessments in the fall revealed that only 24% of students were working on grade level material. By June, 61% of students were working at or above grade level.	By June of 2023, 75% of students will be working at or above grade level on the individualized Lexia Reading Literacy program
Measured progress in grades 1-5 with the individualized IXL math program	In 2021-22, all students in grades 1-5 utilized the digital IXL program for math.	By June of 2023, 75% of students will be working at or above grade level on the individualized IXL math program
Mental Health programs in place to support students' social-emotional needs	School counselor on campus twice per week; Tier 2 SEL intervention program three days per week	Teachers will identify students for Tier 2 SEL support throughout the year; students will meet 1-on-1 or in small groups with SEL academic specialist, under the counselor's direction; program will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		offered 3 x per week to maximize the number of students who may participate.
Summer programs available to boost Learning Recovery, June-August	During the summer of 2022, K-4th grade students who whose scores were significantly below grade level were offered free participation in CVUSD Summer Learning Camp for 4 weeks. They were also offered an extended learning opportunity in the afternoons, following each Learning Camp session. Fifth graders who had received D's or F's in reading and/or math were invited to a 4-week middle school summer school. Walnut held an early-back "Roar into Kindergarten" program in August for prescreened students needing additional support, and a McKinney-Vento/Foster Youth early-back program was held on Walnut's campus in August. The outreach specialist worked with the YMCA, St. Vincent de Paul, and TO Arts so that several Walnut students with financial challenges could participate at no cost in either the Find My Genius program, soccer camp, or dance camp.	Summer programs for learning recovery and student well-being will be offered again at no charge in the summer of 2023.
Digital devices and Internet connectivity available to all students.	Walnut is beginning the 2022-2023 school year with 1-to-1 Chromebooks/laptops for all students, including touch-screen devices for TK-2nd grade.	Digital devices will be available at a 1-to-1 ratio across grade levels, and all students will be able to have a computer to use both at home and at school.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate participation in after-school and summer programs targeting at-risk students	September 2022-August, 2023	Credentialed Teachers	Teachers identify students for different summer programs, based on assessment data and needs identified. Programs included CVUSD Summer Learning Camp, Find My Genius summer program sponsored by YMCA and hosted at Conejo Elementary, and enrichment day-camps sponsored by community partners.	1000-1999: Certificated Personnel Salaries	None Specified	0
		Bilingual Paraprofessional				
		Principal				
		Principal on Special Assignment	After-school ELOP program will be offered to all Walnut students in 2022-23, providing additional enrichment and learning recovery opportunities in math & reading at no cost to families. Transportation will be available to allow maximum participation. All unduplicated students invited, (ELL, SED, and McKinney/Vento).	None Specified	None Specified	0
		Community Partners, including YMCA and TO Arts				
			Principal, outreach specialist, and bilingual staff reach out to parents to invite students and work to remove any barriers to attendance	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide after-school tutoring for each grade level in the spring. Identify students based on benchmark and classroom data. Tutoring classes are taught by Walnut classroom teachers. (Costs included in Goal 1)	1000-1999: Certificated Personnel Salaries	Title I	0
Digital programs targeting students with assessed learning gaps; supervised by classroom teachers or academic specialists	August 2022-June 2023	Principal Classroom Teachers Academic Specialists	Classroom teachers are using the 1:1 computer initiative to implement targeted digital programs in class and at home, including Lexia for targeted ELA growth and IXL for targeted math growth. Reading Eggs and Brain Pop site licenses purchased for specific practice, assigned by classroom teachers. (Cost referenced in Goals 1 and 2)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	None Specified Title I	0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Learner intervention program, supervised by academic specialist	September 2022-May 2023	Principal Classroom teachers Academic Specialist	Students participating in EL intervention will be given time in class and at home to work systematically through the Lexia Literacy program They will meet with an academic specialist at least once per week for feedback and progress monitoring. (Cost outlined in Goal 1)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0
Digital devices with home and classroom access to support academic success	2022-2023 school year	Principal	Students in grades TK-2 each have access to a Chromebook/Winbook in the classroom, with the option of taking it home as needed for access.	None Specified	District Funded	0
		Technology Department				
		Site Technician	Students in grades 3-5 were each issued a Chromebook/Winbook device. Students bring the device back and forth between school and home daily.	None Specified	District Funded	0
		Outreach Personnel	Outreach specialist coordinates with Student Services if a Hot Spot is needed at home for Internet access	2000-2999: Classified Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional instructional materials (print & digital)	2022-2023 school year	Principal Classroom Teachers Academic Specialists	Funding for additional digital or print materials needed to support learning loss over and above the regular intervention program. (See Goals 1 and 2)	4000-4999: Books And Supplies	Title I	0
Free access to school counselor and district mental health services to address any trauma/stress-induced barriers to learning & thriving	2022-2023 school year	School counselor Tier 2 SEL specialist CVUSD/Title 1 social worker CVUSD Mental Health Services Classroom teachers for referrals	School social worker, counselor, and CVUSD Mental Health Department are available for referrals. Counselor meets regularly with students as needed. Tier 2 SEL intervention in place. Social worker reaches out to provide family support based on teacher/principal referrals.	1000-1999: Certificated Personnel Salaries	District Funded	0
Access to nutritional support through free & reduced breakfast and lunch program	2022-2023 school year	CVUSD Child Nutrition Walnut Cafeteria Manager	Free or reduced breakfast and lunch provided to all students who complete application form.	None Specified	None Specified	0
			Clear instructions will be given to families, along with assistance in English or Spanish as needed, to maximize participation in the program.	None Specified	None Specified	0
Safety measures in place to reduce physical/psychological barriers to on-campus learning	2022-2023 school year	Principal Custodial Staff	Implement CVUSD Health and Safety Guidelines written in response to COVID-19 concerns	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were able to implement all of our goals related to digital access, PPE & other safety concerns, free breakfast & lunch for all children, and mental health access for students and families. Walnut students who were significantly below grade level participated in CVUSD Summer Learning Camp as well as the middle school summer program. An intervention specialist met regularly with our ELL students considered to be at risk, and students' achievements in Lexia were recognized and celebrated at the end of the year in a school assembly as well as a final ELAC meeting. The Lexia Literacy program was expanded in 2021-22; rather than only select students utilizing the program, it was implemented campus-wide for students in grades 1-5. All students were issued a Chromebook. Students in grades 3-5 brought them to and from school daily, while students in grades TK-2 used them primarily in the classroom. Students in grades TK-2 who needed digital access at home were given a device to use for the year. Walnut's after-school tutoring program was reinstated, running twice weekly for 8 weeks in the spring. This program was taught by classroom teachers.

