

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	September 15, 2021	

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, dance, and digital technology for added enrichment. Our after-school Coding Club is extremely popular, as is our Create Club recess option which allows students to use their imaginations to create art projects 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 101, 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 Start with Hello, Inclusive Schools' Week, Unity Day, and Kindness Week. We are a 2021 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, Horace Mann, 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, additional arts programs, and after-school homework assistance. Light Shine has 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 and participate in after-school learning activities in alignment with current public health requirements.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

*88% of parents saying their children enjoy coming to school

*92% of parents report that the school creates a positive environment for learning

*87% of parents report indicating that they are informed of their students' academic progress.

*88% of parents report feeling comfortable on campus and participating in school events

*87% of parents report that students' differences were treated with respect.

*96% of students feel their teachers care about them

*96% of elementary students said they knew who to go to at school if they have a problem;

*64% of middle school students and 67% of high school students feel comfortable going to a counselor

*89% of middle school students and 84% of high school students report that a counselor is available when needed.

*94% 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.

*81% of certificated staff feel students are engaged and motivated

*98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

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.

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, and School Site Council 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.

In a typical year 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. Kindergarten students who need Tier 2 intervention or small-group enrichment meet regularly 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 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, 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 targeted student populations, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-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 account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

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, 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 were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained 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 9-13, 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, Kami, 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 16th, 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 the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come 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.

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, 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 does specifically target 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 using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. 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.

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, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve target 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. In a typical year, grade-level collaboration occurs during banked time and when students meet with program specialists for music, PE, computers, and art. 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 will implement 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 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, and DELAC 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 in the spring and fall of 2021 with the goal of representing as many voices as possible in our updated SPSA Plan.

- -School Site Council: Time was dedicated at each monthly meeting of 2020-21 to review sections of the current SPSA and monitor progress on goals. On December 7, 2020, SSC focused on Goal 5, Learning Loss. On January 4, 2021, SSC reviewed student data from Trimester 1 to monitor progress on Goals 1 and 2, ELA and Math progress. On February 1, 2021, Family Engagement, Goal 4, was discussed. Small adjustments were made to the 20-21 SPSA on that date. On March 29, 2021, SSC reviewed student benchmark data from Trimester 2. Comparisons were made with Trimester 2 data from the previous school year

in order to gauge Learning Loss as well as monitor progress towards SPSA goals. An in-depth discussion took place regarding what we had learned in this unique year that will inform our decision-making for the 21-22 SPSA. On May 3, 2021, the principal gave a presentation on Goal 3, Enrichment and Social-Emotional Learning, and also on Goal 4, Family Engagement. The School Site Council gave feedback and ideas for updated 21-22 goals in these areas. At the same meeting, the council brainstormed ways that stimulus funds from AB 86 could best support students in 2021-22. This led to further discussion of Goal 5, Learning Loss. A special meeting held on June 7, 2021, was dedicated solely as a study session regarding updated goals and action items for the 2021-22 SPSA. All members were given an updated PDF version of the 2020-21 SPSA and were encouraged to share feedback with the principal at any time over the summer. A special meeting of the council was held on Wednesday, August 25, 2021, to introduce new members and dedicate time to discussing goals and action items. A preliminary budget was also reviewed. Feedback was gathered, and multiple areas of the SPSA were adjusted. An updated PDF of the entire plan was sent to each member. SSC reconvened on September 15th to finalize and sign the 2021-22 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), 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 2020-21 school year. Other than the March 29th meeting, which was held jointly with other Newbury Park Schools, SPSA feedback was solicited at each meeting. September 23rd and November 19th involved goal setting for the 2020-21 SPSA, and January 27, 2021 and May 25, 2021 provided structured time for monitoring progress on those goals. While ELAC is informed of progress on all 5 goals, they are particularly instrumental in forming Goal 5, Family Engagement. ELAC members provided multiple ideas about an updated version of this goal for 2021-22 during the May 25th meeting. The principal had multiple meetings with the bilingual School Outreach Assistant to discuss goals and action items that would best promote family engagement in 2021-22 as well. ELAC also provided valuable feedback on the needs of multilingual students and whether the action items in Goals 1 & 2 (ELA and Math), Goal 3 (Enrichment and SEL Support), and Goal 5 (Learning Loss) were actually meeting those needs. Time was dedicated during the first ELAC meeting of the year on Tuesday, September 14th, to review the proposed goals, action items, and budget for the 2021-22 SPSA. Feedback was gathered and incorporated.
- -The Walnut teaching staff was involved in analyzing the components of last year's SPSA plan and contributing ideas, budget requests, and wording for 2021-22. In December 2020 and April 2021, teachers were given the same set of data charts presented to School Site Council, which complemented their own classroom data from last year. On May 18, 2021, the Walnut LCAP Leadership Team met to discuss new SPSA goals and action items based on data from 2020-21. At the May 11, 2021 staff meeting, teachers and intervention staff were given an overview of the year's categorical budget allocations. They were encouraged to meet as grade level teams to discuss effective ways to use funding for learning loss as well as overall academic achievement. Social-emotional learning was also considered in grade level discussions. Time was set aside during staff meetings on May 25 and August 31, 2021 to formulate updated SPSA goals, action items, and metrics to measure progress. Small groups worked together to review each area of the plan and

report back to the whole teaching team. The school counselor also participated in these meetings.

Our stakeholders' ideals, concerns, and priorities for the 2021-22 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 September 15, 2021.

The School Site Council, ELAC, and the teaching/counseling staff will continue to review the SPSA and progress towards goals throughout the 2021-2022 school year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.38%	1%	1.1%	4	3	3
Asian	7.61%	4.98%	5.6%	22	15	16
Filipino	1.04%	0.66%	0.7%	3	2	2
Hispanic/Latino	56.4%	58.14%	57.0%	163	175	162
Pacific Islander	0.35%	0.33%	%	1	1	
White	28.37%	29.24%	31.3%	82	88	89
Two or More Responses	4.84%	5.65%	4.2%	14	17	12
Not Reported	%	0%	%		0	
Total Enrollment				289	301	284

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:

- Walnut's largest student group, based on race/ethnicity, is Hispanic, at just under 60% for the last three years.
- 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.
- 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	47			43		44	43		44	91.5		
Grade 4	42			38		38	38		38	90.5		
Grade 5	37			36		42	36		42	97.3		
All	126			117		118	117		118	92.9		

* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2422.			25.58		68.2	20.93		18.2	23.26		11.4	30.23		2.3
Grade 4	2462.			23.68		36.8	23.68		23.7	18.42		13.2	34.21		26.3
Grade 5	2486.			19.44		40.5	25.00		14.3	22.22		19.0	33.33		26.2
All Grades	N/A	N/A	N/A	23.08		48.5	23.08		18.7	21.37		14.5	32.48		18.2

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	30.23			34.88			34.88			
Grade 4	26.32			47.37			26.32			
Grade 5	25.00			38.89			36.11			
All Grades	27.35			40.17			32.48			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	13.95			58.14			27.91		
Grade 4	15.79			68.42			15.79		
Grade 5	13.89			61.11			25.00		
All Grades	14.53			62.39			23.08		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.93			58.14			20.93		
Grade 4	26.32			50.00			23.68		
Grade 5	8.33			66.67			25.00		
All Grades	18.80			58.12			23.08		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.93			46.51			32.56		
Grade 4	21.05			44.74			34.21		
Grade 5	19.44			47.22			33.33		
All Grades	20.51			46.15			33.33		

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	47			47		45	47		45	100		
Grade 4	42			42		27	42		27	100		
Grade 5	37			37		43	37		43	100		
All	126			126			126			100		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2443.			17.02		86.7	40.43		8.9	27.66		0.0	14.89		4.4
Grade 4	2449.			7.14		73.7	21.43		10.5	38.10		13.2	33.33		2.6
Grade 5	2492.			5.41		34.9	13.51		23.3	54.05		11.6	27.03		30.2
All Grades	N/A	N/A	N/A	10.32			26.19			38.89			24.60		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3				31.91			46.81			21.28
Grade 4				9.52			38.10			52.38
Grade 5				10.81			45.95			43.24
All Grades				18.25			43.65			38.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.02			72.34			10.64		
Grade 4	11.90			50.00			38.10		
Grade 5	10.81			62.16			27.03		
All Grades	13.49			61.90			24.60		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.79			53.19			17.02		
Grade 4	16.67			50.00			33.33		
Grade 5	5.41			56.76			37.84		
All Grades	18.25			53.17			28.57		

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.4	1443.2	1445.2	1452.0	1399.1	1422.4	29	25
Grade 1	1469.1	1464.0	1468.5	1460.6	1469.3	1466.8	23	16
Grade 2	1464.2	1496.5	1466.2	1485.9	1461.9	1506.4	18	19
Grade 3	1498.4	1442.1	1502.5	1437.3	1493.8	1446.4	11	19
Grade 4	*	1505.3	*	1504.9	*	1505.1	*	16
Grade 5	*	*	*	*	*	*	*	9
All Grades							100	104

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.38	12.00	*	60.00	*	24.00	*	4.00	29	25
1	47.83	18.75	*	56.25	*	12.50	*	12.50	23	16
2	*	15.79	*	47.37	*	31.58	*	5.26	18	19
3	*	5.26	*	42.11	*	21.05		31.58	11	19
4	*	18.75	*	50.00	*	12.50	*	18.75	*	16
5	*	*	*	*		*		*	*	*
All Grades	39.00	15.38	35.00	50.00	19.00	21.15	*	13.46	100	104

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.83	20.00	*	52.00	*	24.00	*	4.00	29	25
1	56.52	50.00	*	12.50	*	31.25	*	6.25	23	16
2	66.67	26.32	*	57.89	*	10.53	*	5.26	18	19
3	*	15.79	*	36.84	*	15.79		31.58	11	19
4	*	43.75	*	31.25		6.25	*	18.75	*	16
5	*	*	*	*		*		*	*	*
All Grades	56.00	32.69	22.00	38.46	17.00	16.35	*	12.50	100	104

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	*	32.00	37.93	52.00	*	8.00	29	25
1	*	12.50	*	56.25	*	12.50	*	18.75	23	16
2	*	15.79	*	36.84	*	36.84	*	10.53	18	19
3		0.00	*	26.32	*	36.84	*	36.84	11	19
4		6.25	*	31.25	*	37.50	*	25.00	*	16
5	*	*	*	*	*	*	*	*	*	*
All Grades	21.00	7.69	30.00	33.65	32.00	38.46	17.00	20.19	100	104

