School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary School	56 73759 6055917	August 30, 2023	

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
Additional Targeted Support and Improvement

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 2021-22 and 2022-23 CAASPP data as an important reference, and they will also include the updated, local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Language Advisory Council, with the goal of improving student outcomes, including addressing the needs of all 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 additional 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 30-45 minutes of targeted, small group instruction regularly for every student in grades 1-5. These skills-based groups are determined by assessment data and reevaluated each trimester. Curriculum chosen for these groups is both research-based and evidence-based. Additional interventions on campus include Tier 2 social-emotional support, after-school tutoring, a Kindergarten academic specialist, and individualized digital programs that may be accessed anywhere online. A strong, integrated visual and performing arts program enhances the core curriculum. Walnut invests in specialists to teach art, music, and dance for added enrichment. Our Create Club recess option allows students to use their imaginations to create art with recycled materials.

Walnut provides a nurturing, disciplined, and caring learning community. All staff members have been trained in the CHAMPS Positive Behavior Intervention System, which is evident campus-wide in classrooms and common areas. Students follow our Guidelines for Success: "Be Safe, Be Respectful, Be Prepared, and Always be Kind!" Students and staff members have received instruction in Bucket Filling, based on the book, "Have You Filled a Bucket Today?" by Lisa Grimes. In addition to the intrinsic reward gained by filling each others' emotional buckets, students receive positive reinforcement for their acts of kindness at awards assemblies and drawings at our monthly Wildcat Pride Gatherings. All students receive direct instruction in bullying prevention measures and participate in hands-on activities throughout the year to promote a caring environment, including Inclusive Schools' Week, Unity Day, and Kindness Week. We are a 2023 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, Breathe

Foundation for Artists, CA Lutheran University Basketball, Steel Sports, Delta Kappa Gamma, St. Vincent de Paul, and Light Shine. These community members support Walnut's students in a variety of ways, such as providing donations and/or matching funds, extra school supplies, sports equipment and technology, donated books for students to take home, and additional arts programs. Partners have also "adopted" families in need at the holidays and volunteered on weekends for campus beautification. We always enjoy working with surrounding Newbury Park cluster schools, especially welcoming Walnut alumni back to campus. Students from Sequoia Middle School and Newbury Park High School continue to show Wildcat spirit by volunteering at school events.

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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 conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
83% of parents/guardians reported that their student(s) seem eager to attend school each day.
85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
86% of parents/guardians reported that their student's school was physically safe.
92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
93% of parents/guardians reported that teachers and staff treat them respectfully.
98% of elementary students reported they feel their teachers care about them.
93% of elementary students reported that their school is inclusive.
90% of middle and high school students reported feeling their teachers care about them.
89% of middle and high school students reported that their counselors care about them.
79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
91% of staff reported that working for CVUSD is a positive experience.
87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

The 2022-23 LCAP Survey results for Walnut's 4th and 5th grade students (75 total) reveal:
100% agree that their teacher cares about them
100% agree that their teacher believes they can do well in school
97% believe that their school is inclusive
89% know adults on campus that they could go to if they are feeling upset, sad, or worried
92% know how to report bullying
96% report that they try their best at school

2022-23 LCAP Survey results for Walnut's certificated and classified staff (22 total) reveal:
95.2% feel that working for CVUSD is a positive experience
86% believe that their current job responsibilities are in line with the expectations of their position
96% agree that recognition or praise are part of their work culture
96% feel that their immediate supervisor effectively communicates workplace issues
100% believe that students feel safe at Walnut
95% reported that students are engaged and motivated
100% agreed that Walnut fosters social and emotional learning for students
100% reported that Walnut embraces both diversity and inclusion

2022-23 LCAP Survey results for Walnut families (68 total) reveal:
90% reported that their child is eager to go to school most days

97% agree that Walnut provides an inclusive environment that values all people
100% agree that Walnut supports students social-emotional wellbeing
95% believe that the campus is a safe environment
94% believe their child is appropriately challenged academically at school
94% agree that their child receives adequate academic support at school
100% reported that the Walnut staff treats them with respect

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 on and off schedule 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 the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score , 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 California (ELPAC) and curriculum-based unit and formative assessments.

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

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

Walnut budgets to allow teachers additional professional development opportunities that align with school-wide goals.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

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

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.
Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

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

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

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

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

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

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the 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. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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 materials 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, general education and special education 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 and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. 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. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, 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, Science of Reading 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. English as a Second Language classes for parents 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. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. 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 worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . 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 month to assess attendance, general well-being, and any change in needs.

Walnut's bilingual School Outreach Assistant works with classroom teachers, school staff, the principal, and community resources to provide a bridge between home and school. She 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 and enrichment programs to give students additional academic support. Parent education classes cover topics designed to assist parents support their children's achievement and social-emotional wellbeing.

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 are also encouraged to participate in parent education classes, volunteer at school, and attend community-building events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Walnut's parent DAC, GATE-DAC, ELAC, AADAC, and LGBTQ+AC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication. They also offer all parents the opportunity to receive written updates about each DAC.

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Walnut Elementary held multiple stakeholder meetings and planning sessions throughout the 2022-23 school year, and in August of 2023, with the goal of including as many voices as possible in the review and updating process of our SPSA Plan.

- -School Site Council: Time was dedicated at each monthly meeting of 2022-23 to review sections of the current SPSA and monitor progress on goals. The 2022-23 SPSA was approved by SSC on August 30, 2023. Progress monitoring began at the October 19, 2022 meeting, focused primarily on pre-assessment data (ELA achievement, Goal 1) and the results of our Parent Interest Survey (Family Engagement, Goal 4). SSC reviewed the status of progress on Goal 4, Family Engagement, and Goal 5, Learning Recovery, on November 16, 2022. On December 15, 2022, the council reviewed Tri. 1 ELA and math

data to monitor progress on Goals 1 and 2 (ELA and Math Achievement). Comparisons were made to Tri. 1 data from the previous school year. On January 18, 2023, SSC analyzed Walnut's data as presented on the California Dashboard. It also dedicated time to reviewing Goal 3 (Enrichment and Social-Emotional Learning), including a presentation from the Tier 2 SEL specialists. On February 15, 2023, the council discussed budget adjustments to SPSA Goals 1 and 2, specifically whether to to allow more money to be spent on digital software vs. hardware to support classroom learning. The council also reviewed progress on Goal 5, Learning Recovery, including a presentation regarding Walnut's ELOP program. On April 19, 2023, the timeline for creation of the 2023-24 SPSA was reviewed. They discussed ATSI and examined Walnut & District data. SSC reviewed benchmark data for Tri. 2 in order to monitor progress on Goals 1 and 2. SSC also discussed strengths and weaknesses of the 2022-23 SPSA, proposing new and adjusted action items. PDF copies of the 2022-23 SPSA were sent home with each SSC member, and they were asked to return the PDFs with suggestions, concerns, and ideas annotated in the margins. These documents facilitated discussion during the May 17, 2023 meeting. During this meeting, tentative categorical budgets were decided for 2023-24. The budget was informed by the goals and values of the School Site Council. Feedback on goals and action items was further analyzed by the principal, who made multiple adjustments to the updated SPSA based on the input. All members of School Site Council received a draft PDF version of the 2022-23 SPSA plan at the end of June, 2023. Updated Tri. 3 academic data was included. School Site Council reconvened on August 30, 2023, to finalize and approve the 2023-24 Walnut SPSA. Walnut's School Site Council is made up of teachers, classified staff, and parents, including representatives from District Advisory Committee (DAC), Special Education District Advisory Committee (SEDAC), GATE DAC, District English Language Advisory Committee (DELAC), LGBTQ+AC, and PTA. All meetings were open to the public and welcomed public comments. Each meeting was publicized to all Walnut families through the newsletter and on the digital marquee.

- -English Language Learner Committee (ELAC) met five times during the 2022-23 school year. Other than the March 20, 2023 meeting, which was held jointly with other Newbury Park Schools, SPSA information was shared and feedback was solicited at each meeting. On September 30, 2022, an overview of the plan, including each goal, action item, and funding source, was presented to ELAC. The DELAC representative, as a member of SSC, was very familiar with the plan and could answer questions along with the principal. The principal asked for input regarding family engagement strategies to ensure that Goal 4 was relevant to families of multilingual students. On December 12th, ELAC reviewed Trimester 1 academic progress in ELA and math (Goals 1 and 2). All data was reviewed with special attention to the progress of our EL/multilingual learners. The February 24, 2023 meeting included a review of progress on Goal 4, Family Engagement, with information solicited about ideas for next year. The DELAC representative was a part of School Site Council discussions all year and was provided the opportunity to give specific feedback in regards to meeting the needs of EL/multilingual students. The June 2nd meeting was primarily a celebration of all that had been accomplished during the school year, including recognition of student and parent achievement in school programs and parent education classes. A summary of progress on SPSA Goal 4 was presented. The principal explained the importance of ELAC active participation in the EL Needs Assessment Survey to ensure their voices were influential in the 2023-24 SPSA Plan.

- -The Walnut teaching staff was involved in analyzing the components of last year's SPSA plan and contributing ideas, budget requests, and goal areas for 2022-23. In December 2022 and March 2023, teachers were given the same set of data charts presented to

School Site Council, which complemented their own classroom data from last year. In June, 2023, teachers were sent data charts that reflected student outcomes from pre-assessment scores through Tri. 3 benchmarks. On May 9th, Walnut teachers collaborated in cross-grade-level teams to review current SPSA goals and propose revisions for 2023-24. Each team also submitted written proposals to the principal by the end of May, 2023. During the May 23rd staff meeting, teachers also reviewed student progress on the digital Lexia literacy program, which was part of Goal 5, Learning Recovery. The Walnut LCAP Leadership Team met on April 18, 2023 to formulate updated SPSA goals, action items, and metrics to measure progress.

Our stakeholders' ideals, concerns, and priorities for the 2023-24 school year are represented in this final SPSA document, which was signed by voting members of Walnut's School Site Council on August 30, 2023. The School Site Council, ELAC, and the teaching/counseling staff will continue to review the SPSA and progress towards goals throughout the 2023-2024 school year.

Resource Inequities

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

Walnut was identified for ATSI based on previous data showing a high rate of chronic absenteeism for students with disabilities (SWD) as well as students designated as homeless. This concern was discussed by the School Site Council as well as the Walnut Teacher LCAP Leadership Team, and new elements were added to the 2023-24 SPSA to support an ATSI plan. We recognize the additional challenges students in these groups may have faced that resulted in higher absentee rates. Additional goals, action items, and budget items are in the 2023-24 SPSA, specifically in Goals 3 and 4, that are designed to address this inequity and remove attendance barriers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.36%	0%		1	0
African American	1.1%	1.44%	1.05%	3	4	3
Asian	5.6%	7.19%	6.29%	16	20	18
Filipino	0.7%	1.44%	0.35%	2	4	1
Hispanic/Latino	57.0%	55.76%	58.04%	162	155	166
Pacific Islander	%	%	0%		0	0
White	31.3%	29.50%	30.42%	89	82	87
Multiple/No Response	4.2%	4.32%	3.85%	12	12	11
			Total Enrollment	284	278	286

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	51	69
Grade 1	57	52	36
Grade 2	39	49	48
Grade3	48	34	52
Grade 4	38	48	33
Grade 5	43	44	48
Total Enrollment	284	278	286

Conclusions based on this data:

1. Walnut's largest student group, based on race/ethnicity, is Hispanic/Latino, at just under 60% for the last three years.
2. Total enrollment has remained fairly consistent, with our highest enrollment in 2022-23. Walnut has not had a decrease in overall enrollment numbers, despite a lower birthrate statistics in the Newbury Park/Thousand Oaks community as a whole.
3. Walnut's Kindergarten and Transitional Kindergarten had its highest enrollment in 2022-23, reflecting a 26% increase over 2021-22.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	102	105	99	35.9%	37.8%	34.6%
Fluent English Proficient (FEP)	17	15	17	6.0%	5.4%	5.9%
Reclassified Fluent English Proficient (RFEP)	3			2.9%		

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 RFEP students went up significantly in 2022-23. Post COVID, we have had two full years of in-person Language Enrichment and Development (LEAD) designated instruction daily across campus. Teachers also make sure appropriate language goals are being implemented and supported during integrated instruction. SPSA Goal 5 ensures that Language Learners are targeted for learning recovery assistance.
3. Since 2021-22, CVUSD elementary schools have implemented 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	34	52	0	33	50	0	33	50	0.0	97.1	96.2
Grade 4	39	47	33	0	44	32	0	44	32	0.0	93.6	97.0
Grade 5	43	44	48	0	43	48	0	43	48	0.0	97.7	100.0
All Grades	130	125	133	0	120	130	0	120	130	0.0	96.0	97.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2421.	2426.		21.21	24.0		18.18	34.0		33.33	18.0		27.27	24.0
Grade 4		2470.	2447.		20.45	9.4		34.09	34.4		18.18	25.0		27.27	31.3
Grade 5		2478.	2509.		18.60	29.2		20.93	18.8		23.26	20.8		37.21	31.3
All Grades	N/A	N/A	N/A		20.00	22.3		25.00	28.5		24.17	20.8		30.83	28.5

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15			69.70			15.15	
Grade 4		22.73			59.09			18.18	
Grade 5		9.30			60.47			30.23	
All Grades		15.83			62.50			21.67	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.63			62.50			21.88	
Grade 4		15.91			65.91			18.18	
Grade 5		13.95			55.81			30.23	
All Grades		15.13			61.34			23.53	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15			69.70			15.15	
Grade 4		4.55			79.55			15.91	
Grade 5		13.95			65.12			20.93	
All Grades		10.83			71.67			17.50	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18			72.73			9.09	
Grade 4		15.91			68.18			15.91	
Grade 5		11.63			69.77			18.60	
All Grades		15.00			70.00			15.00	

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	34	52	0	33	49	0	33	49	0.0	97.1	94.2
Grade 4	39	47	35	0	46	35	0	46	35	0.0	97.9	100.0
Grade 5	43	44	49	0	42	49	0	42	49	0.0	95.5	100.0
All Grades	130	125	136	0	121	133	0	121	133	0.0	96.8	97.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.	2451.		27.27	26.5		39.39	38.8		27.27	18.4		6.06	16.3
Grade 4		2496.	2470.		26.09	20.0		32.61	22.9		30.43	37.1		10.87	20.0
Grade 5		2494.	2476.		11.90	16.3		11.90	14.3		45.24	26.5		30.95	42.9
All Grades	N/A	N/A	N/A		21.49	21.1		27.27	25.6		34.71	26.3		16.53	27.1

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36			54.55			9.09	
Grade 4		36.96			43.48			19.57	
Grade 5		9.52			66.67			23.81	
All Grades		27.27			54.55			18.18	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			57.58			9.09	
Grade 4		32.61			41.30			26.09	
Grade 5		9.52			61.90			28.57	
All Grades		24.79			52.89			22.31	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.24			66.67			9.09	
Grade 4		19.57			65.22			15.22	
Grade 5		9.52			71.43			19.05	
All Grades		17.36			67.77			14.88	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1379.8	1401.6	1417.0	1400.3	1406.3	1421.0	1331.9	1390.2	1409.0	20	30	30
1	1442.6	1450.3	1466.0	1458.1	1450.6	1469.0	1426.4	1449.5	1462.0	21	12	13
2	1473.6	1481.6	1487.0	1488.2	1480.3	1479.0	1458.5	1482.6	1495.0	17	18	13
3	1497.5	1486.0	1500.0	1502.3	1493.9	1498.0	1492.1	1477.6	1503.0	13	14	14
4	1487.5	1525.7	1545.0	1487.4	1525.0	1554.0	1486.9	1526.0	1536.0	16	14	11
5	1525.2	1533.5	1543.0	1527.6	1528.0	1532.0	1522.3	1538.6	1553.0	20	19	11
All Grades										107	107	92

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	13.33	23.5	35.00	30.00	22.2	40.00	36.67	47.6	25.00	20.00	67.0	20	30	30
1	4.76	16.67	0.0	47.62	16.67	24.4	33.33	58.33	9.52	14.29	8.33	0.0	21	12	13
2	11.76	22.22	5.8	41.18	33.33	20.0	23.53	22.22	9.52	23.53	22.22	11.1	17	18	13
3	15.38	14.29	23.5	46.15	42.86	13.3	30.77	28.57	9.52	7.69	14.29	22.2	13	14	14
4	6.25	35.71	23.5	43.75	28.57	13.3	25.00	14.29	4.76	25.00	21.43	0.0	16	14	11
5	25.00	26.32	23.5	40.00	42.11	6.7	20.00	26.32	19.1	15.00	5.26	0.0	20	19	11
All Grades	10.28	20.56	18.5	42.06	32.71	48.9	28.97	30.84	23.8	18.69	15.89	9.7	107	107	92

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	23.33		40.00	26.67		30.00	30.00		20.00	20.00		20	30	
1	38.10	16.67		23.81	25.00		28.57	50.00		9.52	8.33		21	12	
2	23.53	38.89		41.18	22.22		23.53	27.78		11.76	11.11		17	18	
3	38.46	42.86		53.85	35.71		0.00	7.14		7.69	14.29		13	14	
4	43.75	50.00		31.25	21.43		0.00	14.29		25.00	14.29		16	14	
5	50.00	52.63		30.00	42.11		15.00	0.00		5.00	5.26		20	19	
All Grades	33.64	36.45		35.51	28.97		17.76	21.50		13.08	13.08		107	107	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	10.00		15.00	16.67		35.00	46.67		50.00	26.67		20	30	
1	0.00	0.00		42.86	25.00		33.33	58.33		23.81	16.67		21	12	
2	5.88	16.67		35.29	33.33		29.41	22.22		29.41	27.78		17	18	
3	7.69	0.00		23.08	21.43		53.85	50.00		15.38	28.57		13	14	
4	0.00	21.43		18.75	35.71		43.75	14.29		37.50	28.57		16	14	
5	5.00	15.79		15.00	21.05		60.00	52.63		20.00	10.53		20	19	
All Grades	2.80	11.21		25.23	24.30		42.06	41.12		29.91	23.36		107	107	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	23.33		70.00	56.67		15.00	20.00		20	30	
1	38.10	33.33		57.14	58.33		4.76	8.33		21	12	
2	17.65	38.89		70.59	50.00		11.76	11.11		17	18	
3	30.77	50.00		61.54	42.86		7.69	7.14		13	14	
4	18.75	57.14		56.25	21.43		25.00	21.43		16	14	
5	20.00	21.05		70.00	73.68		10.00	5.26		20	19	
All Grades	23.36	34.58		64.49	52.34		12.15	13.08		107	107	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	16.67		65.00	60.00		30.00	23.33		20	30	
1	19.05	16.67		61.90	50.00		19.05	33.33		21	12	
2	47.06	38.89		35.29	50.00		17.65	11.11		17	18	
3	69.23	57.14		23.08	28.57		7.69	14.29		13	14	
4	68.75	35.71		6.25	50.00		25.00	14.29		16	14	
5	75.00	73.68		15.00	21.05		10.00	5.26		20	19	
All Grades	44.86	38.32		36.45	44.86		18.69	16.82		107	107	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	13.33		55.00	66.67		45.00	20.00		20	30	
1	19.05	16.67		38.10	58.33		42.86	25.00		21	12	
2	17.65	16.67		47.06	61.11		35.29	22.22		17	18	
3	0.00	7.14		61.54	42.86		38.46	50.00		13	14	
4	0.00	21.43		50.00	50.00		50.00	28.57		16	14	
5	15.00	26.32		65.00	52.63		20.00	21.05		20	19	
All Grades	9.35	16.82		52.34	57.01		38.32	26.17		107	107	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	23.33		35.00	50.00		60.00	26.67		20	30	
1	0.00	0.00		80.95	91.67		19.05	8.33		21	12	
2	5.88	33.33		64.71	50.00		29.41	16.67		17	18	
3	7.69	0.00		76.92	85.71		15.38	14.29		13	14	
4	12.50	35.71		56.25	35.71		31.25	28.57		16	14	
5	5.00	21.05		70.00	68.42		25.00	10.53		20	19	
All Grades	5.61	20.56		63.55	60.75		30.84	18.69		107	107	

Conclusions based on this data:

1. 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.