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

Based on feedback from teachers and parents, we decided to focus on Lexia for reading and IXL for math learning recovery for all students in grades 1-5, rather than using additional programs for our ELL students considered to be at risk. Feedback indicated that working multiple programs for the same purpose was resulting in confusion, burnout, and students making less progress overall.

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

Changes to Goal 5 include the streamlining of digital programs as mentioned above, as well as the after-school ELOP program.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$195,860.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$100,912.00

Subtotal of additional federal funds included for this school: **\$100,912.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
0860	\$4,200.00
OTRM	\$25,758.00
District Funded	\$0.00
Donations	\$0.00
ESSER III - Learning Loss	\$27,620.00
ESSER III - Other Allowable Uses	\$12,620.00
General Fund	\$0.00
Instruction	\$21,500.00
None Specified	\$3,250.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Title I (0620)

\$0.00

Subtotal of state or local funds included for this school: \$94,948.00

Total of federal, state, and/or local funds for this school: \$195,860.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	21,500	0.00
Other	0	0.00
OTRM	25,758	0.00
Title I	100,912	0.00
0860	4,200	0.00
ESSER III - Learning Loss	27,620	0.00
ESSER III - Other Allowable Uses	12,620	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	4,200.00
OTRM	25,758.00
District Funded	0.00
Donations	0.00
ESSER III - Learning Loss	27,620.00
ESSER III - Other Allowable Uses	12,620.00
General Fund	0.00
Instruction	21,500.00
None Specified	3,250.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	100,912.00
Title I (0620)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	152,098.00
2000-2999: Classified Personnel Salaries	32,450.00
4000-4999: Books And Supplies	10,512.00
5000-5999: Services And Other Operating Expenditures	800.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
2000-2999: Classified Personnel Salaries	0860	3,700.00
5000-5999: Services And Other Operating Expenditures	0860	500.00
1000-1999: Certificated Personnel Salaries	OTRM	21,758.00
2000-2999: Classified Personnel Salaries	OTRM	4,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	Donations	0.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	0.00
None Specified	Donations	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	27,620.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	12,620.00

1000-1999: Certificated Personnel Salaries	General Fund	0.00
2000-2999: Classified Personnel Salaries	Instruction	21,500.00
5800: Professional/Consulting Services And Operating Expenditures	Instruction	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	3,250.00
4000-4999: Books And Supplies	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
1000-1999: Certificated Personnel Salaries	Title I	90,100.00
2000-2999: Classified Personnel Salaries	Title I	0.00
4000-4999: Books And Supplies	Title I	10,512.00
5000-5999: Services And Other Operating Expenditures	Title I	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	0.00
2000-2999: Classified Personnel Salaries	Title I (0620)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,008.00
Goal 2	65,700.00
Goal 3	44,652.00
Goal 4	1,500.00

Goal 5

0.00

Goal 6

0.00

School Site Council Membership and Assurances

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

The (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The current make-up of the SSC is as follows:







- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mrs. Aileen Wall	Principal
Mrs. Jenelle Hogue	Classroom Teacher
Mrs. Judy Haerterich	Classroom Teacher
Mrs. Jamie Ayers	Classroom Teacher
Mrs. Dyan Gennette (Vice Chairperson)	Other School Staff
Mrs. Lucia Lang (Secretary & GATE DAC Rep)	Parent or Community Member
Mrs. Heather Varian (DAC Rep)	Parent or Community Member
Mrs. Shannon Hooper Simo (SEDAC Rep)	Parent or Community Member
Mrs. Irene Rodiles Alvarez (DELAC Rep)	Parent or Community Member
Mrs. Whitney Miller (PTA & LGBTQ+ Rep)	Parent or Community Member

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on August 17, 2022.

Attested:



Principal, Aileen Wall on 8-17-2022



SSC Chairperson, Jenelle Hogue on 8-17-2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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