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	51.72	16.00	44.83	72.00	*	12.00	29	25	
1	60.87	62.50	*	31.25	*	6.25	23	16	
2	66.67	21.05	*	73.68	*	5.26	18	19	
3	*	10.53	*	57.89	*	31.58	11	19	
4	*	25.00	*	50.00	*	25.00	*	16	
All	54.00	23.08	39.00	61.54	*	15.38	100	104	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.83	24.00	48.28	72.00	*	4.00	29	25
1	*	12.50	*	81.25	*	6.25	23	16
2	61.11	26.32	*	68.42	*	5.26	18	19
3	*	47.37	*	21.05		31.58	11	19
4	*	68.75	*	12.50	*	18.75	*	16
All Grades	58.00	39.42	32.00	48.08	*	12.50	100	104

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	68.97	88.00	*	4.00	29	25
1	52.17	43.75	*	31.25	*	25.00	23	16
2	*	15.79	*	68.42	*	15.79	18	19
3		5.26	*	42.11	*	52.63	11	19
4	*	6.25	*	62.50	*	31.25	*	16
5	*	*	*	*	*	*	*	*
All Grades	27.00	14.42	55.00	60.58	18.00	25.00	100	104

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	44.00	48.28	44.00	*	12.00	29	25
1	*	25.00	65.22	62.50	*	12.50	23	16
2	*	15.79	66.67	78.95	*	5.26	18	19
3	*	10.53	*	63.16	*	26.32	11	19
4	*	6.25	*	75.00	*	18.75	*	16
5	*	*	*	*	*	*	*	*
All Grades	25.00	20.19	61.00	64.42	14.00	15.38	100	104

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
301	56.1	35.9	0.3
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	35.9
Foster Youth	1	0.3
Homeless	11	3.7
Socioeconomically Disadvantaged	169	56.1
Students with Disabilities	19	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
Asian	15	5.0
Filipino	2	0.7
Hispanic	175	58.1
Two or More Races	17	5.6
Pacific Islander	1	0.3
White	88	29.2

Conclusions based on this data:

- 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.
- 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

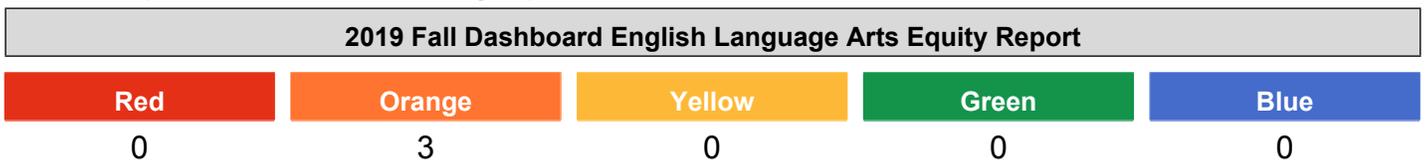
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 ++18.3 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

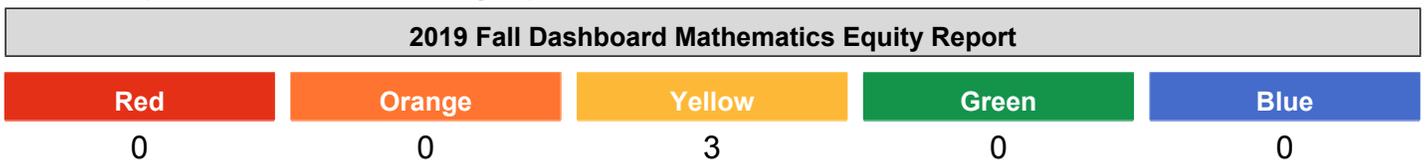
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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> <p>Yellow</p> <p>18.5 points below standard</p> <p>Maintained -0.4 points</p> <p>111</p>	<p>English Learners</p> <p>Yellow</p> <p>33 points below standard</p> <p>Increased ++3.2 points</p> <p>46</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>30.4 points below standard</p> <p>Increased ++5.3 points</p> <p>65</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>28.1 points below standard</p> <p>Increased Significantly ++53.7 points</p> <p>15</p>

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:

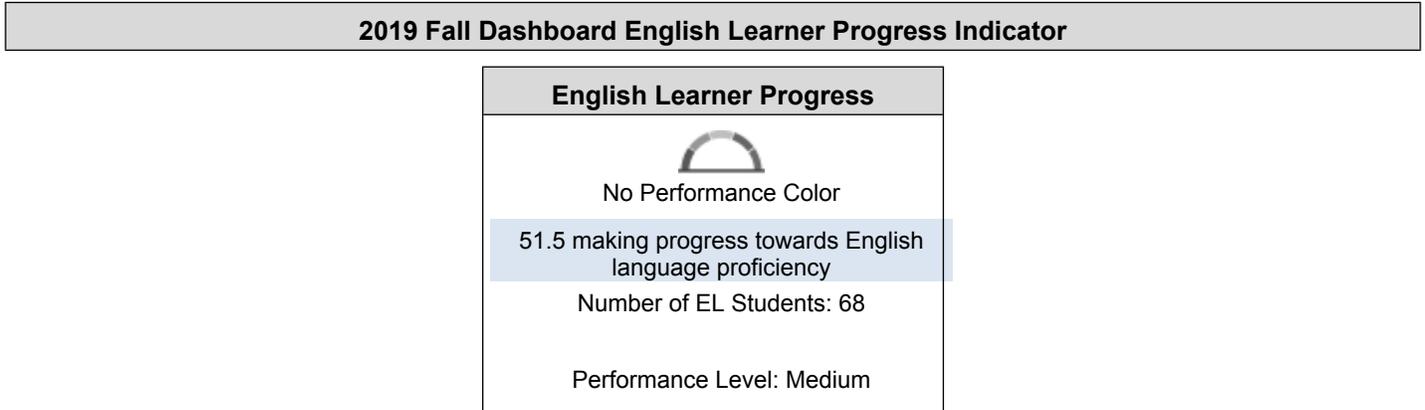
- While our overall performance level in math remained steady in the yellow band, our four statistically-significant student populations (ELD, Hispanic, SES, and SWD) all showed an increase in performance. Students with Disabilities increased significantly by 53.7 points.
- Looking at data by grade level, the percentage of students "meeting or exceeding standards" grew in third grade and remained similar between 2018-2019 in grades four and five.
- 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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:

1. 79% of our English Learners either maintained or progressed by at least one ELPI level in 2018-19.
2. 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.
3. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

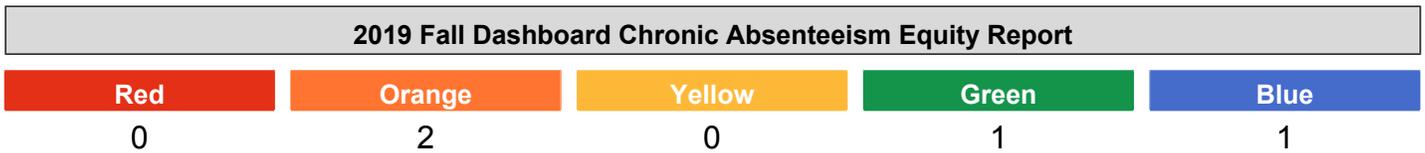
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

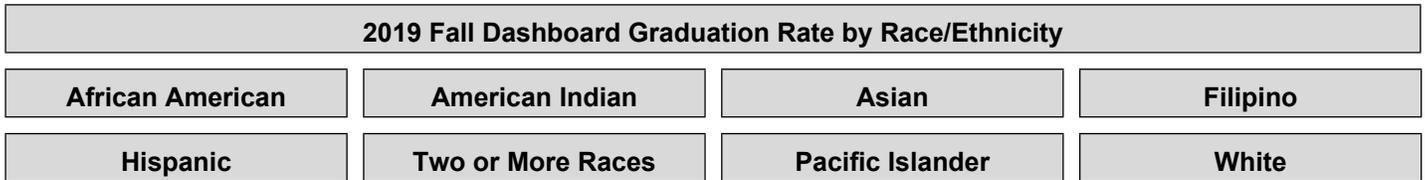
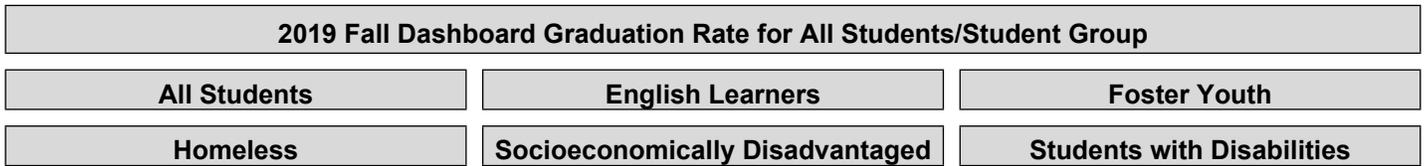
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

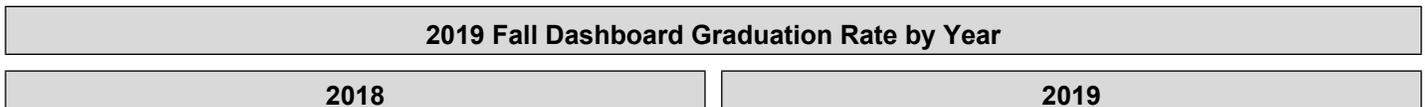
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

School and Student Performance Data

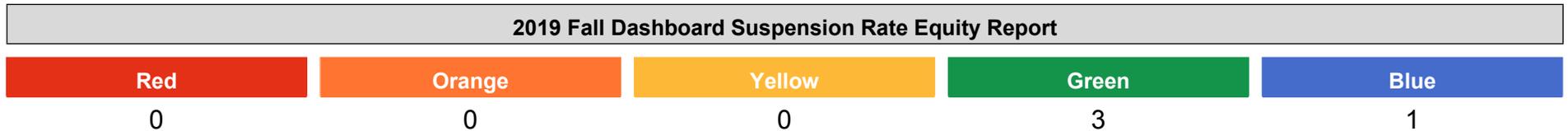
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