2. 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.

3. 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
278	**44.6**	**37.8**	**0.7**
Total Number of Students enrolled in Walnut Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	37.8
Foster Youth	2	0.7
Homeless	23	8.3
Socioeconomically Disadvantaged	124	44.6
Students with Disabilities	27	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.4
American Indian	1	0.4
Asian	20	7.2
Filipino	4	1.4
Hispanic	155	55.8
Two or More Races	12	4.3
Pacific Islander		
White	82	29.5

Conclusions based on this data:

1. The percentage of English Learners at Walnut remains consistent at approximately 1/3 of the student population. All teachers receive ongoing professional development to build capacity in meeting the needs of these learners. We have also allocated increased funding this year to support students who are new to the U.S. within the past 18 months.

2. Out 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.

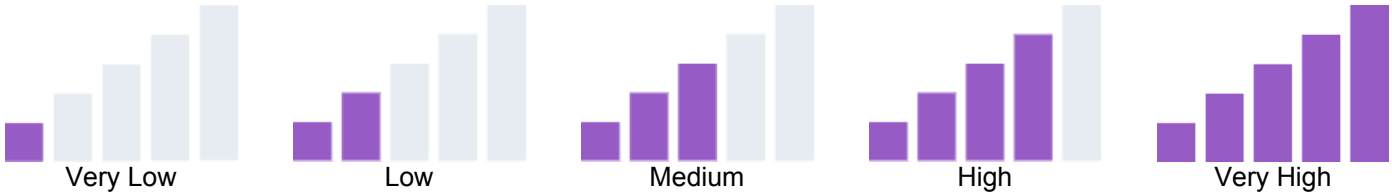
3. With nearly 52% of our families categorized as Socioeconomically Disadvantaged, we have written our Single Plan for Student Achievement with the needs of this population in mind. Our goals are written to level the playing field and provide additional support and enrichment opportunities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: High		
English Learner Progress: High		

Conclusions based on this data:

1. Our suspension rate is low. School-wide Positive Behavioral Intervention Systems, classroom SEL lessons, a Tier 2 SEL program, and the integration of restorative practices have contributed to this low rate of exclusionary consequences.
2. Mathematics performance is high, which reflects an increase from the "yellow" math Dashboard color pre-COVID. Our goal through measures outlined in the 2023-24 SPSA is to increase our low ELA scores.

3. English Learner Progress is high, which correlates with the increased number of Walnut students reclassifying as Fluent English Proficient.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

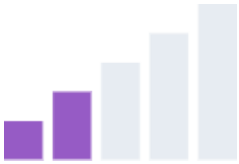
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
10.7 points below standard	44.1 points below standard	2 Students
116 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
55.5 points below standard	43.1 points below standard	67.0 points below standard
11 Students	58 Students	21 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 9 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 40.6 points below standard 66 Students	No Performance Level 2 Students		High 32.6 points above standard 35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.4 points below standard 40 Students	8 Students	10.2 points above standard 64 Students

Conclusions based on this data:

1. English Language Arts direct instruction with best practices, targeted Tier 2 small group intervention, and well-monitored digital literacy programs are some of the action items listed in the 23-24 SPSA to address low ELA scores.
2. English Language Learners scored lower than English-only students. 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 extensive practice with academic language and current ELD/ELA State Standards.
3. While each special population listed on the dashboard scored in the low range, English Learners and Socioeconomically Disadvantaged students scored lower than the overall student population. These results emphasize the necessity of equitable and culturally-responsive instructional approaches.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

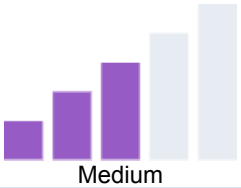
Very Low	Low	Medium	High	Very High
0	0	3	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
3.0 points above standard	7.1 points below standard	2 Students
116 Students	49 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
39.5 points below standard	17.7 points below standard	48.6 points below standard
12 Students	59 Students	21 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 9 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 19.1 points below standard 66 Students	No Performance Level 2 Students		High 22.5 points above standard 35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
20.0 points below standard 41 Students	8 Students	7.0 points above standard 63 Students

Conclusions based on this data:

1. The overall high score in math indicates that increased resources for math intervention in the last two years have had a positive effect.
2. While students' overall score is high in math, English Learners and Socioeconomically Disadvantaged students scored in the medium range. These results emphasize the necessity of equitable and culturally-responsive instructional approaches.
3. We are encouraged that these Dashboard results show an increase in math achievement compared to the year prior to COVID, when Walnut's overall score was in a yellow band. Teachers will continue to focus on best practices, and the 2023-24 SPSA reflects a commitment to targeted Tier 2 math intervention with additional staffing and well-monitored digital skills practice.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

59.2 making progress towards English language proficiency

Number of EL Students: 71 Students

Performance Level: 4

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.

2022 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
15.5%	25.4%	7.0%	52.1%

Conclusions based on this data:

1. Walnut's high dashboard score for English Learner Progress exceeds the overall Dashboard score for the school district.
2. All but 15.5% of Walnut students either maintained or progressed at least one ELPI Level. 52% of students gained at least one level. These results correlate with the high number of students who reclassified as Fluent English Proficient in 2022-23.
3. We will continue to prioritize designated instruction during Target Time, provide training for teachers and intervention staff on best practices with the ELA/ELD standards-aligned Wonders curriculum, and maintain a higher number of hours for our bilingual paraprofessionals who support classrooms.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

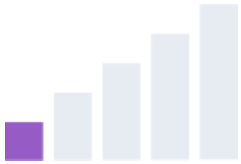
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

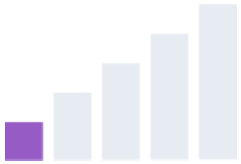


Very High

28.3% Chronically Absent

293 Students

English Learners



Very High

26.3% Chronically Absent

114 Students

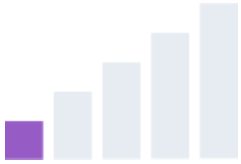
Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

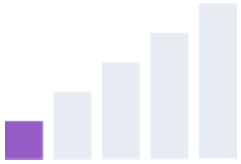


Very High

55.9% Chronically Absent

34 Students

Socioeconomically Disadvantaged

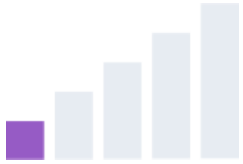


Very High

38% Chronically Absent

142 Students

Students with Disabilities



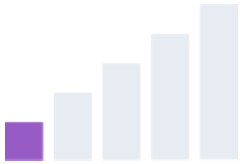
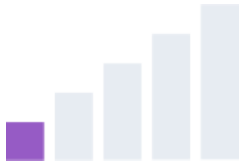
Very High

32.5% Chronically Absent

40 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	30% Chronically Absent	Less than 11 Students
4 Students	1 Student	20 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
32.1% Chronically Absent	16.7% Chronically Absent		21.4% Chronically Absent
168 Students	12 Students		84 Students

Conclusions based on this data:

1. Chronic absenteeism was a significant challenge during the 2021-22 school year. The high numbers of Students with Disabilities and Homeless students facing this challenge resulted in Walnut's current ATSI status.
2. The Dashboard results show that while only SWD and homeless students were identified related to ATSI, each population group struggled with attendance barriers as the school system navigated to right itself during the COVID era.
3. Measures are being taken to remove attendance barriers, provide families with additional supports, emphasize the importance of good attendance, and make school an engaging place to be in hopes of significantly improving these high rates of chronic absenteeism. See the goals, budgeting, and action items listed in the 2023-24 SPSA, specifically in Goal 3, that address this issue.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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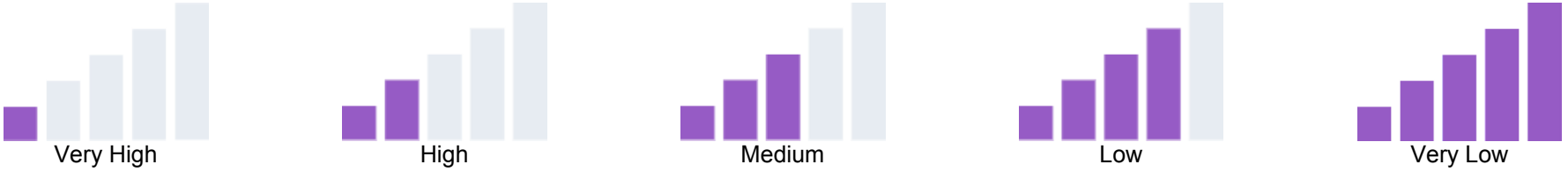


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	2	2	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

0.7% suspended at least one day

304 Students

English Learners

Low

0.8% suspended at least one day

118 Students

Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

Medium

2.7% suspended at least one day

37 Students

Socioeconomically Disadvantaged

Low

0.7% suspended at least one day

146 Students

Students with Disabilities

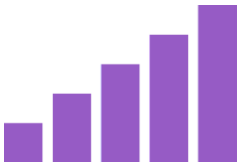
Very Low

0% suspended at least one day

41 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
5 Students	1 Student	23 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	No Performance Level		Very Low
1.2% suspended at least one day	0% suspended at least one day		0% suspended at least one day
172 Students	12 Students		86 Students

Conclusions based on this data:

1. Our overall suspension rate is low overall and for each special population, reflecting a commitment to using non-exclusionary discipline measures.
2. While the Hispanic suspension rate is classified as medium, this still reflects only 1.2% of Hispanic/Latino students.
3. Walnut is committed to creating a positive school climate and implements school-wide positive behavior systems, school counseling, Tier 2 SEL academic specialists, 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--------

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Goal 1

English-Language Arts: For the 2023-2024 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

During the 2022-23 school year, K-5 students made progress in English Language Arts and met many of the goals established in last year's SPSA. Grades K-2 met overall 2022-23 SPSA goals in English Language Arts as measured by CVUSD benchmarks. Grade 3 also met ELA goals both on benchmark exams and normed Lexile tests. However, grades 4 and 5 did not meet the goals as outlined in the 22-23 SPSA. Interestingly, both grade levels did meet benchmark goals in earlier trimesters but not in Trimester 3. Reading Lexiles grew steadily over the course of the year, but they did not reach the goal of 70% of students in grades 4 and 5 reading in their grade-level band. We will continue to make a significant investment in targeted intervention across all grade levels, with special attention given to building reading Lexiles in grades 4-5. See Goal 5, Learning Recovery, for additional details.

Grades K-2:

For a summative look at student progress at the end of the school year, Walnut used the metrics/indicators listed in the 2022-23 SPSA. In Kindergarten, the goal was for 80% of students to meet or exceed benchmarks in phonics (letter identification and letter sounds). Overall, 96% of K students met this goal. All significant populations scored within 7% of the overall percentage, well within the goal of 10%, with the exception of Students with Disabilities: SED: 94%, Hispanic/Latino: 94%, ELL: 96%, SWD: 75%, Homeless/Foster: 89%). In grade 1, in order to meet the goal, 80% of students needed to meet or exceed benchmarks in phonics,

blending sounds, high frequency words, and reading fluency. This goal was met, with 87% of students overall meeting all 4 essential standards. Results for our significant populations: SED: 84%; Hispanic/Latino: 83%; ELL: 83%; SWD: 59%; Homeless/Foster: 67%. Although SWD and Homeless/Foster special populations did not score within 10 percentage points of the overall population, their scores were higher than those of last year's students in those groups. Second grade students also met the rigorous metrics/indicators with 91% of students meeting the goal, up significantly from 71% in 2021-22. Results for our significant populations increased by approximately 30 percentage points over last year's scores for each group: SED: 88%; Hispanic/Latino: 87%; ELL: 85%, SWD: 67%; Homeless/Foster: 72%.

Grades 3-5:

Our SPSA metric plan for grades 3-5 in ELA included Lexile data, CAASPP data, and local benchmarks (a practice started when CAASPP data was not gathered due to COVID). Reading Lexile scores and CVUSD ELA Benchmark data was monitored by School Site Council throughout the school year. Pandemic learning loss is most evident in 4th-5th grade reading Lexiles. The goal was that 70% of students overall in each grade level would be reading in the appropriate reading Lexile band by the end of the year. In grade 3, only 69% of students met the goal, up from 43% in 2021-22. Results for our special populations: SED: 57%; Hispanic/Latino: 60%; ELL: 63%; SWD: 25%; Homeless/Foster: 25%. The scores for each special population were higher than those collected in 2021-22, with the exception of SWD, which remained stable. In grade 4, 45% of students met the goal, which is similar to 2021-22 results. Scores for our special populations: SED: 45%; Hispanic/Latino: 47%; ELL: 43%; SWD: 13%; Homeless/Foster: 5%. While these scores do not meet the SPSA goal, they do a slight increase over last year's scores in fourth grade, with the exception of SWD, which declined. In grade 5, 60% of students overall met the goal, up from 45% in 2021-22. Results for our special populations: SED: 38%; Hispanic/Latino: 45%; ELL: 47%; SWD: 20%; Homeless/Foster: 33%. These scores are higher than those of fourth grade students in 2021-22, with the exception of SED, which dropped 4 percentage points. Third-grade students demonstrated stronger scores in 2022-23 than in 2021-22 on local ELA benchmarks. The goal was that 70% of students in grades 3-5 would meet or exceed benchmarks. In Walnut's grade 3, 75% of students met or exceeded benchmarks in Tri. 3 (up from 66% last year). Scores across special populations: SED: 57%; Hispanic/Latino: 67%, ELL: 63%; SWD: 17%; and Homeless/Foster: 67%. Grades 4 and 5 did not meet the goal, with only 30% of fourth-graders and 40% of fifth-graders overall meeting or exceeding benchmarks in Tri. 3. Interestingly, over 70% of 4th graders and just under 70% of 5th graders did meet or exceed ELA benchmarks in Tri. 2. Teachers question whether there was an anomaly with the specific Wonders benchmark test; regardless, we will continue to focus on best teaching practices and targeted intervention in ELA for 2023-24. School Site Council decided to revert back to previous measures of Lexile scores and state testing data, now that CAASPP scores are available again. The council felt that the non-summative nature of the Tri. 3 local benchmark was not an accurate measure of student ELA goal, especially with the significant disparity between Trimester 2 and Trimester 3 scores for Walnut students.

Students in grades 3-5 took state CAASPP tests in May of 2023, providing the first year of CAASPP comparison data since before the pandemic. 2023 SBAC data reveals: Grade 3, 58% of students overall met or exceeded ELA standards, which is up 18 percentage points from 2022. Scores for all special populations increased other than for English Language Learners, which showed a drop from 23% to 11%. In grade 4, 39% of students overall met or exceeded ELA standards, which showed a 1 percentage point increase over 2022. Scores for students with disabilities tripled, but scores for Hispanic and ELL populations decreased. In grade 5, 48% of students

overall met or exceeded ELA standards, which showed an increase of 8 percentage points over 2022. Scores for the Hispanic special population grew by 2 percentage points, but other groups either stayed the same or decreased. Fortunately, scores for unhoused students grew in all three grade levels: 25% for 3rd and 4th, and 33% for 5th.

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/Latino, English Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall score for all students.	96% overall met this metric in June of 2023; 94% SED, 94% Hispanic/Latino, 94% ELL, 96% SWD, and 89% Homeless/Foster.	80% in June of 2024
80% of 1st grade students will meet or exceed benchmarks in grade level phonics, blending sounds, high frequency words, and reading fluency as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.	87% overall met last year's metric in June of 2023; 84% SED, 83% Hispanic/Latino, 83% ELL, 59% SWD, and 67% Homeless/Foster	80% in June of 2024
75% of 2nd grade students will meet or exceed benchmarks in grade level phonics, reading accuracy, reading fluency, and high frequency words as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.	91% overall met last year's metric in June of 2023; 88% SED, 87% Hispanic, 85% ELL, 67% SWD, and 72% Homeless/Foster.	75% in June of 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of 3rd-5th grade students will perform within the expected grade-level Lexile band. Students in significant populations will score within 10 percentage points of the overall score for all students.	Percentages in June of 2023: 3rd grade: 69% overall; 57% SED, 60% Hispanic/Latino, 63% ELL, 25% SWD, 25% Homeless/Foster. 4th grade: 45% overall, 45% SED, 47% Hispanic/Latino, 43% ELL, 13% SWD, 50% Homeless/Foster. 5th grade: 60% overall, 38% SED, 45% Hispanic/Latino, 47% ELL, 20% SWD, and 33% Homeless/Foster.	70% of students in grades 3-5 reading within expected Lexile band by June of 2024
58% of 3rd and 50% of 4th & 5th grade students overall will meet or exceed standards in English Language Arts on the state CAASPP test. Students in significant populations will score within 10 percentage points of students overall.	Data from spring of 2023: 3rd grade: 58% overall met or exceeded standards. 50% SED, 48% Hispanic, 11% ELL, 33% SWD, 25% Homeless/Foster 4th grade: 44% met or exceeded standards. 39% SED, 33% Hispanic, 14% ELL, 39% SWD, 25% Homeless/Foster 5th grade: 48% met or exceeded standards. 28% SED, 32% Hispanic, 0% ELL, 0% SWD, 23% Homeless/Foster	58% of 3rd and 50% of 4th & 5th grade students meeting or exceeding standards overall, with a 10 scaled score points increase for students in special populations.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 August and then placed by teachers into targeted small groups based on data collected. All students in grades 1-5 will participate in Target Time, whether they need remediation, on-grade-level skill building, or enrichment. K intervention will also be provided 4 x per week. Each trimester, assessment data will be analyzed and groups adjusted.	August 2023-May 2024	Grade Level Teachers Certificated Academic Specialists Principal	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)	1000-1999: Certificated Personnel Salaries	Title I	0
			Credentialed Academic Specialists provide direct instruction to students 4 times per week during Target Time. 30-minute sessions for grades 1-3; 45-minute sessions for grades 4-5.	1000-1999: Certificated Personnel Salaries	Title I	28,250

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	1,200
			Credentialed Academic Specialist dedicated to Kindergarten ELA intervention.	1000-1999: Certificated Personnel Salaries	0TRM	6,500
			ELD paraprofessionals support targeted English Language Learners during specific intervention classes to help students better access language objectives. Service provided during regular work hours, funded by the district.	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			English Language Learners considered to be "at risk" meet regularly with credentialed academic specialist to monitor ELL Intervention progress with digital programs (Lexia and Lexia English)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0
			Fund additional hours for intervention specialists to work 1-on-1 and/or in small groups with "at risk" students, including digital program monitoring, feedback, and support	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,250
			Students with Disabilities participate in Tier 2 interventions in addition to working on their IEP goals with the special education teacher, unless data indicates that Tier 2 intervention is not needed.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Release Time for TK-3rd grade teachers to administer 1-on-1 benchmark assessments at the end of each trimester. (Site Instruction funds)	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
			Budget for substitutes to cover credentialed academic specialists in case of illness, to minimize any interruption of Target Time or math intervention.	1000-1999: Certificated Personnel Salaries	Title I	1,400
Lead Academic Specialist, Data Support	2023-2024	Academic Specialist Principal	Fund a credentialed Academic Specialist who provides direct instruction to students, inputs and organizes data, and works with the Principal to monitor progress--including 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	12,000
			Monitor,	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.	2023-2024	Classroom Teachers Academic Specialists Computer Technician Principal	Students will have use of grade-level appropriate computer programs, including Lexia, IXL, Brain Pop, SRI, SeeSaw. Epic, Pear Deck, and Reading Eggs. IXL Science and Social Studies for upper grades.	4000-4999: Books And Supplies	Title I	4,000
			Kindergarten and TK teachers will have access to ESGI to assess and monitor student progress in ELA standards	4000-4999: Books And Supplies	None Specified	0
			Incorporate Lexia English systematically for students new to the English language as well as those at risk of LTEL designation (cost listed below)	4000-4999: Books And Supplies	ESSER III - Learning Loss	0
			Regular use of Lexile-building programs, including Lexia and SRI, to close gap shown in 2022-23 data for grades 3-5. (district funded)	4000-4999: Books And Supplies	None Specified	0
Purchase and maintain technology hardware and teacher software used for instruction and intervention in ELA.	2023-2024	Computer Site Technician Principal	Purchase incidental items to maintain current technology and meet additional needs for equitable and accessible classroom instruction	4000-4999: Books And Supplies	Title I	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase technology to promote ELA skills and enrichment.	4000-4999: Books And Supplies	Title I	2,100
Students designated as English Language Learners will receive ELD instruction daily. Students meeting specific criteria will also participate in EL Intervention.	2023-2024	Classroom Teachers Academic Specialists Computer Specialist ELD Paraprofessionals	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
			Students identified as newcomers, LTEL, at-risk, or with low ELPAC levels work 4 x per week on a digital program (Lexia or Lexia English). The program is overseen and monitored by academic specialists (personnel costs included under Action Item #1).	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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.	2023-2024	Principal Classroom Teachers Academic Specialists	Print materials to support the intervention program, including enrichment needs. Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students.	4000-4999: Books And Supplies	Title I	600
			Support teachers as these incorporate approved supplemental literature that represents diverse characters and authors.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after-school opportunities for students needing academic support or enrichment in English Language Arts	2023-2024	ELOP TEAM Walnut Staff GATE Facilitator Principal	Extended Learning Opportunity/Program offered to all unduplicated students free of charge. Daily ELA intervention and practice using research-based curriculum. All ELL, SED, and McKinney/Vento students invited to participate. Funded at district level.	None Specified	None Specified	0
			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
			Gate activities provided by Walnut GATE Facilitator and CVUSD Student Services. (Walnut activities also provided as a lunch recess option)	None Specified	None Specified	0
			Ensure full inclusion for students with disabilities who qualify for ELOP.	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
Offer Professional Development for teachers in focus areas for the year, including Diversity, Equity, and Inclusion (DEI), Science of Reading, Arts/SEL Integration, best practices with Wonders ELA & ELD curriculum, and Universal Design for Learning (UDL).	2023-2024	Principal GATE Facilitator ELD Advisor Classroom Teachers Academic Specialists Professional Presenters District TOSAs	District-provided Professional Development opportunities designed to promote student ELA achievement, DEI, UDL, and SEL for all populations. Three dedicated PD days during the year.	1000-1999: Certificated Personnel Salaries	None Specified	0
			SEL & Arts Integration training for teachers with professional presenter (Partnership with TO Arts)	5800: Professional/Consulting Services And Operating Expenditures	Instruction	0
			Ongoing professional development on effective use of Lexia, Lexia English, IXL, and Mastery Connect.	None Specified	None Specified	0
			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
			Fund additional PD opportunities for teachers that align with LCAP and SPSA goals	None Specified	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional supports for beginning English Language Learners and those determined to be at risk	2023-2024	Classroom Teachers 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.	2000-2999: Classified Personnel Salaries	0TRM	1,000
			Bilingual paraprofessionals work under the direction of classroom teachers to support students with Emerging and Early Expanding ELPAC levels better access classroom instruction.	2000-2999: Classified Personnel Salaries	None Specified	0
			Incorporate Lexia English systematically for students new to the English language as well as those at risk of LTEL designation.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,500

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	2023-2024	Student Council Advisor	Student Council meets at least 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. (Site Instruction funds)	0000: Unrestricted	None Specified	0
Ensure all students are learning in the Least Restrictive Environment	2023-2024	Principal Classroom Teachers School Psychologist Special Education Teacher Speech and Language Pathologist	Maintain the current LRE statistics of 100% of students properly placed.	None Specified	None Specified	0
			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	None Specified	0
			Provide professional development for general education teachers in Universal Design for Learning strategies and Inclusion.	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
Summer Programs, including Kindergarten Readiness	July-August 2023	Credentialed Teacher Bilingual Paraprofessional	"Roar Into Kindergarten" program for students needing extra support before school starts. The 2-week program is taught by a classroom teacher and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. (Funded through district Title 1)	1000-1999: Certificated Personnel Salaries	Title I (0620)	0
			ELD Paraprofessional provides additional language support for students in Roar into K. Translates materials as needed. Provides interpretation services for parents as needed. (Covered by district Title 1 funds)	2000-2999: Classified Personnel Salaries	Title I (0620)	0
			Purchase materials and basic supplies for each student. (Site Instruction funds)	4000-4999: Books And Supplies	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Analyze data and collaborate with teachers to identify students for CVUSD summer learning programs, including Summer Learning Camp hosted at Walnut. Follow-up with families and problem-solve to remove barriers to access.	None Specified	None Specified	0
			Host early-back program for students identified as homeless and/or foster in the Newbury Park cluster area (district funded)	1000-1999: Certificated Personnel Salaries	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023, beginning with pre-assessments in September of 2022. They were reviewed by School Site Council and English Language Advisory Council throughout the year. These stakeholder groups, along with teachers, also used this data at the end of the 2022-2023 school year to analyze last year's progress and adjust this year's goals accordingly. Last year's action items, including intervention groups, targeted professional development, digital support, supplemental support for ELL students, after-school tutoring, and time for data collection and analysis all worked to promote student growth in

English Language Arts across the grade levels. Grades K-3 all met ELA goals outlined in the 2022-23 SPSA. Grades 4 and 5 are still working to meet Lexile goals.

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 2022-23 SPSA with only minimal adjustments. Secondary to updated TK requirements in the state of CA, CVUSD hired a classified TK aide for the school day. School site funds were not used to support an exempt TK aide. Rather than having one academic specialist work solely with "at risk" ELL students on Lexia Literacy, two academic specialists provided individual monitoring, feedback, motivation, and support in Lexia Literacy for all upper grade students who were not meeting benchmarks (with a special focus on ELL students).

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.

Metrics based on CAASPP scores were adjusted now that we have two years of longitudinal data for these state assessments. We will no longer include local benchmark data for grades 3-5 as a monitoring tool for SPSA, as stakeholders believe that summative assessments (CAASPP and Lexile data) are more accurate than Unit tests to measure growth over the course of the year. The 2023-3024 SPSA also includes the TEAM Walnut ELOP program as a significant strategy/activity to meet our unduplicated students' intervention and enrichment needs. During the 2022-23 school year, TEAM Walnut served over one-third of Walnut's students. It was staffed primarily by Walnut teachers and support staff. These changes can be found in the metrics and actions listed above in Goal 1.

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--------

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Goal 2

Mathematics: For the 2023-2024 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

Students in grades 1, 2, 3, and 5 exceeded the goals of the 2022-23 SPSA. Kindergarten students surpassed 70% of all students meeting or exceeding benchmarks; however, they did not meet the higher standard of 80% as outlined in the SPSA. Similar to scores on ELA local benchmarks, only 60% of Walnut's fourth graders met or exceeded standards on the Trimester 3 local math benchmark. However, over 80% of fourth graders met or exceeded math benchmarks for Trimesters 1 and 2. Walnut will build its upper grade math intervention team by adding an additional academic specialist in 2023-24 to support fourth grade math. intervention in 2023-24. Grades K-3 will continue to have credentialed academic specialists for math intervention as well. Intervention details are listed below; also see Goal 5, Learning Recovery.

Grades K-2:

Summative results according to the 2021-22 Walnut SPSA metrics/indicators: In Kindergarten, 80% of students needed to meet or exceed standards in counting, 1-to-1 correspondence, and recognizing numerals in order to meet the goal. 71% of Walnut's Kindergarten students overall met this goal. Over 80% of K students met these benchmarks in Trimesters 1 and 2; however, lower

scores in counting to 100 in Tri. 3 affected the overall scores. Results for significant populations: SED: 55%; Hispanic/Latino: 64%; ELL: 68%; SWD: 33%; Homeless/Foster: 48%. In Grade 1, 80% of students needed to meet or exceed standards in adding/subtracting fluently, adding/subtracting accurately, counting/reading/writing numbers, and solving word problems. 82% of Walnut first-graders met this goal. Results for significant populations: SED: 79%; Hispanic/Latino: 76%; ELL: 74%; SWD: 42%; Homeless/Foster: 62%. In Grade 2, 75% of students needed to meet or exceed standards in adding/subtracting fluently, solving word problems, and understanding numbers to 1,000. 80% of students met the goal. Results for significant populations: SED: 72%; Hispanic/Latino: 72%; ELL: 73%; SWD: 78%, and Homeless/Foster: 66%.

Grades 3-5:

In grades 3-5, Walnut used the all the metrics/indicators listed in the 2022-23 SPSA, which focused on Trimester 3 math benchmark assessments and CAASPP data. Third grade had the highest numbers of students meeting or exceeding benchmarks at 89%, followed by fifth grade with 79%, and fourth grade with 61% overall. Both 3rd and 5th 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 SWD (although they did exceed the goal at 76%): Hispanic/Latino: 97%, English Learners: 86%, Socio-Economically Disadvantaged: 89%, SWD: 76%, and Homeless/Foster: 100%. In Grade 4, all scored within 10 percentage points of the overall score, other than SWD with a 16 percentage points discrepancy: Hispanic/Latino: 57%, ELL 54%, SED 57%, SWD 45%, and Homeless/Foster 50%). Significant student populations in Grade 5 showed a greater discrepancy in scores: Hispanic/Latino: 65%, EL: 74%, SED: 74%, SWD: 57%, and Homeless/Foster: 50%.
Students in grades 3-5 took state CAASPP tests in May of 2023, providing two years of comparison scores for the first time since the pandemic. 2023 SBAC Math data reveals: Grade 3, 65% of students overall met or exceeded ELA standards, which is down by 2 percentage points compared with 2022. Special population data showed dips, most notably for English Language Learners, whose scores declined from 69% to 44% meeting or exceeding math standards on the SBAC. Scores for students with disabilities (SWD) stayed constant at 50%, and 50% of unhoused students met or exceeded math standards. In Grade 4, the percentage of students meeting or exceeding math standards declined from 59% to 43%. Other than SWD and unhoused scores (100% of unhoused students met or exceeded standards), scores for each special population also dipped. In Grade 5, the overall percentage of students meeting or exceeding math standards grew from 24% to 31%; however, the only special populations to show growth over 2022 were Hispanic and unhoused. Walnut's 4th & 5th grade math scores are leading us to increase the level of small group and individualized math support in the upper grades for 2023-24.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
75% of Kindergarten students will meet or exceed benchmarks for counting, 1-to-1	71% of students overall met last year's metrics in June of 2023; 55% SED, 64%	75% or higher for students overall in June 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
correspondence, and recognizing numerals. Students in significant student groups (Socio-economically Disadvantaged SED, Hispanic, English Language Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall population.	Hispanic/Latino, 68% ELL, 33% SWD, and 48% Homeless/Foster.	
75% of students in Grade 1 will meet or exceed benchmarks for adding/subtracting fluently, counting/reading/writing numbers, adding/subtracting accurately, and solving word problems. Students in significant student groups will score within 10 percentage points of the overall population.	82% of students overall met last year's metrics in June of 2023; 79% SED, 76% Hispanic/Latino, 74% ELL, 42% SWD, and 62% of Homeless/Foster.	75% or higher for students overall in June 2024
75% of students in Grade 2 will meet or exceed benchmarks for adding/subtracting fluently, word problems, and understands numbers to 1,000. Students in significant student groups will score within 10 percentage points of the overall population.	80% of students overall met last year's metrics in June of 2023; 72% SED, 72% Hispanic/Latino, 73% ELL, 78% SWD, and 66% Homeless/Foster.	75% or higher for students overall in June 2024
75% of students in grades 3, 4, and 5 will meet or exceed standards on the CVUSD math benchmark assessment as measured using mastery cut-points. Students in significant student groups will score within 10 percentage points of the overall population.	3rd Grade: 89% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2023. 89% SED, 97% Hispanic/Latino, 86% ELL, 76% SWD, 100% Homeless/Foster. 4th Grade: 61% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2023 57% SED, 57%	70% or higher of students overall in grades 3-5 will meet or exceed math benchmarks in Tri 3. Students in significant groups will score within 10 percentage points of students overall.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic/Latino, 54% ELL, and 45% SWD, 50% Homeless/Foster. 5th Grade: 79% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2023. 74% SED, 65% Hispanic/Latino, 74% ELL, 57% SWD, and 50% Homeless/Foster.	
65% of students in grade 3, 45% of students in grade 4, and 40% or students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.	CAASPP Data from spring of 2023: 3rd grade: 65% overall met or exceeded standards. 50% SED, 57% Hispanic, 44% ELL, 50% SWD, 50% Homeless/Foster 4th grade: 43% met or exceeded. 38% SED, 43% Hispanic, 29% ELL, 17% SWD, 100% Homeless/Foster 5th grade: 31% met or exceeded. 12% SED, 18% Hispanic, 0% ELL, 0% SWD, 33% Homeless/Foster	Grade 3: 65% 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 less difference for our significant student populations. Grade 5: 40% 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.	September 2023-May 2024	Grade Level Teachers Academic Specialists Principal	Credentialed academic specialists will provide small group math intervention based on assessment data and teacher input.	1000-1999: Certificated Personnel Salaries	Title I	28,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
			Students will receive core instruction from their grade level teachers, including differentiation based on individual needs. UDL strategies will be implemented to help all students engage with content, have appropriate options for representation of learning, and multiple means of action and expression in the general education environment.	None Specified	None Specified	0
			Academic Specialists and Classroom Teachers collaborate regularly to ensure Tier 2 intervention is effective and groupings remain flexible and appropriate.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Fund additional hours for intervention specialists to work 1-on-1 and/or in small groups with "at risk" students, including digital program monitoring, feedback, and support	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,250
			Fund credentialed Kindergarten intervention specialist to work with targeted small groups on specific math skills.	1000-1999: Certificated Personnel Salaries	0TRM	6,500
			Lunchtime math homework club for grades 4-5, led by classroom teachers and.or credentialed academic specialists. (Cost included in descriptor 1)	1000-1999: Certificated Personnel Salaries	Title I	0
			Academic specialist for push-in math support, primarily in upper grades	2000-2999: Classified Personnel Salaries	0TRM	7,000
Lead Academic Specialist, Data Support	2023-2024	Academic Specialist Principal	Lead Academic Specialist provides direct services to students	1000-1999: Certificated Personnel Salaries	Title I	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Tracks 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
			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
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.	2023-2024	Grade Level Teachers Academic Specialists Computer Specialist	Students will have use of grade-level appropriate computer programs focusing on math skills, including IXL Math, Prodigy, Brain Pop, SeeSaw, Brainingcamp, and Pear Deck. Each program is set to the students' individual skill levels. Students and teachers will also have access to Mystery Science. IXL science for upper grades.	4000-4999: Books And Supplies	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase print materials and other supplies to support Intervention and enrichment in math.	2023-2024	Principal Academic Specialists Grade Level Teachers	Print materials to support math intervention and enrichment activities. Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students.	4000-4999: Books And Supplies	Title I	600
Provide after-school opportunities for students needing academic support or enrichment in math.	2023-2024	ELOP TEAM Walnut Staff GATE Facilitator Principal	Extended Learning Opportunity/Program offered to all unduplicated students free of charge. Daily math intervention and practice using research-based curriculum. All ELL, SED, and McKinney/Vento students invited to participate. Funded at district level.	None Specified	None Specified	0
			Encourage participation in CVUSD High School online tutoring program.	None Specified	None Specified	0
			GATE activities sponsored by Walnut GATE facilitator and by CVUSD Student Services. (Walnut activities also provided as a lunch recess option)	None Specified	None Specified	0
			Ensure full inclusion for students with disabilities who participate in ELOP	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 and maintain technology hardware to support math instruction and intervention	2023-2024	Principal Computer Site Technician	Purchase technology to promote math skills and enrichment.	4000-4999: Books And Supplies	Title I	2,100
			Purchase hardware needed to support maintain existing technology and provide accessibility for all students.	4000-4999: Books And Supplies	Title I	400
Ensure all students are learning in the Least Restrictive Environment (math)	2023-2024	Principal Classroom Teachers School Psychologist Special Education Teacher Speech & Language Pathologist	Maintain the current LRE statistics of 100% of students properly placed.	None Specified	None Specified	0
			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	None Specified	0
			Provide professional development for general education teachers in Inclusion Practices and Universal Design for Learning (UDL). Costs of all PD listed in Goal 1.	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
Summer programs, including Kindergarten Readiness	July-August 2023	Credentialed Teachers Bilingual Paraprofessionals Summer School & ELOP Staff	"Roar Into Kindergarten" program for students needing extra support before school starts. The 2-week program is taught by a classroom teacher and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. Funded through District Title 1.	1000-1999: Certificated Personnel Salaries	Title I (0620)	0
			ELD Paraprofessional provides additional language support for students in both programs. Translates materials as needed. Provides interpretation services for parents as needed. Funded through District Title 1.	2000-2999: Classified Personnel Salaries	Title I (0620)	0
			Analyze data and collaborate with teachers to identify students for CVUSD summer programs, including Summer Learning Camp hosted at Walnut. 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
			Work to remove any barriers for students with disabilities to ensure full inclusion in summer programs	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023. They were reviewed by School Site Council and English Language Advisory Council throughout the year. These stakeholder groups, along with teachers, also used this data to analyze last year's progress and adjust this year's goals accordingly. Grades 1, 2, 3, and 5 met the math goals outlined in the 2022-23 SPSA.