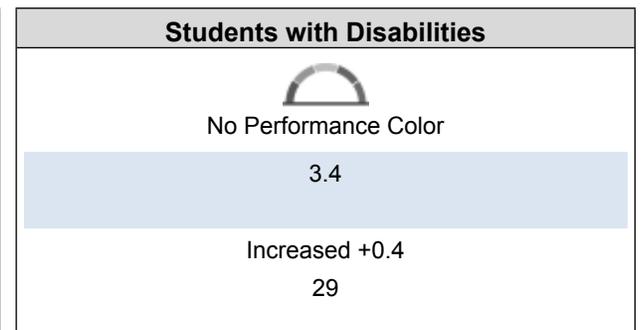
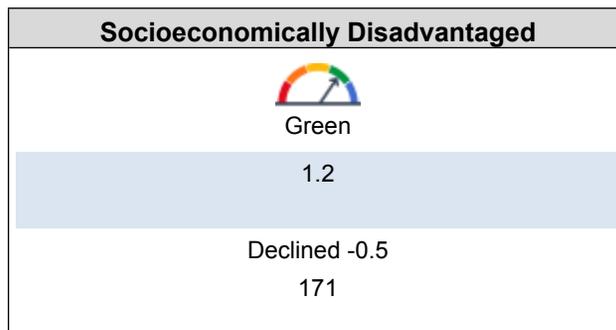
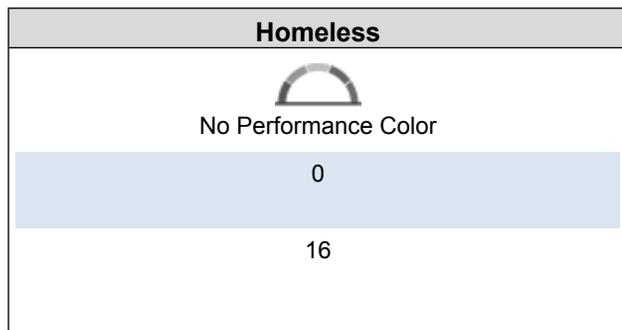
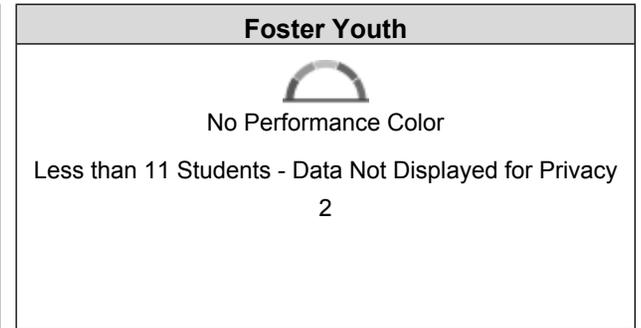
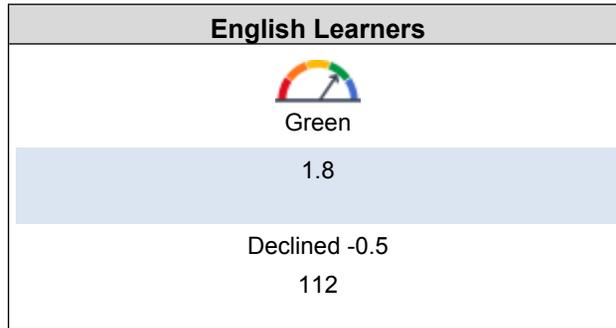
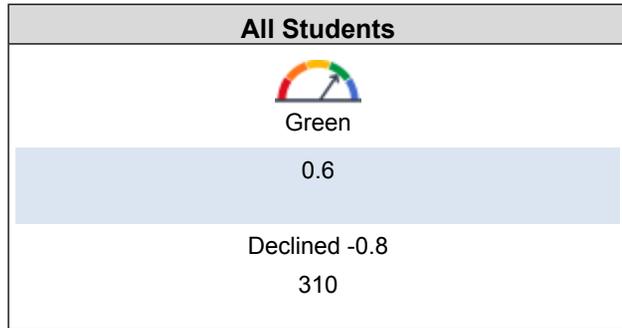


This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



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 2022-2022 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 participated in a variety of learning models in 2020-2021, including virtual learning, a hybrid of in-person learning and asynchronous learning, and a small number in the CVUSD homeschooling program. Despite the challenges of a pandemic and three learning models, K-5 students made significant progress in English Language Arts and met many of the goals established in last year's SPSA. As one might expect, the most noticeable gaps appeared in 4th and 5th grades. Our intervention program will place special emphasis on upper grades this year, while also providing support in TK-3 to promote learning recovery across all grade levels. See Goal 5, Learning Recovery, for additional details.

Grades 3-5:

For a summative look at student progress at the end of the school year, Walnut used all the metrics/indicators listed in the 2020-21 SPSA with the exception of CAASPP data. CVUSD used local benchmark data for grades 3-5 to monitor progress on CA State Standards in May/June of 2021 rather than CAASPP testing. Local benchmarks in grades 3-5 yielded similar results to our Lexile data, with third grade having the highest numbers of students meeting or exceeding benchmarks at 86%, fourth grade with 61%, and fifth grade with 55%. Our significant student groups in grade 3 all scored within 10 percentage points of the overall student result, other than Students With Disabilities, who exceeded this threshold at 100%. (Hispanic: 84%, English Learners: 75%, Socio-Economically Disadvantaged: 88%). There was a more noticeable disparity between significant student groups and overall student

scores for fourth grade. (Hispanic: 44%, EL 18%, SED 42%, and SWD 0%). The same was true for fifth grade. (Hispanic: 40%, EL: 44%, SED: 37%, and SWD: 20%).

Our SPSA metric plan for grades 3-5 in ELA was Lexile data, which was monitored by School Site Council throughout the school year. By June of 2021, third grade exceeded the goal of 70% of students overall reading within the end-of-year grade level band with 72% of students meeting this expectation. Scores for subgroups showed greater than a 10% disparity (Hispanic: 58%, SED: 52%, SWD 20%, and Homeless/Foster 0%). Interesting, English Language Learners scored the same as the overall student population with 72% reading within the grade level band. By June of 2021, 55% of fourth grade students overall were reading at the expected grade level Lexile band, missing the SPSA goal by 15 percentage points. Hispanic and EL student populations scored within 10 percentage points of students overall, both at 48%. The other student populations demonstrated a gap larger than 10 percentage points. (SED 30%, SWD 0%, and Homeless/Foster 25%). Fifth grade missed the SPSA goal by 8 percentage points, with 62% of students overall reading in the expected grade level Lexile band. Hispanic students scored within 10 percentage points at 52%. (SED 45%, EL 44%, SWD 20%, and Homeless/Foster N/A).

Grades K-2:

In June of 2021, 79% of Kindergarten students met or exceeded phonics standards, which was only 1% less than the SPSA goal of 80% and 9 percentage points higher than data from 2019 with school closures. Data disaggregated by Walnut's special populations showed the following percentages: 61% SED, 65% Hispanic/Latino, 61% EL, and 25% SWD met or exceeded Kindergarten phonics standards. Homeless/Foster was N/A. Pre-assessment data collected in August of 2020 showed that 38% of Walnut Kindergarteners began the year with this skill.

78% of First Grade students met or exceeded ELA benchmarks in phonics and high frequency words in June of 2021. Disaggregated data for special populations: 76% SED, 68% Hispanic/Latino, 65% EL, and 50% SWD. Homeless/Foster was N/A. These percentages exceeded 2019-2020 scores. Pre-assessment data collected in August of 2020 showed that 15% of incoming first graders began the year with these skill6.

66% of Second Grade students met or exceeded ELA benchmarks in phonics, reading fluency, accuracy, and comprehension in June of 2021. Disaggregated data for special populations: 27% SED, 52% Hispanic/Latino, and 50% ELD, 22% SWD, and 50% Homeless/Foster. Only 1% of incoming 2nd graders could meet the end-of-year benchmark on August 2020 pre-assessment data.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

80% of Kindergarteners will meet or exceed phonics benchmarks in letter recognition and letter sounds. Students in significant populations (Socioeconomically Disadvantaged SED, Hispanic, English

79% overall met this metric in June of 2021; 61% SED, 65% Hispanic, 61% EL, and 25% SWD. Homeless/Foster was N/A.

80% in June of 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learners ELD, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall score for all students.		
80% of 1st grade students will meet or exceed benchmarks in grade level phonics 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.	78% overall met last year's metric in June of 2021; 76% SED, 68% Hispanic, 65% EL, and 50% SWD. Homeless/Foster was N/A.	80% in June of 2022
75% of 2nd grade students will meet or exceed benchmarks in 3 out of 4 essential standards (grade level phonics, reading accuracy, fluency, and comprehension) as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.	66% overall met last year's metric in June of 2021; 27% SED, 52% Hispanic, 50% EL, 22% SWD, and 50% Homeless/Foster.	75% in June of 2022
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 2021: 3rd grade:72% overall; 40% SED, 58% Hispanic/Latino, 52% EL, 20% SWD, 0% Homeless/Foster. 4th grade: 55% overall, 30% SED, 48% Hispanic/Latino, 48% EL, 0% SWD, 25% Homeless/Foster. 5th grade: 62% overall, 45% SED, 52% Hispanic/Latino, 44% EL, 20% SWD, and N/A Homeless/Foster.	70% for all grades by June of 2022
Should state testing be reinstated this year, we will maintain last year's goal: 50% of 3rd-5th grade students overall will	Data from spring of 2019: 3rd grade: 47% overall in 2019; 30% SED, 34% Hispanic, 0% ELD, and 33% SWD. 4th grade: 48%	50% meeting or exceeding standards overall, with a 10 scaled score points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meet or exceed standards in English Language Arts on the state CAASPP test (representing an increase of 2 to 6 percentage points, depending on grade level). Students in significant populations will score within 10 percentage points of students overall.	overall in 2019; 32% SED, 22% Hispanic, 17% ELD, and 40% SWD. 5th grade: 44% overall in 2019; 33% SED, 40% Hispanic, 0% ELD and 0% SWD.	increase for students in special populations.
Should local benchmarks be used to monitor ELA progress rather than the CAASPP again this year, our goal for students meeting or exceeding CA State Standards is as follows: Grade 3: 75%, Grade 4: 70%, and Grade 5: 70%.	Data from June 2021: 3rd grade: 86% (Hispanic 84%, SED 75%, EL 88%, SWD 100%). 4th grade: 61%. (Hispanic 44%, EL 18%, SED 42%, SWD 0%). 5th grade: 55%. (Hispanic 40%, EL 44%, SED 37%, SWD 20%).	75% of 3rd graders meeting or exceeding standards and 70% of 4th and 5th graders meeting or exceeding standards by June of 2022. Significant student groups scoring within 10% of overall student scores.