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, other than the fact that Walnut did not need to hire a TK aide (exempt) to support math needs in the TK classroom. CVUSD hired a classified TK aide to support 5.25 hrs/day. Additionally, more money was spent on digital programs than originally intended, including Math Seeds for grades K and 1. An adjustment to the SPSA was voted on and approved in April of 2023 to cover this change.

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.

Metrics based on CAASPP scores were adjusted now that we have two years of longitudinal data for these state assessments. Also, the measurable outcome goals on local benchmarks for all grade levels were adjusted to 75%. The 2023-3024 SPSA includes the TEAM Walnut ELOP program as a significant strategy/activity to meet our unduplicated students' math intervention and enrichment

needs. During the 2022-23 school year, TEAM Walnut served over one-third of Walnut's students, and it was staffed primarily with Walnut teachers and support staff. These changes can be found in the metrics and actions listed above in Goal 2.

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, SEL specialists, 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. 96% of parent respondents to the EL Needs Survey in the spring of 2023 agreed that Walnut was meeting their child's needs. Of the 69 Walnut respondents on the CVUSD LCAP Family Survey in spring of 2023, 97% agreed that Walnut is an inclusive environment that values all people and 100% agreed that the school supports their student's social-emotional wellbeing,

The importance of social-emotional learning is always a value at Walnut, and we recognize the necessity of direct instruction in SEL skills in our post-pandemic world. We are also committed to providing social-emotional support to individual students and families when needed. We have had a very positive response to the Tier 2 social-emotional program we implemented over the past two school years, which complements the work of our school counselor and allows more students to work on social-emotional skills with supportive adults. In 2022-23, selected students participated in grade-level friendship groups facilitated by the Tier 2 SEL specialists. A colorful sensory path was added to the Kindergarten playground in 2022-23. 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. In 2022-23, we deepened our partnership with Newbury Park High School to provide our students with experiences from the NPHS Dance, Drama, and Music Departments. Our partnership with TO Arts and Breathe Foundation for Artists led to a free dance opportunity after school for students in ELOP/TEAM Walnut. Walnut stakeholders were also aware of the need to offer more structured games during recesses. In 2022-23, we hired a specialist/CSA who led & coached different sports games, such as soccer and whiffle ball, to teach sportsmanship as well as athletic skills.

In spring of 2023, Walnut was identified for Additional Targeted Support and Improvement (ATSI) based on chronic absenteeism data for students with disabilities (SWD) and students meeting homeless criteria in the 2021-2022 school year. While public health concerns led to a higher number of absences overall (26.3% chronic absenteeism rate), we recognize that students in these two population groups were impacted at a higher rate. Metrics and action items below address the efforts being made to emphasize the importance of good attendance and help support families overcome any barriers in this area. We also believe that the enriching activities offered at school, as well as a positive, supportive culture, are tied to strong attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic enrichment small groups provided during the school day for all grade levels	In 2022-23, students identified as working beyond grade level met 4 x weekly (grades 1-3) or 3 x weekly (grades 4-5) with credentialed teachers for enrichment during Target Time. The Kindergarten academic specialist also met twice weekly with small groups for enrichment.	In 2023-24, 1st-5th grade students identified as working beyond grade-level will meet either 3 or 4 x weekly with credentialed teachers during Target Time, depending on grade level. The Kindergarten specialist will provide small group enrichment as well.
GATE activities will be provided at least monthly by Walnut's GATE Facilitator and CVUSD Student Services	In 2022-23, Walnut provided 8 in-person GATE activities during lunch recess, October-May	In 2023-24, Walnut's GATE Facilitator will provide monthly GATE activities during lunch recess and/or after school. Walnut

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		will continue to promote CVUSD GATE activities, as well.
All students, TK-5, receive direct instruction in the arts, attend arts performances, have the opportunity to perform, and have access to arts and physical fitness opportunities during recess/after school	In 2022-23, students of all grade levels participated in 30-minute physical fitness classes twice weekly. Students in grades TK-3 had one dance/creative movement class per week as part of the PE program. Students in grades 4-5 had one trimester of dance instruction in addition to twice-weekly physical education with the PE teacher. All students had monthly art classes with an art specialist and weekly music class with a music specialist. Multiple grade levels attended live performances at the Civic Arts Plaza, and grades 3-5 experienced a behind-the-scenes tour of Newbury Park High School's "Mama Mia" production. NPHS dance students came to Walnut to teach student-choreographed dances to primary grades in the fall, and all students heard the NPHS Choir perform in the spring. Walnut hired a specialist to lead & coach soccer and other structured games during recess for grades 1-5.	In 2022-23, all students TK-3rd grade will have 30-minutes of dance class each week as part of their PE program. The dance classes will integrate academic content standards with VAPA dance standards. Students in grades 4 & 5 will have 45 minutes of dance class weekly for one semester in addition to two PE classes with the physical education teacher. All students will have a monthly art class and weekly music class. All grade levels will have the opportunity to see at least one live arts performance at a local theater venue. Create Club, organized student clubs, drumming, and library activities will be available during select recesses and lunch. A specialist/CSA will lead structured sports opportunities during recess for grades 1-5.
Suspension rate below 2% to reflect positive/restorative discipline model	In 2022-2023, our suspension rate was 2%, which was up from 1% in 2021-22	In 2022-2023, our goal is to have a 0% suspension rate, with no more than the 1% rate from 2021-22, reflecting progress made with school-wide positive behavior programs, Tier 2 SEL intervention, reflective practices, and direct instruction in SEL skills in the classroom.
Robust schoolwide SEL and PBIS initiatives	Our baseline school-wide initiatives from 2022-23 were Bucket Fillers, CHAMPS, Bullying Prevention (school-wide	School-wide initiatives in 2023-24 will include Bucket Fillers, CHAMPS, Unity Day (Bullying Prevention), Inclusive

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	assembly, Unity Day, direct instruction), Inclusive Schools Week, The Great Kindness Challenge, Wildcat Pride Assemblies, and monthly themes (ex., Hispanic Heritage, Black History, Women's History).	Schools Week, The Great Kindness Challenge, monthly Wildcat Pride Assemblies, and Growth Mindset
Minimum of 45 minutes of SEL lessons & activities weekly in each classroom	In 2022-23, teachers provided at least 30 minutes of direct instruction in social-emotional learning, including counselors' videos, Sanford Harmony lessons, community circles, recommended books, and buddy-up activities.	In 2023-24, all teachers will provide at least 45 minutes of Tier 1 social-emotional learning instruction per week, utilizing Sanford Harmony curriculum, counselor videos & activities, community circles, recommended children's literature, and buddy-up activities.
Supports for Tier 1, 2, and 3 social-emotional needs. Goal to meet or exceed the 1,146 Tier 2 SEL intervention visits logged into the Q System in 2022-23, with over 15-20% of students receiving targeted SEL interventions. Multi-layers of staff support in place with school counselor, bilingual school counselor/social worker, mental health clinician, and Tier 2 SEL specialists.	In 2022-2023, 1,146 Tier 2 SEL encounters were logged into Q (either Drop In: Social-Emotional, Intervention Tier 2--SEL 1:1, or Intervention Tier 2--Student Group). Q data shows that 56% of students participated in Tier 2 SEL intervention. Two social-emotional academic specialists worked under the direction of the school counselor to provide Tier 2 SEL intervention 3 days per week. They met with identified students either individually or in small groups on a regular basis to build social skills and emotional strategies. They also provided support throughout the day as SEL situations arose. An additional Tier 2 academic specialist provided classroom support to help all students, including those with behavioral challenges, access classroom learning activities.	In 2023-24, a Tier 2 SEL academic specialist will be available 3 days per week. A mental health clinician will be on campus 5 days per week. Our SEL sensory/playroom (Peace Room) will be better equipped to meet students' needs. An additional academic specialist will be available to support students in classrooms (Tier 2 behavioral needs). A minimum of 15-20% of students will receive targeted SEL support, but we expect closer to the 56% number achieved in 2022-23.
Improve the chronic absenteeism rate by 7 percentage points	In 2022-23, the chronic absenteeism rate was 26.3%	Chronic absenteeism rate decreased to under 20% for 2023-24, including students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		with disabilities and students classified as homeless

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	2023-2024	Classroom Teachers Academic Specialists	Based on assessment data and classroom performance, 30-45 minute academic enrichment classes will be offered 3-4 x per week during Target Time for students meeting standards and needing extra challenge. Classes will offer greater depth & complexity (costs and funding covered in Goals 1 & 2).	1000-1999: Certificated Personnel Salaries	Title I	0
			Kindergarten academic specialist will meet with small groups of students for enrichment. Groups will be flexible and monitored with assessment data.	1000-1999: Certificated Personnel Salaries	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 monthly during lunch recess.	1000-1999: Certificated Personnel Salaries	Title I	600
			Provide a budget for enrichment materials, supplemental curriculum, tools, and activities.	4000-4999: Books And Supplies	Title I	300
			CVUSD Tech TOSA works with classroom teachers and students to bring enrichment activities, such as coding and robotics.	1000-1999: Certificated Personnel Salaries	None Specified	0
School-wide assemblies, training, and incentives for character development and positive behavior.	2023-2024	Principal Student Council Advisor School Counselor PTA	Continue monthly "Wildcat Pride" assemblies to build community and emphasize Bucket Filling, inclusion, and kindness. Honor students for positive character choices as well as academic achievement at Awards Assemblies each trimester. Incorporate student council members to act out scenarios showing acts of kindness, good sportsmanship, etc.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
			Posters on campus with steps detailing how to get help in a bullying situation. Uniform complaint and reporting procedures explained to parents and easily identifiable on school website. "We Tip" signage on campus with access via student & staff computers.	None Specified	None Specified	0
			Recognize Kindness Week in January and re-register as a Kindness Certified School for 2023-24. Hold an assembly during Kindness Week, funded by PTA, and implement daily activities for students.	5800: Professional/Consulting Services And Operating Expenditures	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Recognize Unity Day on October 18 as part of National Bullying Prevention Month. Student Council will promote the event as a School Spirit Day. Students and staff wear orange in honor of Unity Day. Teachers will be provided with resources, including a slide show from the CVUSD elementary counselors.	None Specified	None Specified	0
			Visuals on campus will support students' use of positive behavior strategies and problem-solving techniques, including CHAMPS and Bucket Fillers posters, and school-wide bulletin boards. Teachers and principal will dedicate time to CHAMPS expectations during the first week of school and throughout the year for reinforcement. Walnut's Peace Bench will continue to encourage kind interactions and problem solving during recess.	None Specified	None Specified	0

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 Bucket Filling, attendance, Kindness Week, and Inclusive Schools Week. PTA also participates in Theme Weeks.	4000-4999: Books And Supplies	Title I	500
Direct Instruction in social-emotional skills for all students, and a Tier 2 program to support students needing SEL intervention	2023-2024	School Counselors Mental Health Clinician Classroom Teachers Academic Specialists, SEL Principal	School site dedicates the first week of school to lay the foundation for social-emotional learning routines. Incorporate community circles, "buddy up," and counselor videos on targeted Sanford Harmony SEL lessons. Principal visits all classrooms to review PBIS guidelines for success and share anti-bullying information.	None Specified	None Specified	0
			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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Fund two SEL Academic Specialist positions for 2023-24. Specialists will work under the guidance of the school counselor and principal, providing Tier 2 SEL support for students identified by classroom teachers. Specialists will meet with identified students 1-on-1 and/or in small groups to build self-confidence and social skills. Build on friendship group model created in 2022-23. Tier 2 SEL intervention will run 3 days per week to maximize the number of students who may benefit. Parents will opt in with a permission slip for any students seen on an ongoing basis.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	6,728
			Funding for second Tier 2 SEL Intervention specialist	2000-2999: Classified Personnel Salaries	0TRM	4,500
			Co-funding for credentialed Tier 2 SEL intervention specialist	1000-1999: Certificated Personnel Salaries	Title I	7,272

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			The school counselors will meet with students 1-on-1 or in small groups for Tier 3 social-emotional intervention. School counselors will provide Tier 1 instruction to grade levels and individual classrooms on topics such as emotional regulation, calming strategies, test readiness, and conflict resolution.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Purchase sensory items and other supplies for self-regulation to add resources to the Peace Room (SEL/mental health central location on campus)	4000-4999: Books And Supplies	Title I	400
			School counselor, along with team from Fulcrum and classroom teachers, will work with all 5th grade classes on the STAND PROUD character program.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A mental health clinician on site 5 days/week who will provide DIS counseling services, support teachers with strategies for dealing with escalated behaviors, and provide mental health support as needed to general education students.	2000-2999: Classified Personnel Salaries	None Specified	0
			Create an outdoor succulent garden with benches to promote conversation during recess and give an additional space for counseling staff to meet with students. (mainly donations with supplemental SEL costs listed in action item above)	None Specified	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment clubs and activities related to the school motto: Dedicated to the BEAT2--Bringing Education, Arts, and Technology Together	2023-2024	Principal Credentialed Teachers Academic Specialists Instructional Media Technician (Librarian)	Walnut Chorus and Band will continue to be a enrichment opportunities for students whose parents choose to have them participate. The goal is to bring Strings back to Walnut this year. These arts opportunities are fee-based but full or partial scholarships are available to those who request, and ELOP students may participate in Chorus free of charge. Students will have the opportunity to perform for their peers, their families, and in a large-scale performance at a District Music Festival.	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
			Create Club will be offered for arts enrichment as a recess option for students in grades 1-5, two days per week. The club will be overseen by a credentialed academic specialist. Create Club capitalizes on students' own creativity with various media. It is a supplement to direct art instruction provided in classrooms. The school counselor also consults with Create Club staff regarding ways to implement therapeutic aspects of artistic creation. Create Club uses mostly recycled materials, but there is a budget (private donation) for additional items needed.	1000-1999: Certificated Personnel Salaries	Title I	4,500

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. A Walnut student writer was included in the 2022-23 CYRM voting process. Provide a budget for writing and artistic supplies for illustrations.	4000-4999: Books And Supplies	Title I	84
			Encourage official student-led clubs during lunch recess. Students present their written & oral proposals to the principal before starting a club. Clubs must include all students who would like to participate. In the past, this has included a sports club, a music club, and a graphic arts club. Costs for any incidentals included in descriptor above.	None Specified	None Specified	0
			Regular book giveaways to all students; facilitated by school librarian and CV Assistance League Learn for Life program	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Fund one additional hour daily for the classified TEAM Walnut after-school extended learning specialist II to take care of administrative & planning functions for this enrichment program. (cost part of exempt position funding below)	2000-2999: Classified Personnel Salaries	None Specified	
Art, Music, Dance, and Physical Fitness opportunities for all students	2023-2024	Art Specialist Music Specialist/Music Teacher Dance Specialist PE Specialist/PE Teacher Classroom Teachers	Credentialed music teacher provided by CVUSD will work with all 1st-5th grade students weekly. An academic specialist with qualifications in music teaches weekly classes for students in grades TK-K. (Cost of specialist is supplemented by PTA)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	None Specified Instruction	0 0

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 in Walnut's dance studio for all students in grades TK-3. Lessons will focus on Visual & Performing Arts Standards but will also integrate grade-level content standards. Dance teacher collaborates with classroom teachers on plans for integrated curriculum. Lessons provided with a DEI lens. (Teacher funded by private donation through Create Club budget)	2000-2999: Classified Personnel Salaries	Donations	0
			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 specialist 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
			A credentialed PE teacher will provide 30 minutes of PE for each class in grades 1-5. Classroom teachers will use this time for planning. A PE specialist will provide a second 30-minute PE class for students in grades 3-5. (The second PE option for grades TK-2 is dance)	2000-2999: Classified Personnel Salaries	Instruction	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunities for students to experience drama, dance, and music as performers and audience members	2023-2024	Principal Classroom Teachers	All grade levels will present a musical performance at some point during the year. The performance theme will be linked to a grade-level content area, including science, social studies, or English Language Arts. Students will have the opportunity to learn performing arts skills, including choreography, stage blocking, enunciation, voice projection, and set design. Costumes will be minimal and will be reused in successive years. Cost for any materials addressed in descriptor below.	None Specified	None Specified	0
			Provide access to professional performing arts experiences at local venues, primarily the Civic Arts Plaza. (Funding by PTA and TO Arts)	5000-5999: Services And Other Operating Expenditures	Donations	0
			Partner with NPHS Dance, Music, and Drama Departments for options such as master classes, assemblies, and field trips.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide a budget for supplies, instruments, materials needed for arts and enrichment	4000-4999: Books And Supplies	Title I	700
					Donations	0
Intentional actions to promote strong attendance for all students, with a focus on SWD and homeless students (in light of ATSI identification).	2023-2024	Principal Attendance Liaison Family Outreach Specialist Title 1 Social Worker/Counselor	School office staff will contact families daily when there is an absence. Offer support and problem-solving to reduce attendance barriers.	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
			Principal and attendance liaison run chronic absence reports weekly. Title 1 social worker/counselor 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), with an emphasis on ATSI identified groups (SWD and homeless). 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.	1000-1999: Certificated Personnel Salaries	None Specified	0
			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	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Title 1 Social Worker/Counselor meets individually with students. Holds regular "Sunshine Club" meetings to motivate students and provide positive reinforcement for good attendance, including arriving at school on time each day. Special focus on student groups identified through ATSI (SWD and homeless).	1000-1999: Certificated Personnel Salaries	None Specified	0
			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 as well as information provided by Title 1 social worker/counselor.	None Specified	None Specified	0
			School-wide Attendance Awareness campaigns, including a spirit week in September.	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
			Incorporate a raffle into weekly Bucket Filler drawings that rewards being on time to school all week. (Cost of incentives included above)	None Specified	None Specified	0
Promote a culture of inclusion	2023-2024	Principal Teachers Academic Specialists Paraeducators School Counselor PTA School Site Council Student 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.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Promote theme months (Ex., Hispanic Heritage Month, Pride Month, Jewish Heritage Month, Black History Month, AAPI Month, Women in History Month, etc.) in classrooms and in parent/community communications. Utilize District-provided slide shows with resources.	None Specified	None Specified	0

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 other SEL themes.	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
			Involve Student Council in planning and promoting activities	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic specialists and materials to support students demonstrating Tier 2 and 3 behavioral challenges (as needed)	2023-2024	Academic Specialists Classroom Teachers Counselor School Psychologist Principal	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.	2000-2999: Classified Personnel Salaries	0TRM	2,688
			Support materials including visual charts/prompts, sensory items, and calming items to promote self-regulation. (costs included in SEL budget above)	4000-4999: Books And Supplies	Other	0
			Utilize Behavior MTSS process to monitor progress and brainstorm ideas to support students and teachers. 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
Professional Development for teachers as they support arts integration, enrichment, and/or behavioral/social-emotional success	2023-2024	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 all 23-24 PD reflected in Goal 1)	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
			PD provided through VCOE, CVUSD Arts Integration Project, and TO Arts	5800: Professional/Consulting Services And Operating Expenditures	4EEF	400

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Indicator #1: Targeted enrichment offered through Target Time (1st-5th) and Kindergarten intervention. Indicator #3: Onsite GATE enrichment activities were provided monthly from Oct.-May. Indicator #3: All students received direct instruction in art, music, and dance. All grade levels had the opportunity to see live performances, at least through our partnership with NPHS. Most grade levels also attended a performance at the Civic Arts Plaza. Indicator #4: Students participated in all physical education and arts opportunities listed in this indicator, with the addition of structured sports during recess with Coach Joe. All grade levels performed a musical for their peers and families with the exception of 5th, who performed Reader's Theater for their families, and TK. Indicator #4: The suspension rate did go up from 1% to 2% in 2022-23. While this met our goal of staying under 5%, our goal is to return to a lower rate in 2023-24. Indicator #5: Schoolwide SEL and PBIS was robust in 2022-23. All strategies, theme weeks, and events listed in Indicator 5 were implemented. Indicator #6: All classrooms incorporated Tier 1 SEL instruction for at least 30 minutes per week, utilizing Sanford Harmony curriculum, children's literature, videos created by the CVUSD counseling team, and intentional use of community circles. Indicator #7: Our Tier 2 SEL program was refined in year 2 and became more proactive rather than reactive. Tier 2 specialists met weekly with the school counselor. Grade-level friendship groups were implemented. The Peace Room became the social-emotional hub on campus for students, and it was often open during recess for supervised interactions. Students also met with SEL staff spontaneously during the day if they were struggling with a friendship issue, dealing with big feelings, or could benefit from time in the supervised sensory/play room. An additional academic specialist provided classroom support in Kindergarten to help all students surmount behavioral challenges and fully engage in classroom activities.

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 budgeted expenditures/action items and actual implementation in 2022-23.

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

Changes in Goal 3: 1) Student performance aspect was re-added (had been removed during COVID), 2) CVUSD is funding a credentialed music teacher for grades 1-5, which lessens the amount budgeted for a music specialist (who will only teach TK, K, and chorus), 3) The SEL metrics were adjusted to reflect the Board of Education's goal of 15-20% of students participating in Tier 2 SEL and all elementary students receiving at least 45 minutes weekly of direct SEL instruction. 4) Staffing for SEL has also been adjusted to include our bilingual counselor/social worker and mental health clinician for 2023-24. 4) Action items were adjusted and added to create a stronger focus on attendance monitoring & support based on ATSI indicators. These changes may be found under Goal 3 above.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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--------

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Goal 4

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

Identified Need

Our goal at Walnut is always to support all families and help them maintain a sense of belonging in the school community. In the post pandemic world, it continues to be extremely important to build family engagement opportunities and help meet physical as well as mental health needs. We will provide clear, accessible communication so that all families know what is happening at school and how to participate. Families will need information about overall curriculum, including the English Language Arts, Math, and English Language Development curriculum for grades TK-5, as well as digital programs to help support their students. They also need to feel connected through volunteer and leadership opportunities, community-building events, and parent/guardian education classes. As always, families 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 2022-2023, parents exercised leadership and service through three governing bodies: PTA, School Site Council, and the English Language Advisory Council. Although PTA executive board meetings remained virtual, School Site Council and ELAC meetings reverted to in-person meetings for 2022-23. Meetings were advertised through the digital newsletter, email, and the marquee. PTA helped to fund assemblies and field trips, music, art, and PE, and family events. Our English Language Advisory Council met five times during the year, including one meeting in conjunction with the other schools in Newbury Park. All ELAC officers in 2022-23 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 multilingual parents were offered weekly English classes at Walnut and regular parent education conferences in Spanish through the CVUSD Outreach Program. Walnut held additional parent education classes, including "Becoming Your Child's Emotional Coach," "How to Improve Your Child's Reading Skills," and "Digital Safety and Social Media Tips." Information about the Title 1 program was shared at Back to School Night, and an informational class was held for parents of identified GATE students. Community-building events were well-attended, including International Night, which featured our first Multi-Cultural Museum display, an array of foods contributed by families, and a Bollywood performance. Family Reading Night returned as an in-person event and featured two children's book authors. Book fairs were offered twice during the year, along with a large-scale book giveaway the final week of school. Additional community events are listed below. Regular parent communication was provided through the digital newsletter in Spanish & English, emails, texts, paper flyers, the website (including the new Digital Backpack for flyers), and a social media presence on Facebook, Twitter, and Instagram. The new position of "social media manager" in 2022-23 helped to make our social media platforms more engaging. Many of our families needed support from community resources and bilingual school staff in 2022-23, so we will maintain a higher number of work hours for our school outreach specialist, bilingual facilitator, and bilingual paraprofessional. Our school outreach specialist is skilled at building relationships with community partners who share resources with our families.
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Offer parent/family education classes and parent/guardian informational meetings	In 2022-23, we held weekly English classes, three parent/guardian classes (SEL coaching, literacy strategies, and digital safety), a GATE parent class, and a Title 1 informational night.	Parent Education classes and informational meetings will be held at least monthly in 2023-2024.
Design community-building activities for families that build a sense of connection and belonging--at least 5 (every other month)	In 2022-2023, we held multiple family events--Popsicle Party the day before school started, Monster Mash, International Dinner, Family Reading Night, ELAC Spring Celebration, evening Dance Showcases in May, live performances of grade-level musicals, Volunteer Tea, and Picnic in the Playground. Families were also invited to volunteer for the Fun Run and Field Day. PTA sponsored or helped sponsor several of these events.	We will provide at least 5 community-building events for families in 2023-24.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Offer classes and programs that particularly target the needs of our Spanish-speaking community--at least one per month	In 2022-23, Walnut reinstated weekly, in-person English classes. Guest speakers were invited to provide mini-educational sessions during ELAC. All Spanish-speaking Walnut parents were encouraged to participate in the online conferences sponsored by CVUSD Outreach.	We will continue weekly English classes, re-implement a parenting program, offer mini educational sessions during ELAC, and partner with CVUSD Outreach to provide a variety of learning options for our Spanish-speaking families.
Sponsor and join with district/community partners to provide tangible supports such as food, clothing, extra school supplies, digital devices, and Internet access for families.	In 2022-23, our outreach specialist formed multiple connections with community resources. We worked with Safe Passage, Adelante de Comunidad, Light-Shine, PTA, DKG, St. Vincent de Paul, and other individual donors to meet tangible needs for families. We also partnered with Student Services to offer services & goods for students classified as Homeless and/or Foster, including transportation needs and access to the CVUSD Community Closet. Multiple families were sponsored during the holidays through our Adopt-a-Family program in partnership with groups mentioned above, and Target gift cards (privately donated) were provided throughout the year as needed.	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.
Maintain the 2022-23 frequency and variety of family communications to keep everyone informed and connected. Continue to utilize the social-media manager (teacher)	The Smore digital newsletter, "What's New at Walnut?", was viewed an average of 292 times with each installment, which was up 41 views per installment over the prior year. The accessibility feature was emphasized and encouraged parents to select their preferred language. The Walnut Facebook page has 523 followers, and Twitter feed has 447 followers. Based on post engagements, more family members follow Walnut's Facebook page	Maintain a biweekly Smore digital newsletter, use regular text and email communication, utilize the social media manager to coordinate with CVUSD Communications and maintain Walnut's social media platforms, use paper flyers as well as digital communication for PTA events and Walnut parent education classes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	rather than the Twitter feed, although Twitter keeps us connected with the larger community. Our newer Instagram account has 186 followers. Our digital marquee is kept current and runs a display every weekday until 7:00 p.m. The principal and office staff send out informational emails and text reminders to families through the Blackboard system, and we continue to use paper flyers for PTA events. The Digital Backpack on our Walnut School webpage offers approved flyers for community events.	
Maintain additional hours of bilingual services throughout the day to support parents/guardians as well as students, with additional funds allocated for translation/interpretation for evening parent events.	In 2022-23, hours for the school outreach specialist, bilingual facilitator, and the bilingual paraprofessionals were were maintained at the higher 2021-22 level of 5.25 hrs/day.	Hours for these positions will be maintained for another year at 5.25 hrs/day. Additional hours will be budgeted for the outreach specialist, bilingual facilitator, and bilingual paraprofessionals to translate/interpret during evening events and to assist families with questions, enrollment, special projects, IEPs and 504 meetings as needed.
Utilize the school counselors and social worker to provide social-emotional direct support and training to families as well as students	In 2022-23, the school counselors, including our bilingual counselor, regularly reached out to students' families rather than just the students themselves. The counselors connect with parents by phone for coaching and collaboration. The counselor maintains a counselors' blog and website.	The school counselors will be at Walnut for a total of three days per week. They will continue reaching out to families in support of students' mental health, collaborate with the principal regarding appropriate parent outreach classes to build SEL capacity, and coordinate with the new mental health clinician to divide roles appropriately.
Parent outreach specialist, bilingual facilitator, attendance clerk, and Title 1 social worker will regularly reach out to families by phone and email to support	In 2022-23, the outreach specialist contacted all families categorized as Foster or McKinney-Vento every-other week to provide check-in support. The	The outreach specialist will contact all families categorized as Foster or McKinney-Vento every-other week. Attendance clerk will maintain personal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
with academic access, attendance support, and family resources. Each staff member will be aware of Walnut's need to rectify the high chronic absenteeism rates for SWD and homeless students as identified in ATSI.	attendance clerk made personal phone calls to the families of any absent students who had not called in, and the Title 1 social worker offered services to families struggling with attendance. A Sunshine Group was held to motivate and support students who were chronically absent, and SART & SARB meetings were held with parents.	contacts with families to investigate absences, and the Title 1 social worker/counselor & principal will offer supports for families struggling with attendance. Title 1 social worker/counselor will hold Sunshine Club meetings on Fridays to offer small group counsel and positive reinforcement as students seek to improve their attendance. Campus-wide awareness campaigns will be held and information will be sent home to all families emphasizing the importance of good attendance.
Create a welcoming location, other than the front office, where parents can gather for classes, activities, volunteer opportunities, and to connect with the Family Outreach Specialist.	Prior to 2023-24, Walnut has used shared spaces for parent classes & meetings. The Family Outreach Specialist interacts with parents in the front office.	In 2023-2024, a Parent/Family space will be created.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Outreach Assistant	2023-2024	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 ELL 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	Other	0
			Organize parent education classes specifically for our Spanish-speaking families, including English classes.	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
			Check in with McKinney-Vento families bi-weekly. Offer support with any attendance barriers.	2000-2999: Classified Personnel Salaries	Title I	0
Parent Education opportunities and Family Engagement events	2023-2024	School Outreach Assistant Principal GATE Facilitator Bilingual Facilitator ELD Paraprofessionals Professional Speakers or Experts in their Field School Counselor CSAs (child care) Teachers Academic Specialists in dance & music PTA	Present parent education classes in Spanish and English, including academic, social-emotional, and safety topics. Title 1 informational meeting each fall. Provide Child Care for parent education classes (unrestricted site funds)	None Specified	None Specified	0
			Collaborate with PTA to provide community-building events outside school hours, such as Monster Mash, International Dinner with Multicultural Museum, Family Reading Night, and Picnic in the Playground. Hold a Family Math Night this year.	None Specified	None Specified	0
			Provide interpretation for Spanish-speaking families at parent education classes. (unrestricted site funds)	2000-2999: Classified Personnel Salaries	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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
			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
			Invite families to grade-level musical performances and other arts performances, including Chorus, Band, Strings, and spring dance showcases	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
			Parent education regarding the importance of regular attendance to promote academic as well as social success. Clarity will be provided on when students are too sick to attend school, and why it is important to schedule specialist appointments and family trips during non-school times. Principal will speak about this topic at back-to-school orientations, Back to School Night, Title 1 meetings, and ELAC. Supporting flyers and newsletter articles will be shared at least 3 times during the year.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional translation and interpretation for Spanish-speaking parents	2023-2024	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, Bilingual 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. (unrestricted site funds	2000-2999: Classified Personnel Salaries	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and distribute Walnut digital newsletter regularly, emphasizing accessibility feature for multiple home languages	2023-2024	Principal	Use Smore.com Educators' Package to create a twice monthly school newsletter entitled "What's Up at Walnut?" or "Cuales son las Noticias en Walnut?" Accessibility feature will translate the newsletter into multiple languages. PTA section will be included. Use Principals' Message for parent education. The newsletter will be posted on the Walnut website, and a link will be emailed and texted to all families in English & Spanish.	None Specified	District Funded	0
			Include link to Walnut website's Digital Backpack for district-approved community flyers	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
Keep parents informed of school programs and events	2023-2024	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. Student Council and PTA create temporary banners for gates/hallways	None Specified	None Specified	0
Provide parents and the community with an inside glimpse into Walnut's programs through social media, utilizing a social media manager (teacher)	2023-2024	Principal Social Media Manager (teacher) CVUSD Communications Director	Share photos and verbal descriptions of Walnut's academic, artistic, technological, and social programs through current Facebook, Instagram, and Twitter accounts. Student-identifying information will not be included. Parents are given the opportunity to opt out if they would not like their child's picture shown. Principal maintains Twitter; Social Media Manager maintains Instagram and Facebook.	None Specified	None Specified	0
Maintain sense of connection with the principal through in-person visibility at drop-off and dismissal, school events, the Walnut newsletter, emails/texts, and overall availability	2023-2024	Principal		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 and foster relationships with community partners to offer resources to families	2023-2024	Principal School Outreach Specialist	Continue donation programs at the holidays, such as Adopt-a-Family with PTA, St. Vincent de Paul, D2 Giving, and Light Shine.	None Specified	None Specified	0
			Partner with DKG and St. Vincent de Paul to maintain additional school supplies for students to have at home and at school	None Specified	None Specified	0
			Continue partnership with Conejo Valley Assistance League for Operational School Bell (clothing) and Read for Life (free books) programs.	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a Parent Space on campus	2023-2024	Principal School Outreach Specialist Title 1 Social Worker/Counselor	Identify a space on campus, other than the front office, where parents can gather regularly for classes, activities, and volunteer opportunities. It would also be a place to build connections. School personnel will team with community partners to repaint and decorate the space.	None Specified	Donations	0
			The school outreach specialist will be based in this room, especially in the mornings, to provide a welcoming space for parents/guardians.	2000-2999: Classified Personnel Salaries	None Specified	0
			The Title 1 social worker/counselor will be available in the mornings once per week.	1000-1999: Certificated Personnel Salaries	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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.

- -Indicator #1, Family Education Classes: Title 1 educational meeting in September; weekly English (ESL) classes, "Becoming Your Child's Emotional Coach," "How to Improve Your Child's Reading Skills," "Digital Safety and Social Media Tips," and conferences presented in Spanish through CVUSD Outreach.
- -Indicator #2: Community Building Activities: Popsicle Party the day before school started, Monster Mash, Apex Fun Run, Book Fair, Family Reading Night, International Dinner with Multicultural Museum, Picnic in the Playground, ELD Reclassification Celebration, Dance Showcases, Field Day, and Volunteer Tea.
- -Indicator #3: Classes/Programs Targeting our Spanish-Speaking Community: Along with those mentioned in #1 above, mini sessions were provided during ELAC, such as: Everyday Counts: The Importance of Good Attendance, Bullying Prevention, SEL & Community Circles, Motivation Your Student, Understanding the Reclassification Process, and The Rewards of Parent Involvement.
- -Indicator #4: Join with Community Partners to Provide Tangible Supports for Families: Outreach specialist meets with Outreach Team monthly to stay informed of community resources & projects. Partnered with Student Services and Technology Services to provide any home technology support needed. CVUSD Community Closet. Food drives; grocery/Target gift cards, Adopt-a-Family. Partnership with Safe Passage, D2 Giving, Light-Shine, Community Christmas Shoppe, PTA, St. Vincent de Paul.
- -Indicator #5: Maintain Frequency & Variety of Family Communications: Principal used email and text feature of Blackboard regularly for family communication. Smore digital newsletter was sent an average of twice monthly. Social Media Manager position was created to increase Walnut's social media presence and make posts more engaging. A Google calendar and Digital Backpack were added to Walnut's updated website.
- -Indicator #6: The school outreach assistant, bilingual facilitator, and bilingual paraprofessionals' hours were continued at the higher level of 5.25 daily, which resulted in a higher level of service for Walnut families. Notably, 100% of respondents to the Spanish version of the Parent and Family Engagement Survey said that translation/interpretation services were readily available to them when needed.
- -Indicator #7: School Counselor Supports both Students and Families: Walnut's counselor began worked two full days on campus in 2022-23, up from 1-1/2 days in 2021-22. Our bilingual Title 1 social worker/counselor began working at Walnut every Friday. This higher level of coverage supported our goal of counselors reaching out directly to families as well as working with students at school.
- -Indicator #8: Regular phone & email outreach to families from the school outreach specialist, attendance clerk, bilingual facilitator, and Title 1 social worker/counselor to meet needs, support good attendance, offer volunteer opportunities, and help families feel connected to school. Higher visibility on campus of bilingual outreach specialist in 2022-23.