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
<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 will participate in Target Time, whether they need remediation, on-grade-level skill building, or enrichment. Each trimester, assessment data will be analyzed and groups adjusted.</p>	<p>September 2021-May 2022</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>Academic Specialists provide direct instruction to students 4 times per week.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>37,500</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	1,300
			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.	1000-1999: Certificated Personnel Salaries	District Funded	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	3,264

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A B.E.S.T. counselor will provide targeted intervention for students considered to be at risk but not receiving other intervention as part of an identified subgroup.	1000-1999: Certificated Personnel Salaries	District Funded	0
			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	Title I	0
			English Language Learners meet regularly with credentialed academic specialist to monitor Rosetta Stone (EL Level 1 or 2 only) and EL Intervention progress with Smarty Ants (Grades 1 & 2) or Imagine Learning (Grades 3-5) digital programs.	1000-1999: Certificated Personnel Salaries	0860	4,860
			Fund an additional credentialed academic specialist this year to support Target Time and ELD instruction across grade levels.	1000-1999: Certificated Personnel Salaries	OTRM	8,990

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	2021-2022	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	14,500	
		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	Title I	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	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will have regular use of digital software designed to build reading and language skills at their instructional level.	2021-2022	Classroom Teachers	A digital specialist will assist with program set-up, pull data from digital programs, and work with teachers to provide feedback to students on their progress. With CVUSD's 1-to-1 digital, computer instruction will take place in classrooms rather than in a computer lab with a dedicated computer teacher this year.	2000-2999: Classified Personnel Salaries	OTRM	500
		Digital Specialist				
		Computer Technician				
		Principal				
			Students will have use of grade-level appropriate computer programs, including Lexia, IXL, Brain Pop, SRI, and Achieve 3000.	4000-4999: Books And Supplies	Title I	4,317
			Upper grade teachers will use Google Apps and Google Classroom to support their ELA instruction. They will also use Pear Deck this year (cost included in description above)	4000-4999: Books And Supplies	Title I	0
			Kindergarten and TK teachers will have access to ESGI to assess and monitor student progress in ELA standards.	4000-4999: Books And Supplies	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Students and teachers will have access to Microsoft Office to enhance instruction and learning.	4000-4999: Books And Supplies	District Funded	0
			Students in grades 3-5 will use Achieve3000 systematically to build proficiency with State Reading Standards and improve Lexile levels. (Supported by CVUSD this year)	4000-4999: Books And Supplies	District Funded	0
Purchase and maintain technology hardware and teacher software used for instruction in ELA.	2021-2022	Computer Site Technician	Purchase incidental items to maintain current technology and meet additional needs for equitable and accessible classroom instruction, such as voice amplifiers.	4000-4999: Books And Supplies	Title I	500
		Principal				
			Purchase technology to promote ELA skills and enrichment.	4000-4999: Books And Supplies	Title I	500
Students designated as English Language Learners will receive ELD instruction daily. Students meeting specific criteria will also participate in EL Intervention.	2021-2022	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				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Students identified as newcomers, LTEL, at-risk, or with low ELPAC levels work 4 x per week on a digital program (Smarty Ants for 1st/2nd and Imagine Literacy for 3rd-5th). The program is overseen and monitored by an academic specialist (personnel costs included under Action Item #1).	1000-1999: Certificated Personnel Salaries	0860	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
Purchase print materials and other supplies to support Intervention and enrichment in ELA.	2021-2022	Principal Classroom Teachers Academic Specialists	Print materials to support the intervention program, including any after-school tutoring or enrichment needs.	4000-4999: Books And Supplies	Title I	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students (intervention takes place during reinforcement time).	4000-4999: Books And Supplies	Title I	250
Provide after-school opportunities for students needing academic support or enrichment in English Language Arts	2021-2022	Classroom Teachers	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
		Academic Specialists				
		Principal				
			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
			Third graders may receive homework support in weekly Study Buddy time with members of the NPHS Random Acts of Kindness Club. Zoom time overseen by NPHS teacher facilitator.	None Specified	None Specified	0
			Gate activities provided by Walnut and CVUSD Student Services	4000-4999: Books And Supplies	None Specified	0
Offer Professional Development for teachers in focus areas for the year, including Diversity, Equity, and Inclusion, Arts/SEL Integration, Implementation of new ELA/ELD Curriculum, and Universal Design for Learning (UDL).	2021-2022	Principal	Professional Development opportunities designed to promote student achievement, DEI, & 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 Funds outside parameters of this plan)	5800: Professional/Consulting Services And Operating Expenditures	Instruction	0	
Professional Presenters		Ongoing professional development on effective use of Lexia, Smarty Ants, Achieve3000, IXL, and Imagine Learning.	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.	2021-2022	Classroom Teachers	Teachers will ensure that students in grades 1-5 with ELPAC levels Emerging and Beginning- Expanding use Rosetta Stone computer program at the rate recommended by district EL Services. Computer specialist and bilingual facilitator will help monitor and obtain necessary hardware & computer access.	None Specified	District Funded	0
		Computer Specialist				
		Academic Specialists				
		Bilingual Facilitator				
		Bilingual Paraprofessionals				
			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. (ESR2 Funds)	2000-2999: Classified Personnel Salaries	District Funded	3,200
Academic Specialist Support for Transitional Kindergarten	2021-2022	Academic Specialists	An academic specialist will assist in TK for for 1.5 hours per day to support ELA and math small group centers.	2000-2999: Classified Personnel Salaries	Title I	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	2021-2022	Student Council Advisors	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.	0000: Unrestricted	Instruction	1,500
Summer Programs, including Kindergarten Readiness	July-August 2022	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.	1000-1999: Certificated Personnel Salaries	Title I	750

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 both programs. Translates materials as needed. Provides interpretation services for parents as needed. (Cost included above)	2000-2999: Classified Personnel Salaries	Title I	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 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	Donations	0
Ensure all students are learning in the Least Restrictive Environment	2021-2022	Principal Classroom Teachers School Psychologist Special Education Teacher Speech and	Maintain the current LRE statistics of 100% of students properly placed.	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
		Language Pathologist	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
			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: 2020-21

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 2020-2021, beginning with pre-assessments in September of 2020. 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 2021-2022 school year to analyze last year's progress and adjust this year's goals accordingly. The CAASPP was not administered last year, so stakeholder groups were not able to use that data as a metric for student achievement. Instead, we used local benchmark data, detailed above. Last year's action items, including virtual intervention groups, targeted professional development, digital support, supplemental support for students new to the country, 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 2020-2021 SPSA with only minimal adjustments. All instruction was delivered virtually between August and the end of October, and three options for instruction were implemented in November: virtual (approximately 1/3 of students), in-person for half-day (approximately 2/3 of students), and the CVUSD SHINE homeschool program (approximately 5 students). The 20-21 SPSA was shaped knowing that flexibility would be needed with implementation of action items. The after-school tutoring program was much smaller than anticipated at the beginning of the year, due primarily to Zoom fatigue. Students needing additional academic support participated in small group instruction virtually 4 days per week during Reinforcement Time, so they did not miss core instruction with their teachers. We also added a summer check-in program for students receiving EL intervention. They met online weekly with a credentialed specialist to promote regular use of Smarty Ants and Imagine Learning digital programs throughout the summer. We were unable to find staffing for a TK support person in 20-21; however, the class was already split in size with half of the students in person in the afternoon and half receiving virtual instruction in the mornings. Funds not spent in these two areas were used to purchase iPads for classroom use in upper grades, as our current iPads were over 8 years old and unable to accommodate newer applications.

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.

New metrics were added to reflect the use of local benchmarks rather than CAASPP data in 2020-2021. We are leaving the 2019 CAASPP data and goals written in the fall of 2019, so that we can measure progress in 2021-22 using either type of ELA summative assessment for grades 3-5 in May. Our strategies and action items are similar to those listed in the 20-21 SPSA; however, we are able to re-expand our Target Time program and EL instruction because students are back on campus for a full-day of instruction this year. We are anticipating greater effectiveness with our small group ELA intervention system, since all students will be able to participate while at school. Despite our best efforts to provide full digital access for all students in 2020-21, some students did not regularly participate in ELD intervention and/or ELA intervention during their Reinforcement Time.

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 2021-2022 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 participated in a variety of learning models in 2020-2021, including virtual learning, a hybrid of in-person learning and asynchronous learning, and a small number of students in the CVUSD homeschooling program. Despite the challenges of a pandemic and three learning models, K-5 students made significant progress in math and met many of the goals established in last year's SPSA. As with English Language Arts, the most noticeable gap appeared in 5th grade. Overall scores on math benchmarks for grades 3-5 were higher than for ELA, with grades 1, 3, and 4 meeting last year's SPSA goals for overall student progress. Our intervention program will place special emphasis on upper grades this year, including an additional math intervention specialist dedicated to 4th and 5th, while also providing support in TK-3 to promote learning recovery across all grade levels. See Goal 5, Learning Recovery, for additional details.

Grades 3-5:

For a summative look at student progress at the end of the school year, Walnut used the all the metrics/indicators listed in the 2020-21 SPSA with the exception of CAASPP data. CVUSD used local benchmark data for grades 3-5 to monitor progress on CA State Standards in May/June of 2021 rather than CAASPP testing, but this metric was already included as a progress monitoring tool for

Walnut's 20-21 SPSA. Third grade had the highest numbers of students meeting or exceeding benchmarks at 96%, followed by fourth grade with 78%, and fifth grade with 58% 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, with the exception of Students with Disabilities and Homeless/Foster: (Hispanic: 90%, English Learners: 92%, Socio-Economically Disadvantaged: 88%, SWD: 50%, and Homeless/Foster: 0%). The same was true for grade 4 with the Hispanic and SED student groups: (Hispanic: 71%, EL 57%, SED 71%, SWD 50%, and Homeless/Foster 50%). Significant student populations in Grade 5 scored within 7 percentage points of one another and between 11-18 percentage points from the overall student population: (Hispanic: 47%, EL: 45%, SED: 45%, SWD: 40%, and Homeless/Foster N/A).

Grades K-2:

In June of 2021, 73% of Kindergarten students met or exceeded Kindergarten essential math state standards, which was 7 percentage points below the 20-21 SPSA goal. The results matched data from 2020. Data disaggregated by Walnut's significant student groups showed the following percentages: 62% SED, 62% Hispanic/Latino, 60% EL, 50% SWD, (Homeless/Foster N/A) met or exceeded essential Kindergarten Math state standards. Homeless/Foster was N/A.

79% of First Grade students met or exceeded math benchmarks on first-grade essential state standards in June of 2021, which exceeded the 20-21 SPSA goal by 4 percentage points and was one percentage point higher than overall data in 2020.

Disaggregated data for significant student groups: 68% SED, 75% Hispanic/Latino, 63% EL, and 50% SWD. Homeless/Foster was N/A.