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 intention and implementation. We were able to hold meetings, classes, and family engagement activities in person all year.

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

Funding is changing for additional outreach hours and translation services for family meetings & classes, as the 0860 budget is no longer available to school sites. Walnut will use its unrestricted site funds to cover these costs, as we believe they are imperative to providing access to our Spanish-speaking families. We are planning to incorporate a Family Math Night this year, based on survey data collected for family engagement topics. Adjustments to Goal 4 may be found in the action items above.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Recovery

LEA/LCAP Goal

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

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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

We recognize that some students have experienced a wider gap in their academic progress secondary to challenges of the pandemic than others. Our goal is to match these students with targeted services to close this gap 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, and safety at school.
Data collected for SPSA Goals 1 and 2 reveal that students in Walnut's 4th and 5th grades continue to struggle with meeting reading Lexile expectations. ELA scores in grades K-3 have "caught up" to expected annual goals. Fourth graders in 2022-23, who will be Walnut's fifth graders in 2023-24, also scored lower than expected on district ELA and math benchmark assessments for Tri. 3. Regardless of how grade levels are performing as a whole, however, there are still individual students within each grade level who need additional support and intervention in math and/or ELA.
The Lexia Literacy digital program was used extensively in grades 1-5 in 2022-23, and intervention specialists met with students determined to be "at risk" according to ELD performance and/or classroom ELA performance. The intervention specialists provided feedback, motivation, and individualized lessons based on gaps revealed by Lexia assessments. Lexia and IXL were also used regularly in the after-school ELOP program. Lexia data collected in June of 2023 revealed that 83% of first graders, 78% of second graders, 65% of third graders, 60% of fourth graders, and 78% of fifth graders were working either on or above grade level, which is up noticeably from only 61% of students in grades 1-5 working at or above grade level in June of 2022. In 2023-24, Walnut will continue to utilize Lexia in a small group or individualized setting with students determined to be at risk. We will also move beyond the piloting

process to implement Lexia English more intentionally with our English Language Learners--especially those with lower ELPAC scores and those at risk of being LTEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students identified as English Language Newcomers or At-Risk participating in EL Intervention program	English Language Learners identified as being "at risk" worked systematically on the digital Lexia Literacy program. Students in grades 3-5 met regularly with an academic specialist who provided feedback, support, and motivation to progress through skills needed to reach grade level expectations.	100% of ELL students who are newcomers or identified as "at risk" using Lexia English regularly and meeting at least weekly with an academic specialist regarding their progress. 100% of students in grades 4-5 who are not meeting ELA standards will meet with an academic specialist for feedback and motivation on the Lexia Literacy program
An Extended Learning Opportunity Program will be offered at no cost after school, providing both enrichment and targeted reading & math intervention	TEAM Walnut served over 120 students in 2022-23. All unduplicated students were invited to participate (SED, ELL, and Homeless/Foster). Eight Walnut teachers participated in the program.	TEAM Walnut program will be offered to all unduplicated (SED, ELL, and Homeless/Foster) Walnut students in 2023-24, providing additional enrichment and learning recovery opportunities at no cost to families. Transportation will be available to allow maximum participation.
Measured progress in grades 1-5 with the individualized Lexia Reading Literacy program; at least 75% of students in each grade level performing at the expected level	In 2022-23, all students in grades 1-5 utilized Lexia. Data collected in June of 2023 revealed that 73% of students overall were working at or above grade level on the program. (83% of first graders, 78% of second graders, 65% of third graders, 60% of fourth graders, and 78% of fifth graders)	By June of 2024, 75% of students will be working at or above grade level on the individualized Lexia Reading Literacy program
Measured progress in grades 1-5 with the individualized IXL math program	In 2022-23, all students in grades 1-5 utilized the digital IXL program for math.	By June of 2024, 75% of students will be working at or above grade level on the individualized IXL math program

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mental Health programs in place to support students' social-emotional needs. Tier 2 SEL visits recorded in Q system for monitoring.	School counselor on campus twice per week; Tier 2 SEL intervention program three days per week. In 2022-23, 56% of students received Tier 2 SEL services at least once.	Teachers will identify students for Tier 2 SEL support throughout the year; students will meet 1-on-1 or in small groups with SEL academic specialist, under the counselor's direction; program will be offered 3 days per week to maximize the number of students who may participate. Bilingual counselor will be at Walnut one day per week. Mental Health Clinician will work with Walnut students 5 days per week. Goal of at least 50% of students receiving Tier 2 SEL intervention during the 2023-24 school year.
Summer programs available to boost Learning Recovery, June-August	During the summer of 2023, K-4th grade students who whose scores were significantly below grade level were offered free participation in CVUSD Summer Learning Camp for 4 weeks (held at Walnut). ELOP at Walnut was also offered in June and July for unduplicated students. Fifth graders who had received D's or F's in reading and/or math were invited to a 4-week middle school summer school. Walnut held an early-back "Roar into Kindergarten" program in August for prescreened students needing additional support, and a McKinney-Vento/Foster Youth early-back program was held on Walnut's campus in August. The outreach specialist worked with the YMCA, St. Vincent de Paul, and TO Arts so that several Walnut students with financial challenges could participate at no cost in either sports camps or dance camp.	Summer programs for learning recovery and student well-being will be offered again at no charge in the summer of 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Digital devices and Internet connectivity available to all students.	1-to-1 Chromebooks/laptops for all students, including touch-screen devices for TK-2nd grade.	Digital devices will be available at a 1-to-1 ratio across grade levels, and all students will be able to have a computer to use both at home and at school.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate participation in after-school and summer programs targeting at-risk students	September 2023-August, 2024	Credentialed Teachers Bilingual Paraprofessional Principal Principal on Special Assignment ELOP Community Partners, including YMCA and TO Arts	Teachers identify students for different summer programs, based on assessment data and needs identified. Programs included CVUSD Summer Learning Camp, Middle School Summer School, and enrichment day-camps sponsored by community partners.	1000-1999: Certificated Personnel Salaries	None Specified	0
			After-school ELOP program will be offered to targeted Walnut students in 2023-24, providing additional enrichment and learning recovery opportunities in math & reading at no cost to families. Transportation will be available to allow maximum participation. All unduplicated students invited, (ELL, SED, and McKinney/Vento).	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Principal, outreach specialist, and bilingual staff reach out to parents to invite students and work to remove any barriers to attendance	2000-2999: Classified Personnel Salaries	None Specified	0
Digital programs targeting students with assessed learning gaps; supervised by classroom teachers or academic specialists	August 2023-June 2024	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
			Reading Eggs and Math Seeds 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, supervised by academic specialist	September 2023-May 2024	Principal Classroom teachers Academic Specialist	Students participating in ELL intervention will be given time in class and at home to work systematically through the Lexia Literacy/Lexia English program They will meet with an academic specialist at least once per week for feedback and progress monitoring. (Cost outlined in Goal 1)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Digital devices with home and classroom access to support academic success	2023-2024 school year	Principal Technology Department Site Technician Outreach Personnel	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
			Students in grades 3-5 are issued a Chromebook/Winbook device. Students bring the device back and forth between school and home daily.	None Specified	District Funded	0
Additional instructional materials (print & digital)	2023-2024 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, bilingual school counselor/social worker, mental health clinician, and district mental health services to address any trauma/stress-induced barriers to learning & thriving	2023-2024 school year	School Counselor Tier 2 SEL specialists Title 1 Social Worker/Counselor Mental Health Clinician CVUSD Mental Health Services/Break Through Classroom teachers for referrals	Bilingual school social worker/counselor, counselor, and mental health clinician meet regularly with students as needed. Break Through counselors available in specific cases. 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to nutritional support through free & reduced breakfast and lunch program	2023-2024 school year	CVUSD Child Nutrition Walnut Cafeteria Manager	Free or reduced breakfast and lunch provided to all students who complete application form.	None Specified	None Specified	0
			Clear instructions will be given to families, along with assistance in English or Spanish as needed, to maximize participation in the program.	None Specified	None Specified	0
Safety measures in place to reduce physical/psychological barriers to on-campus learning	2023-2024 school year	Principal Custodial Staff	School-wide PBIS system to promote positive behavior choices	None Specified	None Specified	0
			Anti-Bullying measures in place, including direct instruction, posters, assemblies, and We Tip.	None Specified	None Specified	0
			Counseling staff available 5 days/week	1000-1999: Certificated Personnel Salaries	Other	0
			Updated safety measures on campus, including new alarm system, front door camera/buzzer, and security cameras on campus	6000-6999: Capital Outlay	Other	0

Annual Review

SPSA Year Reviewed: 2022-23

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 strategies and activities as outlined in Goal 5. We are especially proud of the students' increased scores in Lexia Literacy, with 73% of students in grades 1-5 performing at or above grade level as opposed to only 61% at the end of 2022-23. Our counseling and Tier 2 SEL staff were also able to serve more students, with over 1,100 Tier 2 SEL visits logged into Q this year compared to 665 logged in 2022-23. 56% of students had at least one 1:1 or small group interaction with counseling/SEL services. Walnut is also thrilled with the response to our first ELOP program, TEAM Walnut, which was run onsite in coordination with CVUSD Elementary Education. Eight Walnut teachers, along with multiple classified & exempt staff members, served over 120 students (over 1/3 of our student population), by providing enrichment, academic support, and a safe, structured place to spend afternoons each day. Teachers anecdotally noticed that TEAM Walnut students grew in confidence and felt a greater sense of belonging during the school day, as well.

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 intention and implementation of Goal 5. Digital access and connectivity issues were addressed district-wide and required less coordination at the site 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.

Changes to Goal 5 relate primarily to higher expectations in terms of counseling/SEL visits, ELOP participation, and Lexia/Lexia English Literacy achievement based on 2022-23 scores. New metrics/indicators are listed above.

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	$185,472.00

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	$117,156.00

Subtotal of additional federal funds included for this school: $117,156.00

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
0TRM	$28,188.00
4EEF	$400.00
District Funded	$0.00
Donations	$0.00
ESSER III - Learning Loss	$30,500.00
ESSER III - Other Allowable Uses	$9,228.00
Instruction	$0.00
None Specified	$0.00
Other	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$0.00

Title I (0620)	$0.00

Subtotal of state or local funds included for this school: $68,316.00

Total of federal, state, and/or local funds for this school: $185,472.00

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
None Specified	0	0.00
4EEF	400	0.00
0TRM	28,188	0.00
Title I	117,156	0.00
0860	0	0.00
ESSER III - Learning Loss	30,500	0.00
ESSER III - Other Allowable Uses	9,228	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0TRM	28,188.00
4EEF	400.00
District Funded	0.00
Donations	0.00
ESSER III - Learning Loss	30,500.00
ESSER III - Other Allowable Uses	9,228.00
Instruction	0.00
None Specified	0.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	117,156.00
Title I (0620)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	145,700.00
2000-2999: Classified Personnel Salaries	15,188.00
4000-4999: Books And Supplies	19,184.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	400.00
6000-6999: Capital Outlay	0.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	0TRM	13,000.00
2000-2999: Classified Personnel Salaries	0TRM	15,188.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	400.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
	Donations	0.00
2000-2999: Classified Personnel Salaries	Donations	0.00
5000-5999: Services And Other Operating Expenditures	Donations	0.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	0.00
None Specified	Donations	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	30,500.00

4000-4999: Books And Supplies	ESSER III - Learning Loss	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	6,728.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,500.00
2000-2999: Classified Personnel Salaries	Instruction	0.00
5800: Professional/Consulting Services And Operating Expenditures	Instruction	0.00
0000: Unrestricted	None Specified	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	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00
6000-6999: Capital Outlay	Other	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
1000-1999: Certificated Personnel Salaries	Title I	95,472.00
2000-2999: Classified Personnel Salaries	Title I	0.00
4000-4999: Books And Supplies	Title I	16,684.00
None Specified	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	0.00
2000-2999: Classified Personnel Salaries	Title I (0620)	0.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	80,200.00
Goal 2	76,100.00
Goal 3	28,672.00
Goal 4	500.00
Goal 5	0.00
Goal 6	0.00

School Site Council Membership and Assurances

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

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

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

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

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Aileen Wall	Principal
Jenelle Hogue	Classroom Teacher
Alissa Floyd	Classroom Teacher
Jamie Ayers	Classroom Teacher
Maria Elena Lukasiewicz	Other School Staff
Katie Helms Banday (GATE DAC Rep)	Parent or Community Member
Aimee Kusenberg (DAC Rep)	Parent or Community Member
Courtney Wallace (SEDAC Rep)	Parent or Community Member
Irene Rodiles Alvarez (DELAC Rep)	Parent or Community Member
Jessica Heim	Parent or Community Member

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

Advisory Council Recommendations

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on August 30, 2023.

Attested:

	Principal, Aileen Wall on 8-30-23
	SSC Chairperson, Jenelle Hogue on 8-30-23

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.

Educational Partner 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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019

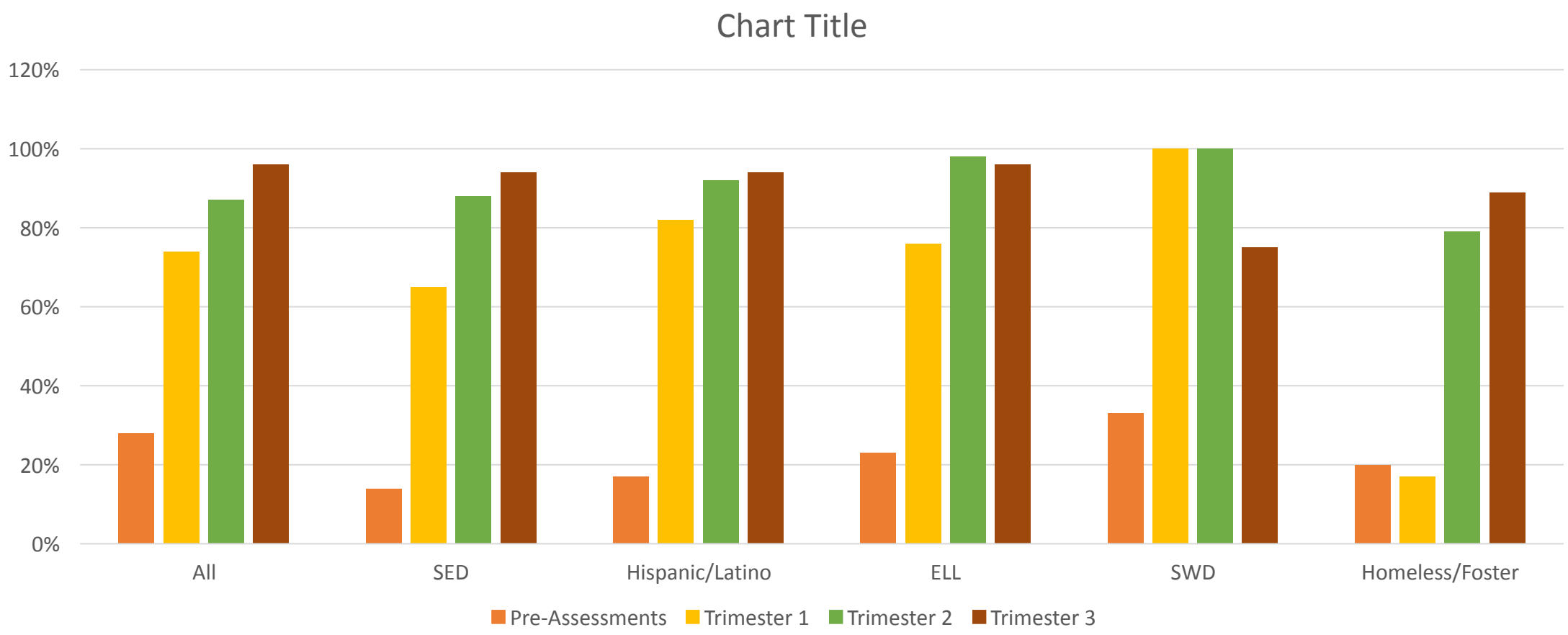
Walnut Elementary School

Academic Excellence for All in a Safe, Enriching Environment

2022-2023

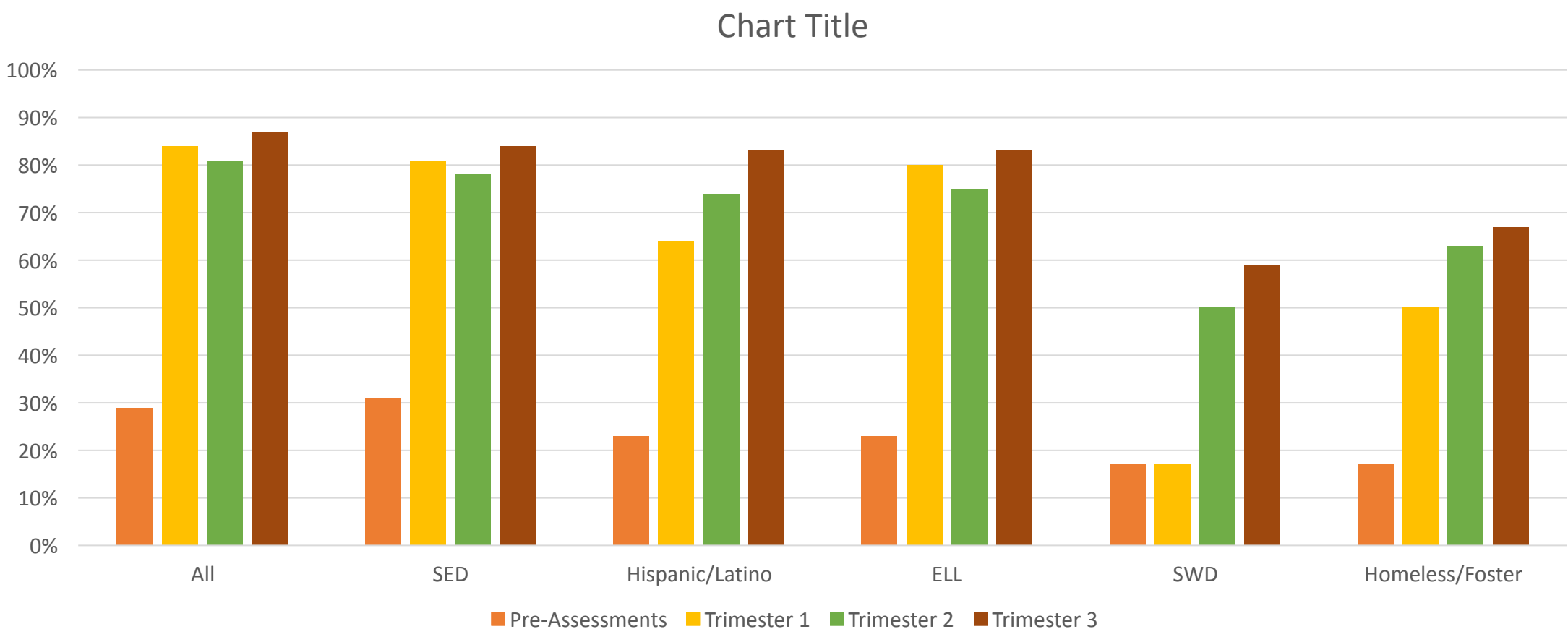
ELA Progress Monitoring for SPSA

2022-2023 ELA Benchmark Results
Kindergarten



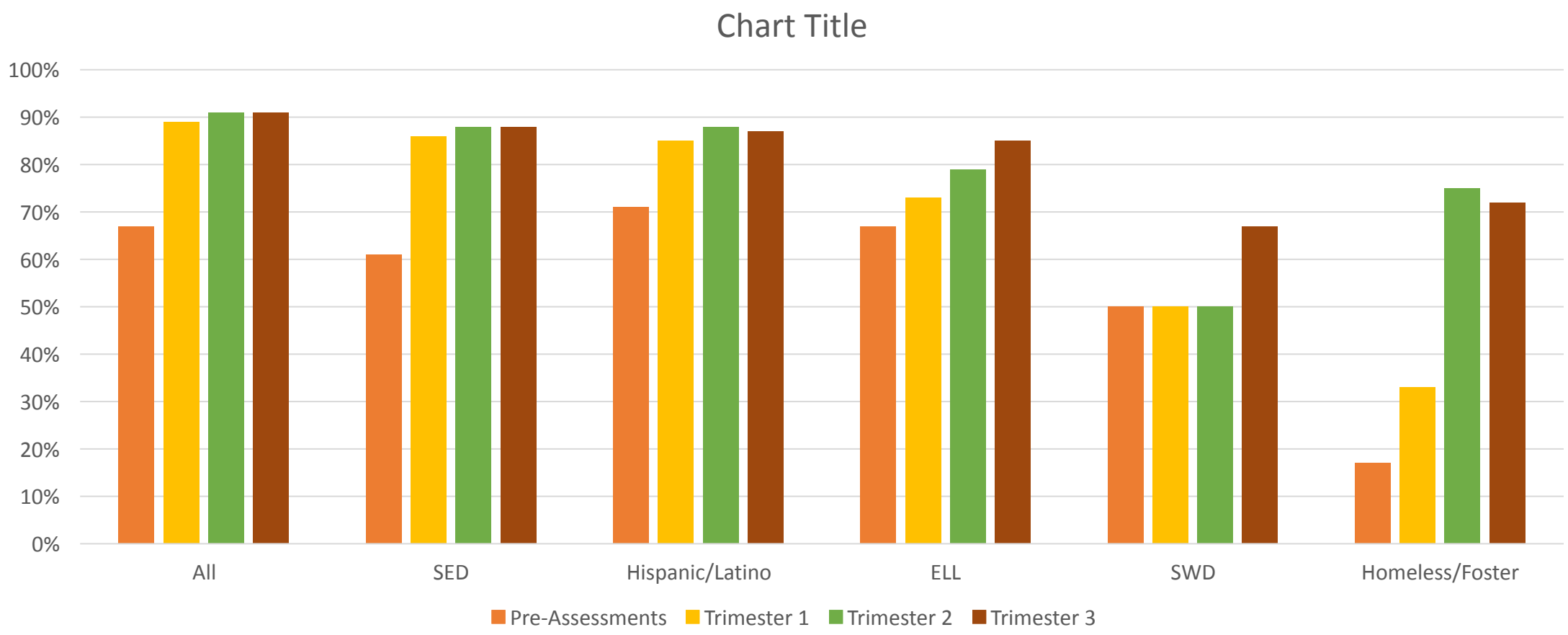
SPSA Goal: 80% of students meet or exceed phonics goals (letter identification and letter sounds). Hispanic, ELD, SED, SWD, and McKinney-Vento score within 10% of overall scores.

2022-2023 ELA Benchmark Results
First Grade



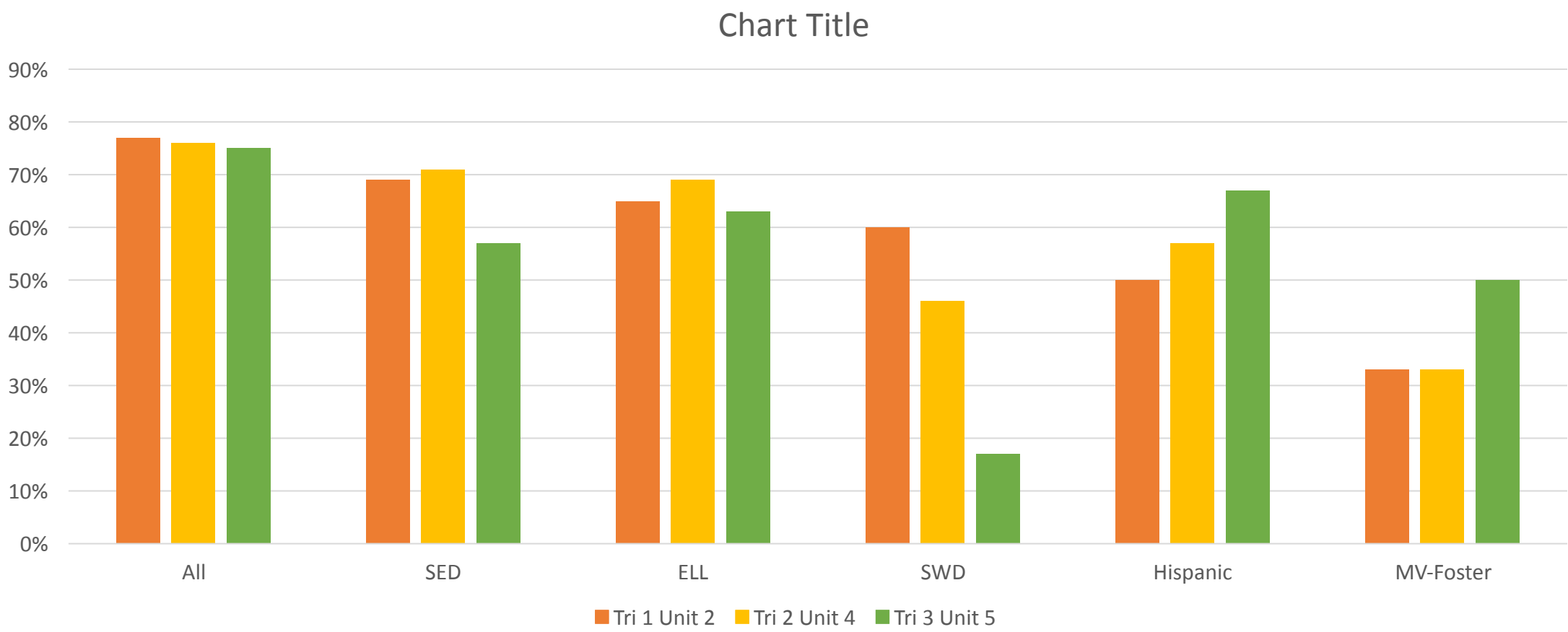
SPSA Goal: 80% of students meet or exceed benchmarks in grade level phonics, blending sounds, high frequency words, and reading fluency. Hispanic, ELD, SED, SWD, and Homeless/Foster score within 10 percentage points of the overall student results.

2022-2023 ELA Benchmark Results
Second Grade



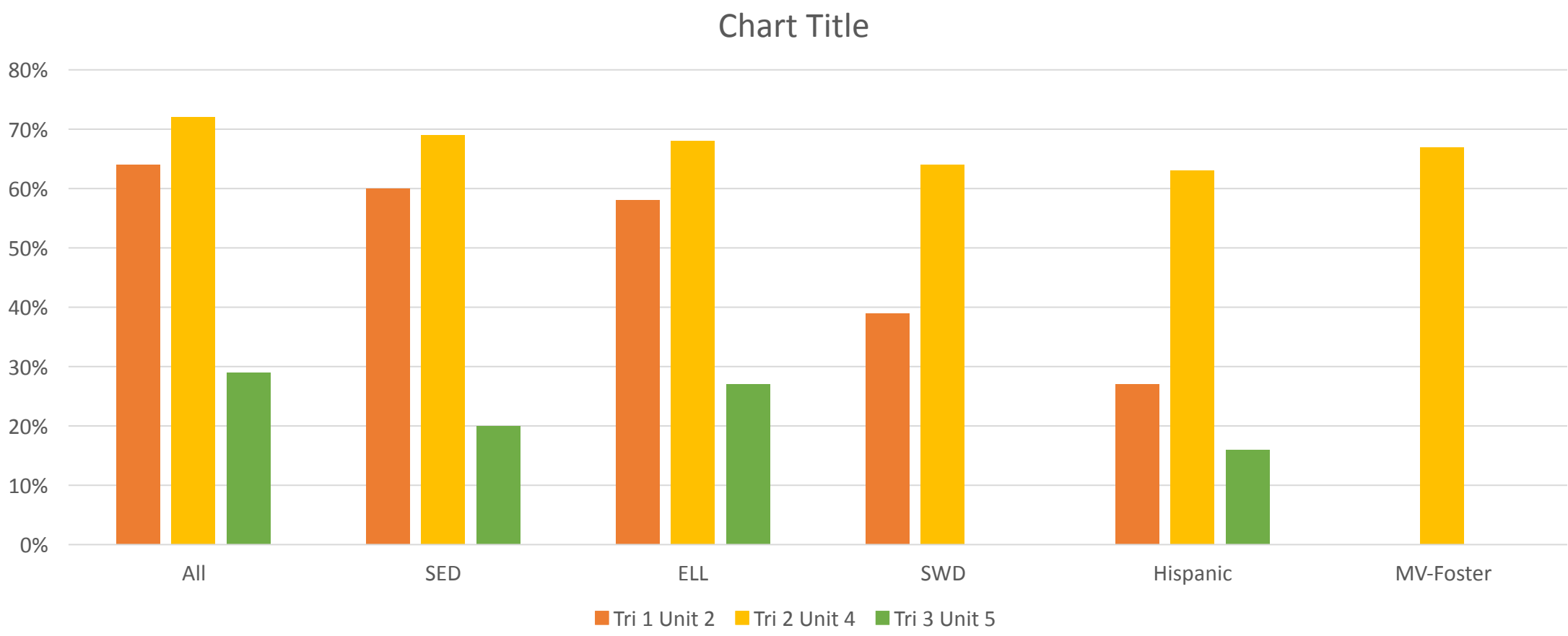
SPSA Goal: 70% of students meet or exceed benchmarks in phonics, reading accuracy, fluency, & high frequency words). Hispanic, ELD, SED, SWD, and Homeless/Foster score within 10% of overall scores.

2022-2023 Third Grade
Wonders Unit Tests (ELA Benchmark)



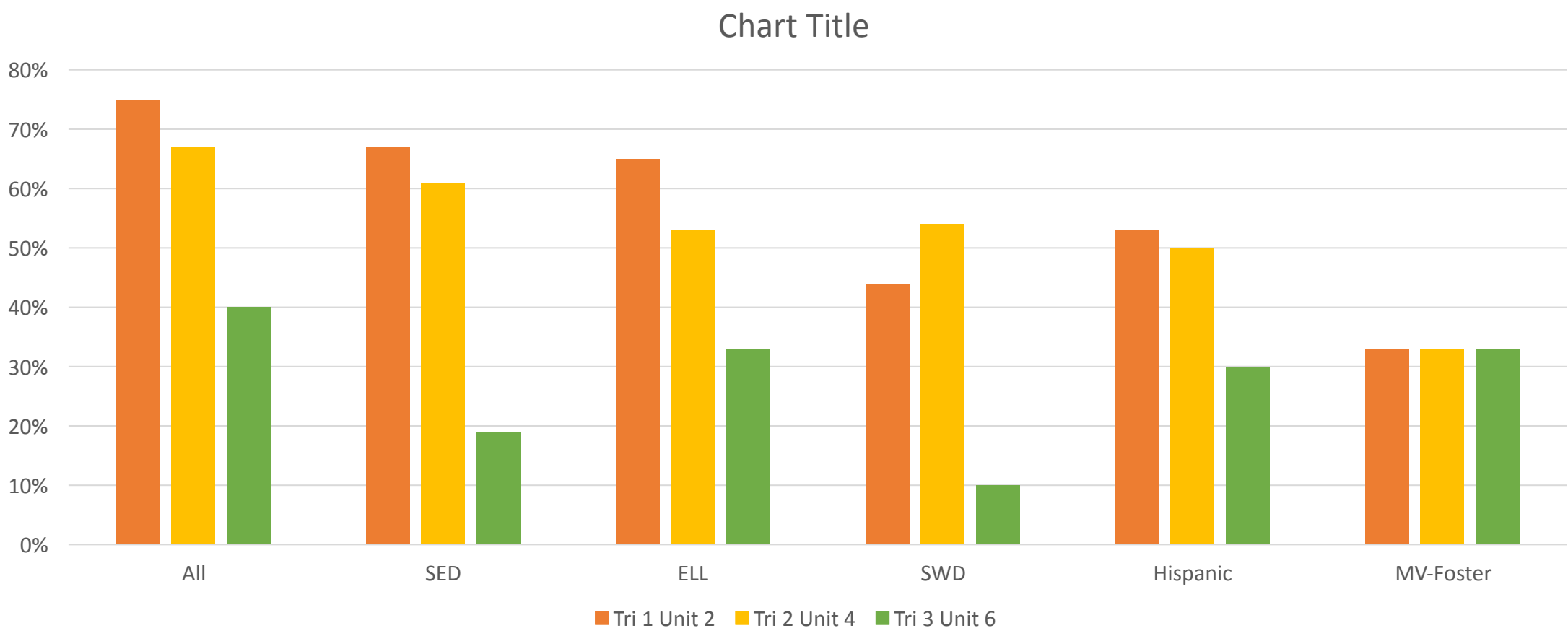
SPSA Goal: 70% of 3rd grade students will meet or exceed CA State Standards as measured on CVUSD ELA benchmarks (Wonders Unit Assessments)

2022-2023 Fourth Grade
Wonders Unit Tests (ELA Benchmark)



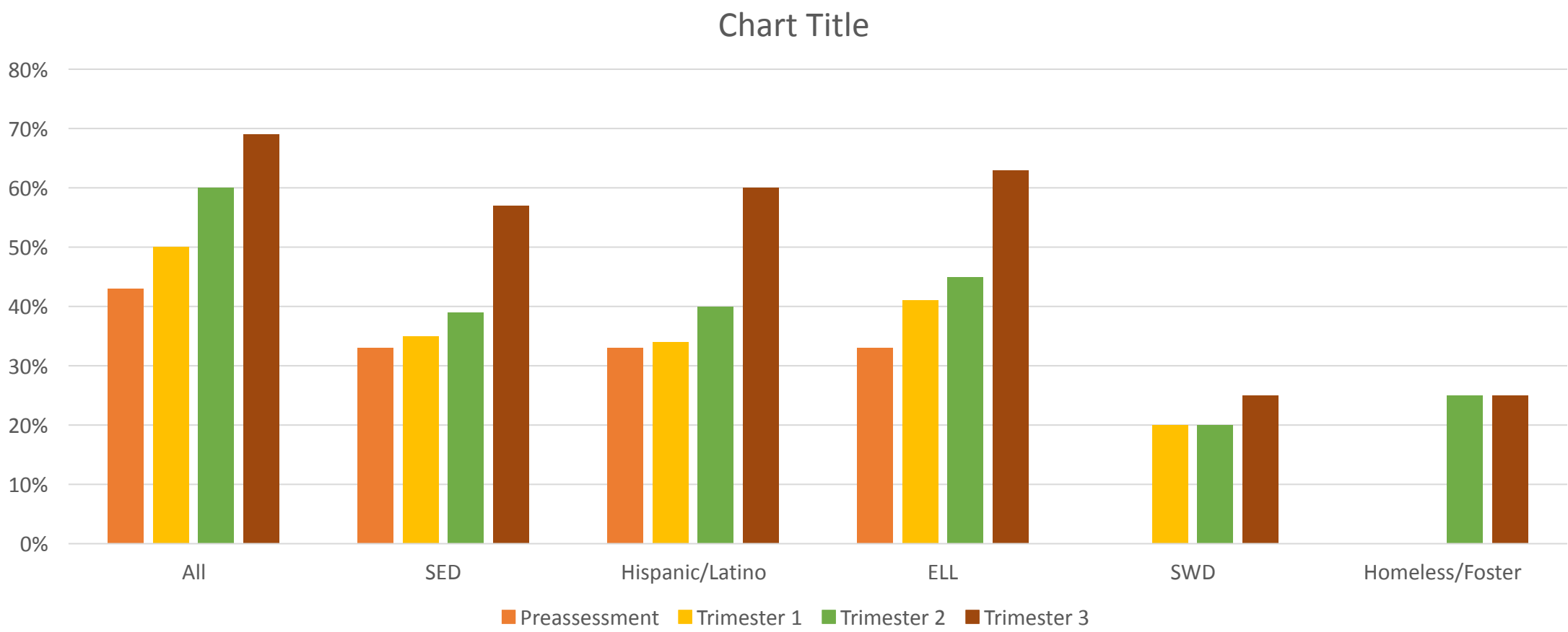
SPSA Goal: 70% of 4th grade students will meet or exceed CA State Standards as measured on CVUSD ELA benchmarks (Wonders Unit Assessments)

2022-2023 Fifth Grade
Wonders Unit Tests (ELA Benchmark)