68% of Second Grade students met or exceeded math benchmarks on second-grade essential state standards in June of 2021, which was 7 percentage points below the 20-21 SPSA goal but 2 percentage points higher than 2020 data. Disaggregated data for significant student groups: 58% SED, 56% Hispanic/Latino, and 68% ELD, 44% SWD, and 33% Homeless/Foster.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
75% of Kindergarten students will meet or exceed benchmarks for counting, recognizing numerals, and writing numbers. Students in significant student groups (Socio-economically Disadvantaged, Students with Disabilities, English Language Learners, Hispanic, and Homeless/Foster) will score within 10 percentage points of the overall population.	73% of students overall met last year's metrics in June of 2021; 62% SED, 62% Hispanic, 60% ELD, and 50% SWD. (Homeless/Foster N/A)	75% or higher for students overall in June 2022, within a 10 percentage point or less difference for our significant student groups.
75% of students in grade 1 will meet or exceed benchmarks on the four out of five	79% of students overall met last year's metrics in June of 2021; 68% SED, 75%	75% or higher for students overall in June 2022, within a 10 percentage point or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
essential math standards identified for 2020-21. Students in significant student groups will score within 10 percentage points of the overall population.	Hispanic, 63% ELD, 50% SWD. (Homeless/Foster N/A)	difference for our significant student groups.
75% of students in grade 2 will meet or exceed benchmarks on four out of five essential math standards identified for 2020-21. Students in significant student groups will score within 10 percentage points of the overall population.	68% of students overall met last year's metrics in June of 2021; 58% SED, 56% Hispanic, 68% ELD, 44% SWD, and 33% Homeless/Foster.	75% or higher for students overall in June 2022, within a 10 percentage point or less difference for our significant student groups.
75% of students in grades 3, 4, and 5 will meet or exceed standards on the CVUSD math benchmark assessment. Students in significant student groups will score within 10 percentage points of the overall population.	3rd Grade: 96% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2021. 88% SED, 90% Hispanic, 92% ELD, 50% SWD, 0% Homeless/Foster. 4th Grade: 84.2% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2021 71% SED, 71% Hispanic, 57% ELD, and 50% SWD, 50% Homeless/Foster. 5th Grade: 58% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2021. 62% SED, 45% Hispanic, 45% ELD, and 40% SWD. Homeless/Foster N/A.	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.
60% of students in grade 3 will meet or exceed standards on the state CAASPP assessment in math, representing a 3 percentage point increase over 2019 overall scores. 45% of students in grade 4 will meet or exceed standards on the state CAASPP assessment in math,	Baseline from 2019-20 CAASPP: Third grade scores in 2019: 57% of students overall met this indicator in 2019; 48% SED, 47% Hispanic, 37% ELD, and 67% SWD.	Grade 3: 60% or higher for students overall, within a 10 percentage point or less difference for our significant student populations. Grade 4: 45% or higher for students overall, within a 10 percentage point or

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

representing a 4 percentage point increase over 2018 scores and a 17 percentage point increase over 2019 scores. 30% of students in grade 5 will meet or exceed standards on the state CAASPP assessment in math, representing an 11 percentage point increase over 2019 overall scores. Students in significant student groups will score within 10 percentage points of the overall student population.

Fourth grade scores in 2019: 28% of students overall met this indicator in 2019; 28% SED, 20% Hispanic, 13% ELD, and 40% SWD.

Fifth grade scores in 2019: 19% of students overall met this indicator in 2019; 14% SED, 12% Hispanic, 10% ELD, and 0% SWD.

less difference for our significant student populations.

Grade 5: 30% or higher for students overall, within a 10 percentage point or less difference for our significant student 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	
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.	2021-2022	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	37,500	
		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.	None Specified	None Specified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic Specialists and Classroom Teachers collaborate regularly to ensure intervention is effective and groupings remain flexible and appropriate.	None Specified	None Specified	0
			Fund an additional credentialed academic specialist this year to provide extra support to fourth and fifth grade math intervention.	1000-1999: Certificated Personnel Salaries	OTRM	8,989
Lead Academic Specialist, Data Support	2021-2022	Academic Specialist Principal	Lead Academic Specialist, Data, provides direct services to students, organizes data according to goals being tracked, and works with the Principal to monitor the effectiveness of Walnut's Math Intervention program.	1000-1999: Certificated Personnel Salaries	Title I	14,500
			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.	2021-2022	Grade Level Teachers	A digital specialist will work with classroom teachers to set up new programs, monitor student progress, and communicate progress/data to teachers & students.	1000-1999: Certificated Personnel Salaries	OTRM	500
		Academic Specialists				
		Computer Specialist	Students will have use of grade-level appropriate computer programs focusing on math skills, including Reflex Math, IXL Math, Prodigy, Brain Pop, 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	4,317
Purchase print materials and other supplies to support Intervention and enrichment in math.	2021-2022	Principal	Print materials to support math intervention, after-school tutoring, and enrichment activities.	4000-4999: Books And Supplies	Title I	500
		Academic Specialists				
		Grade Level Teachers				

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.	2021-2022	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, computer specialist, and classroom teachers. Participating students and are recommended by classroom teachers.	1000-1999: Certificated Personnel Salaries	Title I	1,500
		Academic Specialists				
		After-School Tutoring Coordinator				
		Principal				
		Encourage participation in CVUSD High School online tutoring program.	None Specified	None Specified	0	
		Third graders may choose to receive homework support in weekly Study Buddy time with members of the NPHS Random Acts of Kindness Club. Zoom time overseen by NPHS teacher facilitator.	None Specified	None Specified	0	
		GATE activities sponsored by Walnut and by CVUSD Student Services	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
			Lunchtime math homework club for grades 4-5, led by classroom teachers and credentialed academic specialists. (Cost included in Action Item #1)	1000-1999: Certificated Personnel Salaries	Title I	0
Purchase and maintain technology hardware and teacher software used for instruction in math	2021-2022	Principal Computer Site Technician	Purchase technology to promote math skills and enrichment.	4000-4999: Books And Supplies	Title I	500
			Purchase hardware needed to support maintain existing technology and provide accessibility for all students.	4000-4999: Books And Supplies	Title I	500
Academic Specialist Support in Transitional Kindergarten	2021-2022	TK Academic Specialist	An academic specialist will assist in TK for for 1.5 hours per day to support small group centers to build ELA and Mathematical foundational skills.	2000-2999: Classified Personnel Salaries	Title I	3,250

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 2022	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.	1000-1999: Certificated Personnel Salaries	Title I	750
			ELD Paraprofessional provides additional language support for students in both programs. Translates materials as needed. Provides interpretation services for parents as needed. (Cost included above)	2000-2999: Classified Personnel Salaries	Title I	0
			Analyze data and collaborate with teachers to identify students for CVUSD summer programs. 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
			Identify students who would most benefit from YMCA's Find My Genius summer intervention & enrichment program for Title 1 schools.	None Specified	Donations	0
Continue to ensure all students are learning in the Least Restrictive Environment (math)	2020-2021	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: 2020-21

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 2020-2021. 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 2021-2022 school year to analyze last year's progress and adjust this year's goals accordingly. The CAASPP was not administered last year, so stakeholder groups were not able to use that data as a metric for student achievement. Instead, we used local benchmark data, detailed above. Last year's action items, including virtual intervention groups, targeted professional development, digital support (including IXL and Reflex Math), supplemental support for students new to the country, 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. We did not have a Kindergarten readiness program this summer; however, several Walnut students participated in the CVUSD summer enrichment program, the Find My Genius program sponsored by the YMCA, and/or the McKinney-Vento/Foster early-back program hosted at Walnut. As stated in the Goal 1 analysis, the after-school tutoring program was much smaller than anticipated and did not use all allocated funds. SSC decided to use extra Title 1 funds at the end of the year to replace 20 iPads for classroom use in upper grades.

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.

New metrics were added to reflect the use of local benchmarks rather than CAASPP data in 2020-2021. We are leaving the 2019 CAASPP data and goals written in the fall of 2019, so that we can measure progress in 2021-22 using either type of math summative assessment for grades 3-5 in May. Our strategies and action items are similar to those listed in the 20-21 SPSA; however, we are able to re-expand our math intervention program because students are back on campus for a full-day of instruction this year. We are anticipating greater effectiveness with our small group math intervention system, since all students will be able to participate while at school. Despite our best efforts to provide full digital access for all students in 2020-21, some students did not regularly participate in math intervention during their Reinforcement Time.

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 will be as students return to a full-day of on-campus learning. We are also committed to providing social-emotional support to

individual students and families when needed. We also recognize the need for a Tier 2 social-emotional program that complements the work of our school counselor. 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 as they return to a full-day, in-person learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic enrichment groups provided during the school day for all grade levels	In 2020-21, remote small group sessions with academic specialists were focused on intervention rather than beyond grade-level enrichment.	In 2021-2022, 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.
Provide exposure to professional arts performances	In 2020-21, all grade levels participated in assemblies and arts performances virtually in partnership with TO Arts, National Theater for Children, The Music Center of LA, and CVUSD Focus on the Arts.	In 2021-2022, students will have access to both live and virtual professional arts performances.
Student participation in the arts and additional physical fitness opportunities	In 2020-21, after-school band, strings, and chorus classes were offered remotely for a fee or on a scholarship basis. All students maintained access to music and PE classes either remotely during Reinforcement Time or during structured recess time. The PE teacher began to implement the NFL FitnessGram program. All students had access to hands-on art activities through CVUSD Focus on the Arts.	In 2021-2022, students of all grade levels will have live PE classes twice weekly. For the first time, students in grades TK-3 will have one dance class per week as part of the PE program. Students in grades 4-5 will have one trimester of dance instruction in addition to twice-weekly outdoor PE. We will continue to partner with Focus on the Arts to provide regular fine arts practice in classrooms. All grade levels will perform a musical integrated with an academic content area. TK will perform a musical for the first time. Fully

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		implement FitnessGram/Play 60 post-pandemic.
Suspension rate below 0.04% to reflect positive/restorative discipline model	In 2020-2021, our suspension rate was 0%.	In 2021-2022, our goal is to have a 0% suspension rate, with no less than the 0.04% rate from 2019-2022, reflecting progress made over time in school-wide positive behavior programs as well as direct instruction in SEL skills in the classroom. Our goal will be to move to blue on the CA Dashboard.
Robust schoolwide SEL and PBIS initiatives	Our baseline school-wide initiatives from 2020-21 were Bucket Fillers, CHAMPS, Inclusive Schools Week, and The Great Kindness Challenge. We also incorporated the Think Kindness virtual assembly and follow-up activities in January-March. Programs were tailored for the remote and social-distance settings.	In 2021-2022, monthly Wildcat Pride Assemblies will be reinstated in person. The foundation for CHAMPS, Bucket-Filling, Start with Hello, and Sanford Harmony will be laid during "Rooted in Connections" Week and re-emphasized throughout the year. Implement Inclusive Schools Week and Kindness Week.
Weekly integration of the Tier 1 Sanford Harmony Social Emotional Learning program in all grade levels	In 2020-21, teachers will include a social-emotional component into their daily lesson plans. They will share the counselors' videos of Sanford Harmony lessons and lead students in follow-up discussion and activities.	In 2021-2022, 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, and buddy-up activities.
Supports for Tier 2 and 3 social-emotional/behavioral challenges	In 2020-21, the counselor reached out remotely, and occasionally in person, to support students and families identified as needing Tier 2 or Tier 3 social-emotional intervention. She also held weekly office hours for families and provided a website of resources.	In 2021-2022, we will begin a 3 day per week Tier 2 SEL intervention with academic specialists dedicated to social-emotional support for students. They will meet with identified students either individually or in very small groups on a regular basis to build social skills and emotional strategies. The counselor will oversee this program. We will also reinstate our MTSS Behavioral Team to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		support teachers with intervention strategies.
Reinstate and update the Annual SSC Parent Survey. Include appropriate questions related to enrichment & social-emotional learning. Goal of 75% response rate and 80% positive responses.	Based on the unusual year and multitude of parent communication in 2021-2022, the School Site Council decided not to send a separate survey to parents in the spring. Data specific to Walnut was gathered through the Title 1 Family Engagement Survey, but it did not address the arts or SEL strategies.	In the spring of 2022, the School Site Council will update its annual Parent & Family Survey to provide feedback on Walnut's enrichment programs and social-emotional supports.

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	2021-2022	Classroom Teachers Academic Specialists	Based on assessment data and classroom performance, 30-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 and 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
			Provide a budget for enrichment materials, supplemental curriculum, tools, and activities.	2000-2999: Classified Personnel Salaries	Title I	500
			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
School-wide assemblies, training, and incentives for character development and positive behavior. Intentional actions to promote good attendance.	2021-2022	Principal Student Council Advisor School Counselor Title 1 Social Worker	Continue monthly "Wildcat Pride" assemblies to build community and emphasize Bucket Filling, inclusion, and kindness. Switch to virtual as needed. Honor students for positive character choices as well as academic achievement at Awards Assemblies each trimester.	None Specified	None Specified	0
			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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Principal will revisit "Start with Hello" program through Sandy Hook Promise.	None Specified	None Specified	0
			Recognize Kindness Week in January and re-register as a Kindness Certified School for 2021-22. 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 20 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.	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 "Rooted in Connections Week" the first 8 days of school and throughout the year for reinforcement. Peace Bench will continue to encourage kind interactions and problem solving during recess.	None Specified	None Specified	0
			Suspend attendance awards and "Captain Attendance" partnership with Horace Mann for the year, due to COVID-19 concerns. School office staff will still 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 new Tier 2 program to support students needing SEL intervention	2021-2022	School Counselor Classroom Teachers Academic Specialists, SEL Principal	School site implements "Connections Week" the first 8 days 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 2021-22. Specialists will work under the training and guidance of the school counselor, providing Tier 2 SEL support for students identified by classroom teachers. Specialists will meet with identified students 1-on-1 and/or in very 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.	1000-1999: Certificated Personnel Salaries	Other	11,764
			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. Groups may occur during Target Time. 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
Enrichment Clubs related to the school motto: Dedicated to the BEAT2--Bringing Education, Arts, and Technology Together	2021-2022	Principal Credentialed Teachers Computer Specialist Academic Specialists Instructional Media Technician (Librarian)	Coding Club will be offered once weekly in the spring. Coding Club is overseen by a credentialed teacher. Coding programs suitable for elementary students will be used, including Hour of Code materials and programmable robots (Funding for materials addressed in Goal #2).	1000-1999: Certificated Personnel Salaries	Title I	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 reinstated this year 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 is student-directed and 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 for additional items needed. (Personnel and materials are funded by a private donation from a Walnut alumna).</p>	1000-1999: Certificated Personnel Salaries	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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.	4000-4999: Books And Supplies	None Specified	200
			Encourage student-led clubs during lunch time recess, primarily for upper grades. 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. (Suspend at the beginning of the year due to COVID restrictions; revisit based on public health guidance)	None Specified	None Specified	0
				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
Art, Music, Dance, and Physical Fitness opportunities for all students	2021-2022	Art Teacher	Partner with CVUSD Focus on the Arts to enrich students' fine arts experiences, in addition to monthly art lessons with an academic specialist.	None Specified	Donations	0
		Music Specialist				
		Dance Specialist				
		Classroom Teachers	An academic specialist with qualifications in music teaches weekly classes for all grades, TK-5th. Instruction is given in choral music, rhythm, and musical notation. (Cost of specialist is supplemented by PTA)	2000-2999: Classified Personnel Salaries	Instruction	8,000
		Art Trek				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			An academic specialist with qualifications in dance will provide weekly lessons 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; students will have access to new dance studio on campus funded by a grant)	2000-2999: Classified Personnel Salaries	Donations	0
			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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
			PE will be offered twice weekly for all grade levels, although one session for TK-3 will be dance. The PE teacher will also direct structured recess games and physical fitness activities during select recesses. (Cost of specialist supplemented by PTA) Classroom teachers use time students are with PE teacher for grade level collaboration.	2000-2999: Classified Personnel Salaries	Instruction	16,000
			Provide supplies and supplemental curriculum for the art, music, and dance enrichment programs as needed.	4000-4999: Books And Supplies	Title I	500

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	2021-2022	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 action item above.	None Specified	None Specified	0
			Provide access to professional performing arts experiences at local venues, primarily the Civic Arts Plaza. Bring CLU Kingsmen Players to campus for Shakespeare workshops & performance. (Additional funding by PTA, TO Arts, CVUSD Focus on the Arts, and Title 1)	5000-5999: Services And Other Operating Expenditures	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers as they support behavioral and social-emotional success	2021-2022	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)	5000-5999: Services And Other Operating Expenditures	None Specified	0
Promote a culture of inclusion	2021-2022	Principal Teachers Academic Specialists Paraeducators School Counselor PTA School Site Council	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. #2. Honorarium provided by PTA.	5000-5999: Services And Other Operating Expenditures	Title I	0
		Student Council	Introduce Autism Awareness videos and lessons during Inclusive Schools Week, with continued exposure throughout the year. Bring in Amanda Ford, Miss California, as a virtual speaker during Inclusive Schools Week. Autism Awareness curriculum is part of her platform.	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 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
			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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
Academic specialists and materials to support students demonstrating Tier 2 and 3 behavioral challenges (as needed)	2021-2022	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. (Cost covered in Action Item #3 above)	1000-1999: Certificated Personnel Salaries	Other	0
		Classroom Teachers				
		Counselor				
		School Psychologist				
		Principal	Budget for support materials including visual charts/prompts, sensory items, and calming items to promote self-regulation.	4000-4999: Books And Supplies	Instruction	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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: 2020-21

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: Live, small group, enrichment sessions were offered for part of the year during Reinforcement Time for 4th and 5th grades only. Teachers did include enrichment options on their Canvas page for access during Reinforcement Time. Indicator #2: Students were able to attend multiple arts performances virtually, including Latin Grammy nominee Sonia De Los Santos, Hiplet Ballerinas, Percussive Storytelling, The National Children's Theater, Dorrance Dance Company through the Blue Ribbon Children's Festival, The Nutcracker, and Third Coast Percussion. The virtual setting actually resulted in students viewing more performances, with greater diversity, than in a normal school year. Indicator #3: Walnut's music specialist provided live, 30-minute classes for each grade level through Zoom, September-May. Data reveals that primary grades, especially Kindergarten, had the highest attendance rates. All students had access to Focus on the Arts lessons and materials for hands-on art projects. PE was offered remotely for all students through November and once-weekly for all remote students through May. The PE teacher provided and directed safe, structured recess options from November through June. Band, strings, and chorus were offered to different grade level bands remotely for a fee or through scholarships. Indicator #4: No students were suspended in 2020-2021, bringing the rate to 0%. Indicator #5: CHAMPS expectations were intentionally set for remote settings and for the return to campus in November for blended cohorts. Wildcat pride assemblies were filmed by the principal and viewed in classrooms/virtual classes. Kindness Week (utilizing the

Think Kindness program) and Inclusive Schools Week were celebrated at all grade levels and with schoolwide activities. We also celebrated honorary months at a more intentional level. Indicator #6: All students participated in Tier 1 SEL instruction facilitated by classroom teachers, utilizing resources from CVUSD counselors and Sanford Harmony SEL curriculum. Indicator #7: We did not hold any MTSS Behavior Team meetings in 2020-2021. Indicator #8: SSC did not send out an additional Parent Survey, but we will gather data from the EL Parent Needs Survey and the Family Engagement Survey about other elements of Walnut's academic and family engagement programs. We will reinstate the SSC Parent Survey in 2022 to request feedback specific to our arts, enrichment, and SEL programs.

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 are only three significant difference between intended implementation and budgeted expenditures. We did not attempt a virtual, after-school Coding Club in 2020-2021. With the amount of time students spent in the virtual environment for remote learning and/or reinforcement time each day, staff decided a club after 3:00 p.m. would not be advisable this year. No parents expressed any negative feedback about this decision. We had also intended to offer one more Family Night in May in partnership with Art Trek, but we chose not to implement this due to feedback on Zoom fatigue. Finally, funds budgeted for Tier 2/3 behavioral support were not needed for in-class support during 2020-2021.

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.

The spirit of this goal remains intact, although we are looking forward to reimplementing multiple items that were on hiatus during 2020-2021 due to public health concerns and other limitations presented in a full /partially remote environment. The most significant changes for 2021-2022 may be found in Action Items 3 and 5 above. We will implement a 3 day/week Tier 2 social-emotional learning intervention under the guidance of our school counselor but implemented by academic specialists. Teachers will also be responsible for at least 45 minutes of direct instruction in SEL per week, utilizing Sanford Harmony curriculum in conjunction with community circles and videos created by CVUSD counselors. Action Item #5 includes the new dance program for all grade levels, which addresses enrichment, Visual Performing Arts standards, SEL, and physical education. Tier 2/3 push-in behavioral support will remain in the budget, although it was not needed last year. We want to be prepared to offer support now that more students will be in a classroom. 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

Since the spring of 2020, families' experience of school has been in flux. They have experienced school closure, distance learning, making a choice between learning models, remote learning, changing safety regulations, and the need to learn online platforms & digital programs to support their children. Although two-thirds of our students participated in blending learning with a half-day on campus beginning in November of 2020, their experience of school was still altered due to public health restrictions. The remaining students completed the 20-21 school year either in a remote learning cohort or in a homeschooling program. Regardless of the learning model, our goal at Walnut was to support all families and help them maintain a sense of belonging to the school community. While we anticipate a full-day of on-campus learning for all students in the 2021-2022 school year, we realize that families are still experiencing the effects of living through a global pandemic. It will 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 ways to participate. Families will need education about individualized digital programs as well as overall curriculum, including the newly-adopted English Language Arts 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 2020-2021, parents exercised leadership and service through three governing bodies: PTA, School Site Council, and the English Language Advisory Council. Average numbers of parents participating are listed in the Baseline/Actual Outcome section below. All meetings were held through Zoom teleconference and were advertised through the digital newsletter, email, and the marquee. PTA helped to fund virtual assemblies and field trips, music classes through Zoom, 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 2020-21 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 and the "Reading Gives You Wings" parent education program through the CVUSD Outreach Program. Walnut also sponsored parent classes and community-building events, detailed below. We met our goal of adding additional communication avenues, including regular texts & emails from the principal, our first Instagram account, video messages, and a monthly "Coffee with the Principal" via Zoom. We both maintained and built new community partnerships to keep our families connected to support services in addition to providing extra resources to students. Our outreach specialist, office staff, bilingual facilitator, and paraprofessionals adjusted working hours and dedicated extra time to making personal phone calls, talking parents through steps to gain digital access to Zoom, Classlink and Canvas, and providing Spanish interpretation whenever needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Offer family education classes and parent/guardian informational meetings that are relevant to the unique needs of 2022-2022--at least one per month.	In 2020-2021, we held informational meetings and/or parent education classes each month other than December. All classes and informational sessions were offered through Zoom and were free of charge. A virtual "Coffee with the Principal" was instituted each month beginning in January.	Parent Education classes and informational meetings will be held at least monthly. Coffee with the Principal sessions will continue. We expect meetings to be balanced between in-person and virtual offerings in 2021-2022.
Design community-building activities for families that build a sense of connection and belonging--at least 5 (every other month)	In 2020-21, we held five family events-- Drive-Through Halloween Parade, Apex Family Dance Event, Family Reading Night, 7-Habits Family Night, and an in-person culmination ceremony. Three were virtual and two were held in person.	We will provide at least 5 community-building events for families. We expect that these will be held in-person based on public health directions. We expect to utilize NFL Play60 to a greater degree this year as well.
Offer classes and programs that particularly target the needs of our Spanish-speaking community--at least one per month	In 2020-2021, parent classes were offered in English and Spanish. We also invited guest speakers to provide mini-educational sessions during ELAC. All Spanish-speaking Walnut parents were	We will offer mini educational sessions during ELAC, provide real-time translation for all parent/guardian education classes, and continue to partner with CVUSD Outreach to provide a wide variety of

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

encouraged to participate in the monthly "Reading Gives You Wings" conferences sponsored by CVUSD Outreach. They were also invited to participate in digital English classes and the Logrando Bienestar program to promote mental health in the Latinx community.

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, digital devices, and Internet access for families.

In 2020-2021, our outreach specialist formed multiple connections with community resources. We worked with Safe Passage, Adelante de Comunidad, LightShine, PTA, St. Vincent de Paul, and other individual donors to meet tangible needs for families. We also partnered with Student Services to provide Internet Hot Spots and headphones for families and also provide 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 were provided throughout the year as needed.

We expect to increase our partnership with community groups and increase our own capacity through PTA & outreach to 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 2020-2021 frequency and variety of family communications to keep everyone informed and connected

The Smore digital newsletter, "What's New at Walnut?", was viewed an average of 471 times with each installment, up from 317 average views per installment in 2019-2020. in English and 70 times per month in Spanish (data from smore.com). The Walnut Facebook page has 493 followers, and Twitter feed has 371 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. We started a

Maintain a biweekly Smore digital newsletter, use Screencastify and other video messages to communicate with families, maintain regular text and email communication, maintain social media platforms, use paper flyers as well as digital communication to provide access for all families, and continue a monthly Coffee with the Principal for informal dialogue and Q&A.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Walnut Instagram this year. Our digital marquee is kept current and runs a display every weekday until 7:00 p.m. Informational videos were created by the principal through Screencastify and sent to families. We began using the text feature through Blackboard this year.</p>	
<p>Increase the hours of bilingual services throughout the day to support parents/guardians as well as students</p>	<p>In 2020-2021, the outreach specialist worked 3 hours per day. The bilingual facilitator and bilingual paraprofessionals worked 3.5 hours per day. Additional hours were allocated for emergency situations, and one bilingual paraprofessional switched her daily schedule to work in the afternoons rather than in the morning to provide bilingual coverage throughout the school day.</p>	<p>Hours for these positions will be extended to 5.5 hrs/day. Additional hours will be budgeted for the outreach specialist and bilingual facilitator to translate during evening events and to assist families with questions, enrollment, special projects, IEPs and 504 meetings as needed.</p>
<p>Utilize the school counselor to provide social-emotional direct support and training to families as well as students</p>	<p>The school counselor kept virtual office hours for students and families throughout 2020-2021. She also sent digital newsletters, maintained a website & blog with resources, and made an increased amount of calls to families to help them support their children in the home learning environment. She presented two parent education classes, "Helping Your Child with Anxiety" and "Parenting Tips to Move from Struggle to Partnership."</p>	<p>Maintain virtual counseling office hours, counselor's newsletter, and counselor's blog with resources. The focus will shift primarily to meeting students' needs 1-on-1 on campus, but the counselor will also be used as a resource for family education opportunities.</p>
<p>Parent Outreach Specialist, Bilingual Facilitator, 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</p>	<p>These staff members logged engagements in the Q system in 2020-2021. The outreach specialist began contacting all families categorized as Foster or McKinney-Vento every-other week to provide check-in support.</p>	<p>Phone calls and emails will continue to be logged into Q visits and/or attendance engagements. The outreach specialist will contact all families categorized as Foster or McKinney-Vento biweekly.</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
School Outreach Assistant	2021-2022	School Outreach Assistant Principal	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
			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	1,300

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. 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	2021-2022	School Outreach Assistant	Present parent education classes on a variety of topics in Spanish and English, including the new Wonders ELA/ELD curriculum, 7 Habits of Healthy Families, and social-emotional strategies for the well-being of students and their families.	5000-5999: Services And Other Operating Expenditures	Title I	200
		Principal				
		GATE Facilitator				
		ELD Facilitator				
		Professional Speakers or Experts in their Field	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
		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
			Record educational videos for YouTube and make available in a Parent Education section on the school website.	None Specified	None Specified	0
			Provide parent education opportunities to our Spanish-speaking families	5800: Professional/Consulting Services And Operating Expenditures	0860	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional translation and interpretation for Spanish-speaking parents	2022-2022	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	1,000
Create and distribute Walnut digital newsletter regularly in both Spanish and English	2021-2022	Principal School Outreach Assistant	Use Smore.com Educators' Package to create a twice monthly school newsletter in both English and Spanish, entitled "What's Up at Walnut?" and "Cuales son las Noticias en Walnut?" 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Add new section to newsletter that features information from DAC, SEDAC, DELAC, and GATE DAC representatives.	None Specified	None Specified	0
Keep parents informed of school programs and events	2021-2022	Principal Office Assistant School Outreach Assistant PTA	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
Provide parents and the community with an inside glimpse into Walnut's programs through social media and a color brochure (digital & print)	2021-2022	Principal 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. Update Walnut's color brochure first created in 2017-18 school year. Find opportunities to distribute in the community as well as to Walnut parents.	None Specified	None Specified	0
				0000: Unrestricted	Instruction	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain sense of connection with the principal through video messages, the Walnut newsletter, emails/texts, and a monthly "Coffee with the Principal"	2022-2022	Principal	The goal will be for Wildcat Pride Assemblies to be held in person again in 2021-2022. If this cannot happen due to health restrictions, the principal will record and share Wildcat Pride Assembly videos and other video messages with families to foster a sense of connection with the entire student body.	None Specified	None Specified	0
			Use Screencastify to add the voice component to parent presentations created in Google Slides. Send out links through Blackboard communication system as well as post on website. These will be used to complement in-person meetings. Parent presentations may include Virtual Tours, Safety Protocols, Campus Procedures, Title 1 Information, etc. (Principal purchases Screencastify)	None Specified	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Maintain either an in-person or virtual Coffee with the Principal each month to allow an informal time for updates and Q&A with Walnut families.	None Specified	None Specified	0
Build and foster relationships with community partners to offer resources to families	2021-2022	Principal Parent Outreach Specialist	Continue programs at the holidays, such as Adopt-a-Family with PTA, St. Julie Billiard's, 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.	None Specified	None Specified	0
			Continue partnership with Assistance League for Operational School Bell (clothing) and Read for Life (free books) programs.	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
			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: 2020-21

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 even during a pandemic year. Details on each metric/indicator are listed below:

- -Indicator #1, Family Education Classes: August: Parent Informational Zooms; English and Spanish. Back-to-School Night & Title 1 Meeting. September: Online parent classes about Zoom, Canvas, and Seesaw (district). October: Updated Family & Parent Engagement document and 3-Way Compacts distributed November: Re-opening Zoom presentations for parents in English & Spanish. Q&A check-in Zooms for parents with the principal. January: Monthly Coffee with the Principal begins. Parent Ed Class with Counselor: Strategies for Dealing with Anxiety. March: Collaborative Parenting Strategies class. April: Seven Habits Family Workshop. Monthly “Reading Gives You Wings” classes provided in Spanish.
- -Indicator #2: Community Building Activities: Apex Family Dance Event, Halloween Drive-Thru Parade, Family Reading Night, 7 Habits of Successful Families workshop, in-person 5th grade culmination ceremony.
- -Indicator #3: Classes/Programs Targeting our Spanish-Speaking Community: Our outreach specialist supported and promoted the monthly “Reading Gives You Wings” classes coordinated by CVUSD Outreach. 7 Habits of Successful Families was delivered simultaneously in Spanish and English using Zoom’s accessibility feature. Mini Sessions provided during ELAC, such as: Parent Tips to Increase Student Attendance and Engagement with Digital Learning, and Strategies for Helping Your Child Learn at Home.
- -Indicator #4: Join with Community Partners to Provide Tangible Supports for Families: Outreach specialist meets with Outreach Team weekly (switched to every-other-week in April) to learn of community resources & projects. Partnered with Student Services to provide Hot Spots & headphones. All students offered digital devices for remote learning and/or Reinforcement Time. CVUSD Community Closet. Food drives; grocery/Target gift cards, Adopt-a-Family. Partnership with Safe Passage, Adelante, LightShine, PTA, St. Vincent de Paul.
- -Indicator #5: Increase 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. Videos created with Screencastify & YouTube; sent to families and posted on website. Multiple Parent Meetings prior to reopening in Nov.. Instituted “Coffee with the Principal” Zoom monthly, starting in January
- -Indicator #6: Paraprofessionals’ schedules adjusted for full-day coverage, supporting both A and B cohorts. Mixture of Zoom and in-person para support to meet needs of both cohorts and both models. Additional funding put towards interpretation services for parents at ELAC, Conferences, SSTs, 504 meetings, Back-to-School Night, Title 1 Meeting, and Parent/Family Workshops & classes
- -Indicator #7: School Counselor Supports both Students and Families: Focus widened to families as well as students. Higher amount of calls devoted to coaching parents. Two parent education classes given (Anxiety & Parenting Tips). Zoom office hours twice weekly. Counseling tips and resources via email & newsletter. Counselor’s blog & website
- -Indicator #8: Regular phone & email outreach to families from the Parent Outreach Specialist, Bilingual Facilitator, and Title 1 Social Worker: Tracked in Q through Student Visits and Engagements. Follow-up on attendance & health as well

Many calls in Aug./Sept. for assistance logging into district devices and using Canvas/ClassLink/Seesaw. Videos sent. In-person support on school site with safety measures in place. Calls also focused on physical needs such as food 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.

There were no major differences between intended implementation and/or budgeted expenditures. We decided to wait until 2021-2022 to update our paper brochure, and we chose not to hold a Family Art Night in May due to feedback on Zoom fatigue.

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 the success of providing greater family access to our school outreach specialist, the position will be extended to 5 hours per day all year (funded by CVUSD). In 2020-2021, we budgeted extra funds to add greater flexibility to her hours. Similarly, our Bilingual Facilitator and bilingual paraprofessional positions will also be given additional hours all year to provide a higher level of Spanish support to families and students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 (Reinforcement Time). Walnut was able to maintain small group intervention instruction for students who were performing below grade level; however, those minutes were offered remotely through Zoom. In addition, all students identified at being at-risk, including English Language Learners, were offered individualized digital programs, including Imagine Learning, Smarty Ants, Lexia, and Waterford to help mitigate learning loss. These students were offered 30 minutes of a live check-in with an academic specialist 4 days per week to monitor their progress on the programs. Students who participated regularly in intervention showed significant progress; however, some students faced challenges with access and motivation. Hot Spots were offered to provide Internet access for all students, but other challenges at home prevented them from attending regularly through Zoom and ClassLink. Nearly 100% of students have returned to campus for a full-day of live instruction for the 2021-2022 school year, but we recognize that some students have experienced a wider gap in their academic progress 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
<p>Percentage of students identified as English Language Newcomers or At-Risk participating in EL Intervention program</p>	<p>EL Intervention was offered to 79 students beginning in the fall of 2020. Out of this total, 45% of 1st & 2nd grade students accessed the Smarty Ants program regularly; 65% of 3rd-5th grade students accessed Imagine Learning regularly. An updated student roster will be created in fall of 2021.</p>	<p>100% of students participating regularly</p>
<p>Measured progress (by level) in both EL Intervention digital programs (Smarty Ants and Imagine Learning)</p>	<p>In fall of 2021, students will complete initial assessments for Imagine Math, Imagine Literacy, and Smarty Ants to establish their individual baseline scores. Final scores in June of 2021 revealed students regularly using Smarty Ants achieved an average of 70% of a year's growth. Students regularly using Imagine Literacy passed an average of 12 out of 14 lessons (88%), and students regularly using Imagine Math passed an average of 50% of lessons attempted.</p>	<p>Imagine Math: 3rd Grade expected growth of 98 quantiles scale units; 4th Grade expected growth of 92 quantiles scale units; 5th Grade expected growth of 86 quantiles scale units.</p> <p>Imagine Literacy: 3rd Grade expected growth of 771 benchmark score units; 4th Grade expected growth of 351 benchmark score units; 5th Grade expected growth of 249 benchmark score units.</p> <p>Smarty Ants ELA: Growth of one academic year (grades 1 & 2)</p>
<p>Percentage of students participating in additional English Language Arts skill boosting program.</p>	<p>Lexia was offered to 34 students, beginning in November of 2020 Waterford offered to all Kindergarten and 1st grade students, beginning in January of 2021. 57% of K students and 94% of 1st grade students used Waterford regularly in 2020-2021. Average score for</p>	<p>100% of students in K-5 participating regularly in Lexia</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K was 83%. Average score for 1st grade was 87%. All K-2 students will be offered Lexia in 2021-2022.	
Measured progress (by level) in Lexia reading program for grades K-2.	We will gather baseline data for Lexia for all K-2 students in the fall of 2021, as we are switching solely to Lexia for 2021-2022.	K-5 students will progress through two Lexia units in the 2021-22 school year.
Mental Health programs in place to support students' social-emotional needs	School counselor on campus twice per week; new Tier 2 SEL intervention program is being instituted in 2021-2022.	Teachers will identify students for Tier 2 SEL support throughout the year; students will meet 1-on-1 with academic specialist, under the counselor's direction; program will be 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 2021, selected Walnut students were offered free participation in CVUSD Summer Learning Camp, a weekly check-in with an academic specialist to support continued use of Lexia, Smarty Ants, and Imagine Learning, and a McKinney-Vento/Foster Youth early-back program on Walnut's campus. The outreach specialist worked with the YMCA, St. Vincent de Paul, and Parks & Recreation so that 15+ Walnut students could participate at no cost in either the Find My Genius program or summer day camp at Borchard Park.	Summer programs for learning recovery and student well-being will be offered again at no charge in the summer of 2022.
Digital devices and Internet connectivity available to all students.	Walnut is beginning the 2021-2022 school year with 1:1 Chromebooks/laptops for all students.	Digital devices will be available at a 1-to-1 ratio across grade levels by the end of the school year. Hot Spots provided for all families who would not otherwise have Internet connectivity.

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
Facilitate participation in summer programs targeting at-risk students	June-August, 2021	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 week-long programs hosted by CRPD at Borchard Park.	1000-1999: Certificated Personnel Salaries	None Specified	0
		Bilingual Paraprofessional Principal Principal on Special Assignment Community Partners, including YMCA and CRPD		2000-2999: Classified Personnel Salaries		
Digital programs targeting students with assessed learning gaps; supervised by classroom teachers or academic specialists	August 2021-June 2022	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.	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
			Reflex Math and Brain Pop site licenses purchased for specific practice, assigned by classroom teachers. (Cost referenced in Goals 1 and 2)	4000-4999: Books And Supplies	Title I	0
English Language Learner intervention program, 4 x per week, supervised by academic specialist	July 2021-June 2022	Principal Classroom teachers Academic Specialist	District EL Services Department gave the principal a list of eligible students, based on their EL status as a newcomer, long-term English Learner, at-risk, or student scoring in the 1-3 range on the ELPAC. These students were given access through ClassLink to either Smarty Ants or Imagine Learning, depending on grade level.	None Specified	None Specified	0
			An academic specialist met via Zoom with these students once-per-week in the summer to provide feedback, motivation, and incentives for continued growth.	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
			Students participating in EL intervention will be given time in class and at home to work systematically through Smarty Ants and/or Imagine Learning. 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	0860	0
Digital devices and Internet connectivity support to support academic success and home access	2021-2022 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				
		Outreach Personnel	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 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)	2021-2022 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	2021-2022 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
Full access to nutritional support through free breakfast & lunch program for all children, ages 2-18	2021-2022 school year	CVUSD Child Nutrition Walnut Cafeteria Manager	During the summer and through Nov. 6, free lunch/breakfast was available onsite for pickup for all children in the community, ages 2-18. Free lunch offered to all students on campus. Free breakfast also offered in a "grab and go" format at the end of the day for students to bring home for the next morning.	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund	0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adequate PPE, disinfecting/cleaning supplies, and safety protocols to reduce physical/psychological barriers to on-campus learning	2021-2022 school year	Principal Custodial Staff	Implement CVUSD Health and Safety Guidelines written in response to COVID-19 concerns, including adequate PPE, masks required indoors, masks available for all, plexiglass barriers, disinfecting/cleaning supplies, hand washing stations, hand sanitizing stations, and limited interactions between student groups. These safety measures help mitigate learning loss by reducing any physical/psychological barriers to learning on campus.	None Specified	District Funded	0

Annual Review

SPSA Year Reviewed: 2020-21

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. We held a virtual 4-week summer program for 3rd grade students in the

summer of 2020, and multiple learning-recovery options were offered during the summer of 2021 as detailed above. We did utilize academic specialists to meet 4 days per week with students identified for the EL intervention program as well as the Lexia digital intervention program. Teachers and the principal identified students at a greater risk for learning loss, and those students were offered the appropriate program(s). Support staff, including bilingual staff members, informed families and made multiple follow-up calls when students were not accessing these programs. We were able to troubleshoot in several situations to boost participation, but, unfortunately, we did not meet our 80% participation goals. We are looking forward to the 2021-2022 school year when students can use these programs during the school day as well as at home.

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 intended implementation and budgeted expenditures, as funding was provided at a district level.

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.

The most significant changes to this goal have to do with participation rates, which we expect to be 100% with all students back on campus. Also, based on feedback from teachers and parents about the number of digital programs and confusion over which to prioritize, we will use Lexia as our primary ELA digital program this year for K-5. At the end of the school year, teachers in primary grades will be able to assess the effectiveness of Lexia vs. Waterford for individualized digital program support.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,201.00

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	\$130,834.00

Subtotal of additional federal funds included for this school: **\$130,834.00**

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	\$8,160.00
OTRM	\$26,243.00
District Funded	\$3,200.00
Donations	\$0.00
General Fund	\$0.00
Instruction	\$25,800.00
None Specified	\$200.00
Other	\$11,764.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: **\$75,367.00**

Total of federal, state, and/or local funds for this school: \$206,201.00

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	25,800	0.00
Other	11,764	0.00
OTRM	26,243	0.00
Title I	130,834	0.00
0860	8,160	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	8,160.00
OTRM	26,243.00
District Funded	3,200.00
Donations	0.00
General Fund	0.00
Instruction	25,800.00
None Specified	200.00
Other	11,764.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	130,834.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	148,867.00

2000-2999: Classified Personnel Salaries	41,000.00
4000-4999: Books And Supplies	13,134.00
5000-5999: Services And Other Operating Expenditures	700.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries		0.00
1000-1999: Certificated Personnel Salaries	0860	4,860.00
2000-2999: Classified Personnel Salaries	0860	2,300.00
5800: Professional/Consulting Services And Operating Expenditures	0860	1,000.00
1000-1999: Certificated Personnel Salaries	OTRM	21,743.00
2000-2999: Classified Personnel Salaries	OTRM	4,500.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	3,200.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Donations	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	General Fund	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00

0000: Unrestricted	Instruction	1,500.00
2000-2999: Classified Personnel Salaries	Instruction	24,000.00
4000-4999: Books And Supplies	Instruction	300.00
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	0.00
4000-4999: Books And Supplies	None Specified	200.00
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	11,764.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
1000-1999: Certificated Personnel Salaries	Title I	110,500.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00
4000-4999: Books And Supplies	Title I	12,634.00
5000-5999: Services And Other Operating Expenditures	Title I	700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,931.00
Goal 2	72,806.00
Goal 3	42,964.00
Goal 4	3,500.00
Goal 5	0.00
Goal 6	0.00

School Site Council Membership

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

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

Name of Members	Role
Mrs. Aileen Wall	Principal
Mrs. Bobbi Ross-Neier (Chairperson)	Classroom Teacher
Mrs. Judy Haerterich	Classroom Teacher
Mrs. Jamie Ayers	Classroom Teacher
Mrs. Dyan Gennette (Vice Chairperson)	Other School Staff
Mrs. Lucia Lang (Secretary & DAC Rep)	Parent or Community Member
Mrs. Jennifer Batty (GATE DAC Rep)	Parent or Community Member
Mrs. Jacey Dexter (SEDAC Rep)	Parent or Community Member
Mrs. Irene Rodiles Alvarez (DELAC Rep)	Parent or Community Member
Mrs. Sunnie Schearer (PTA 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.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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
	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 September 15, 2021.

Attested:



Principal, Aileen Wall on September 15, 2021



SSC Chairperson, Bobbi Ross-Neier on September 15, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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