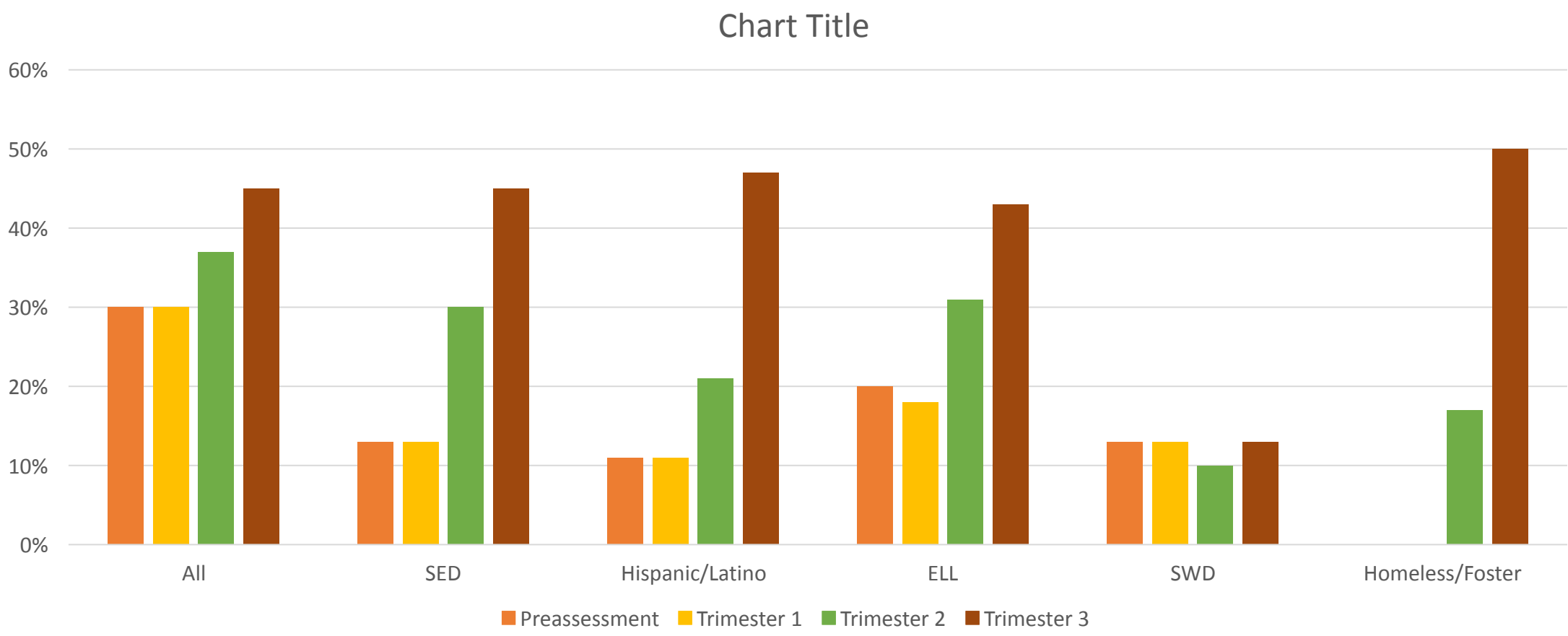
SPSA Goal: 70% of 5th grade students will meet or exceed CA State Standards as measured on CVUSD ELA benchmarks (Wonders Unit Assessments)

2022-2023 Reading Lexile Results
Third Grade



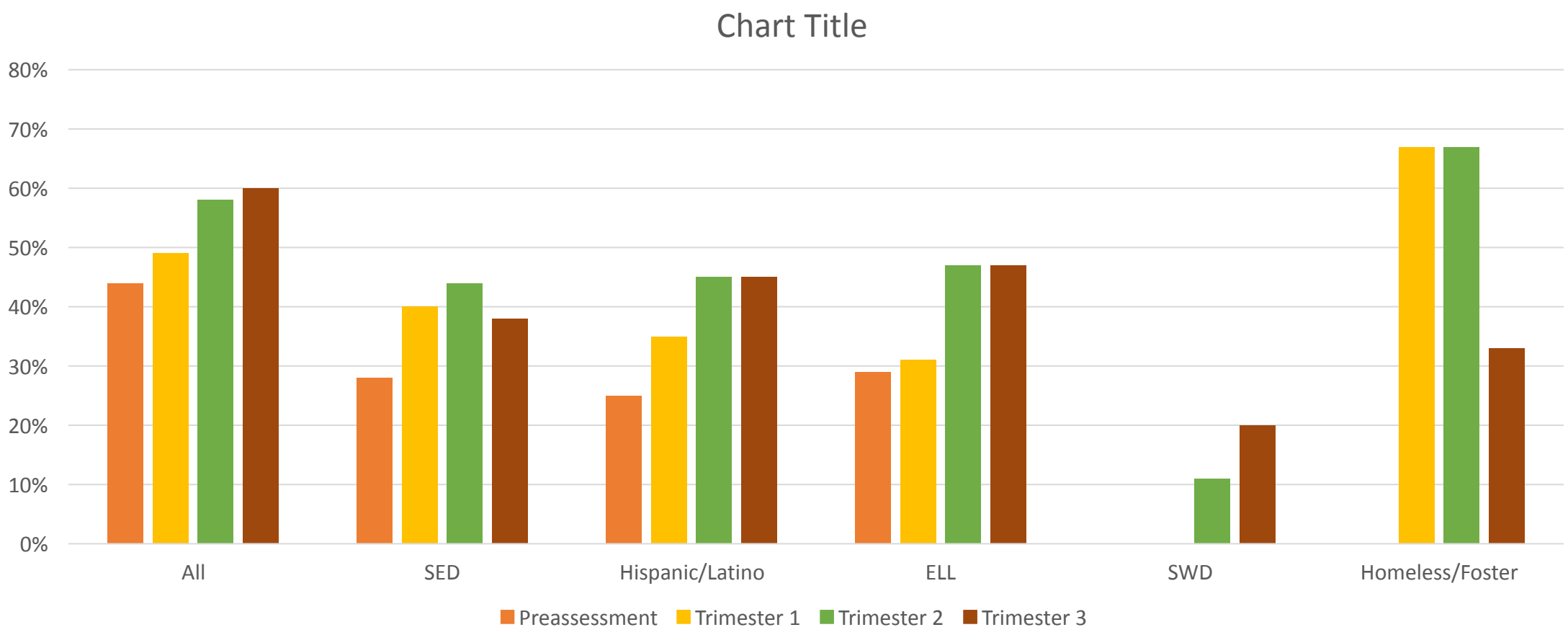
SPSA Goal: By June of 2023, 70% of students will be reading in the proficient or advanced range expected for the end of the year (520-820L).

2022-2023 Reading Lexile Results
Fourth Grade



SPSA Goal: By June of 2023, 70% of students will be reading in the proficient or advanced range expected for the end of the year (740-940L).

2022-2023 Reading Lexile Results
Fifth Grade



SPSA Goal: By June of 2023, 70% of students will be reading in the proficient or advanced range expected for the end of the year (830-1010L).

Walnut's Overall CAASPP Scores 2019-2023:

(Percentage Meeting or Exceeding State Standards)

ELA

	2019	2020	2021	2022	2023
Grade 3	47%	X	X	40%	58%
Grade 4	48%	X	X	55%	44%
Grade 5	44%	X	X	40%	48%

MATH

	2019	2020	2021	2022	2023
Grade 3	57%	X	X	67%	65%
Grade 4	28%	X	X	59%	43%
Grade 5	19%	X	X	24%	31%

SPSA Goal: 57% of 3rd-5th grade students overall will meet or exceed standards in ELA on the CAASPP/SBAC test. Students in special populations will score within 10 percentage points of students overall.

CAASPP Special Populations Scores ELA—Grades 3 & 4

(Percentage Meeting or Exceeding State Standards)

Gr. 3	2019	2020	2021	2022	2023
SED	30%	X	X	32%	50%
Hispanic	34%	X	X	30%	48%
ELL	0%	X	X	23%	11%
SWD	*	X	X	25%	33%

Gr. 4	2019	2020	2021	2022	2023
SED	32%	X	X	38%	39%
Hispanic	22%	X	X	45%	33%
ELL	17%	X	X	55%	14%
SWD	40%	X	X	13%	39%

CAASPP Special Populations Scores ELA—Grade 5

(Percentage Meeting or Exceeding State Standards)

Homeless (Grades 3-5)

Gr. 5	2019	2020	2021	2022	2023
SED	33%	X	X	28%	28%
Hispanic	40%	X	X	30%	32%
ELL	0%	X	X	12%	0%
SWD	0%	X	X	0%	0%

	Gr 3	Gr 4	Gr 5		
Homeless	25%	25%	33%		

Walnut Elementary School

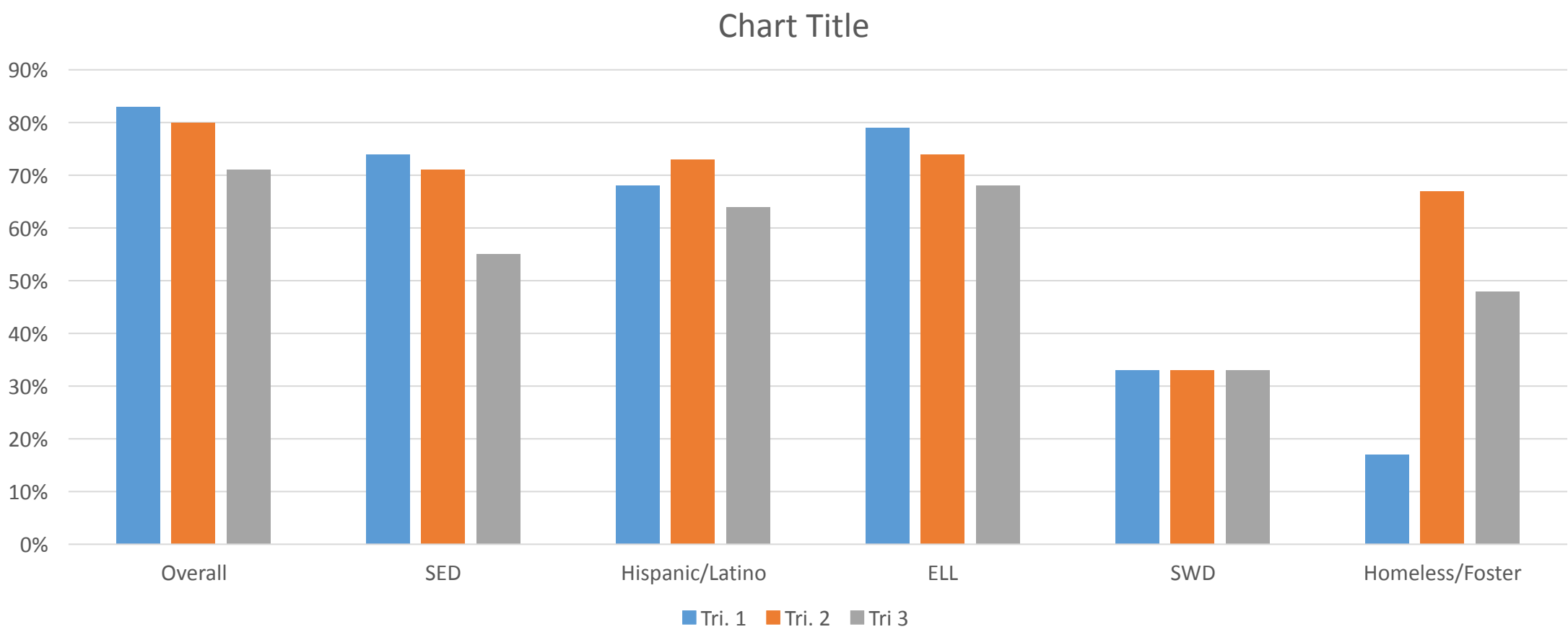
Academic Excellence for All in a Safe, Enriching Environment

2022-2023

Students Meeting Math Standards

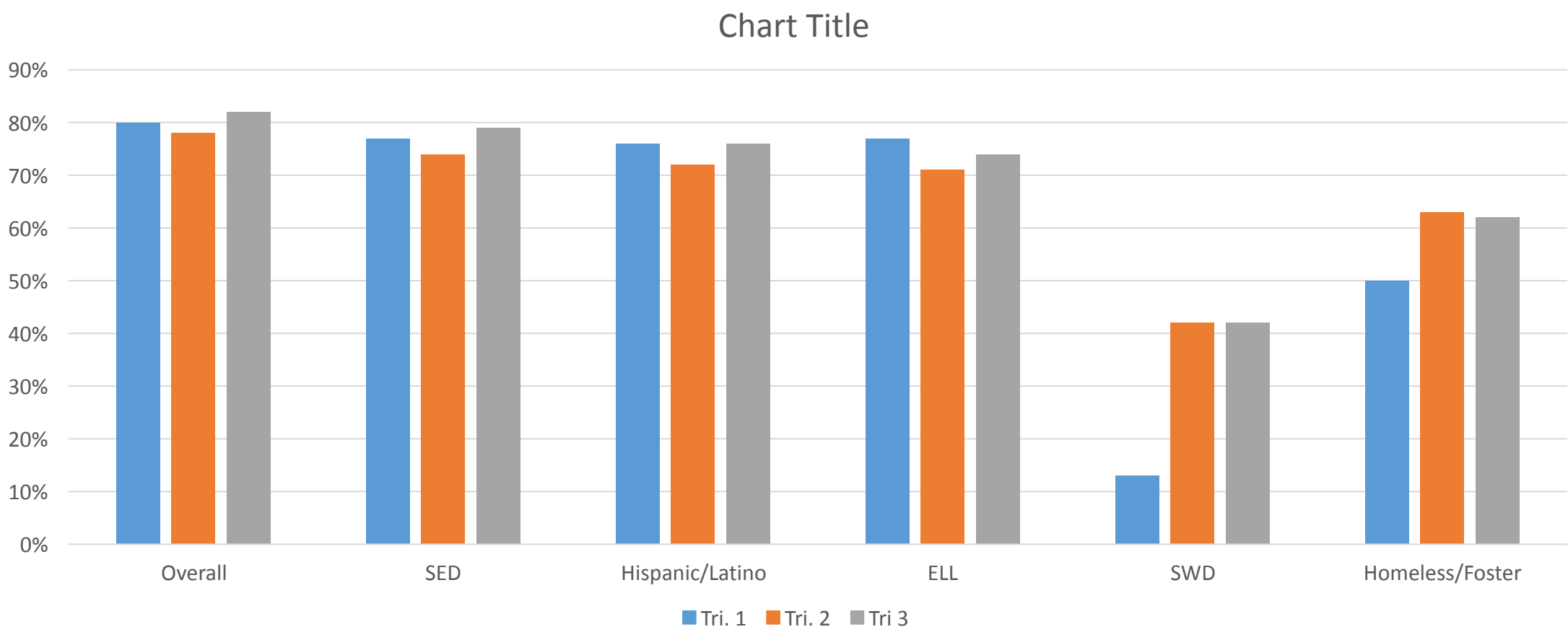
Progress Monitoring for SPSA

2022-2023 Math Benchmark Scores
Kindergarten



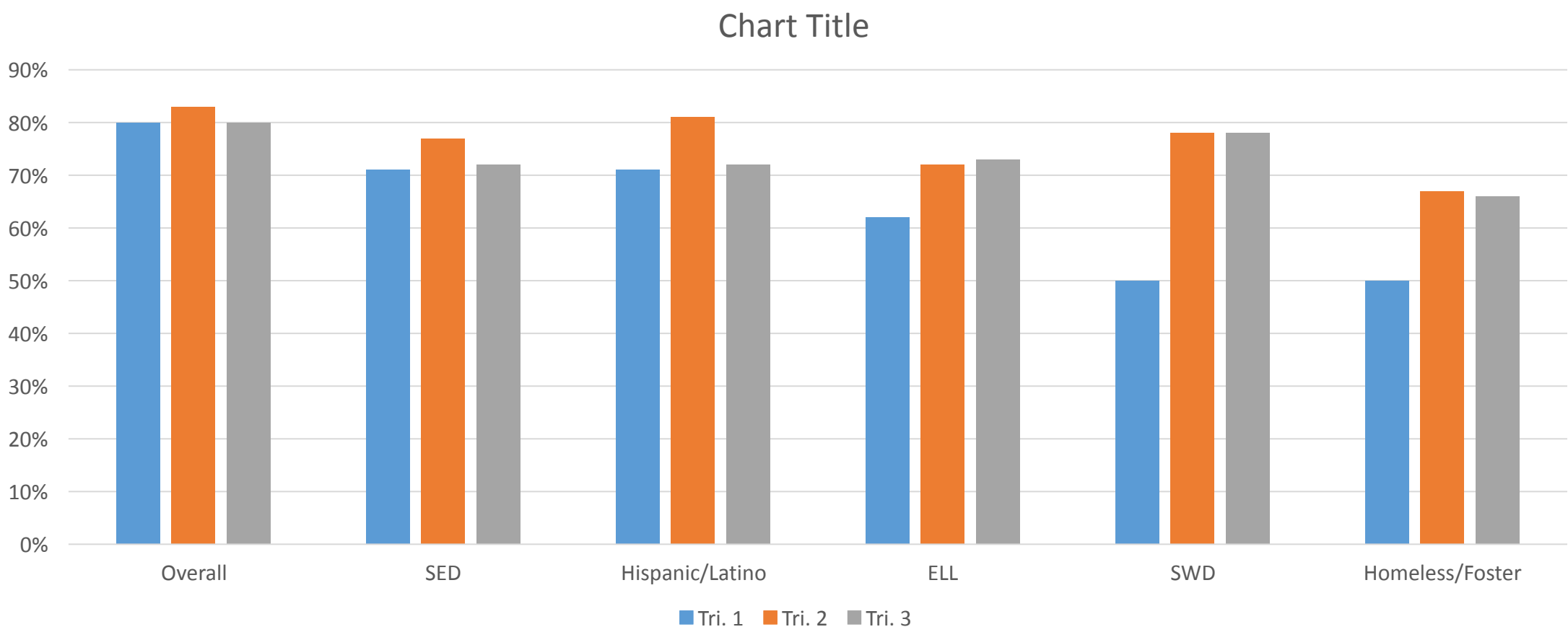
<u>SPSA Goal</u>: 80% of Kindergarten students will meet or exceed benchmarks for counting, 1-to-1 correspondence, and recognizing numerals. Students in significant student populations (Socio-economically Disadvantaged, Students with Disabilities, English Language Learners, Hispanic, and Homeless/Foster) will score within 10 percentage points of the overall population.

2022-2023 Math Benchmark Scores
First Grade



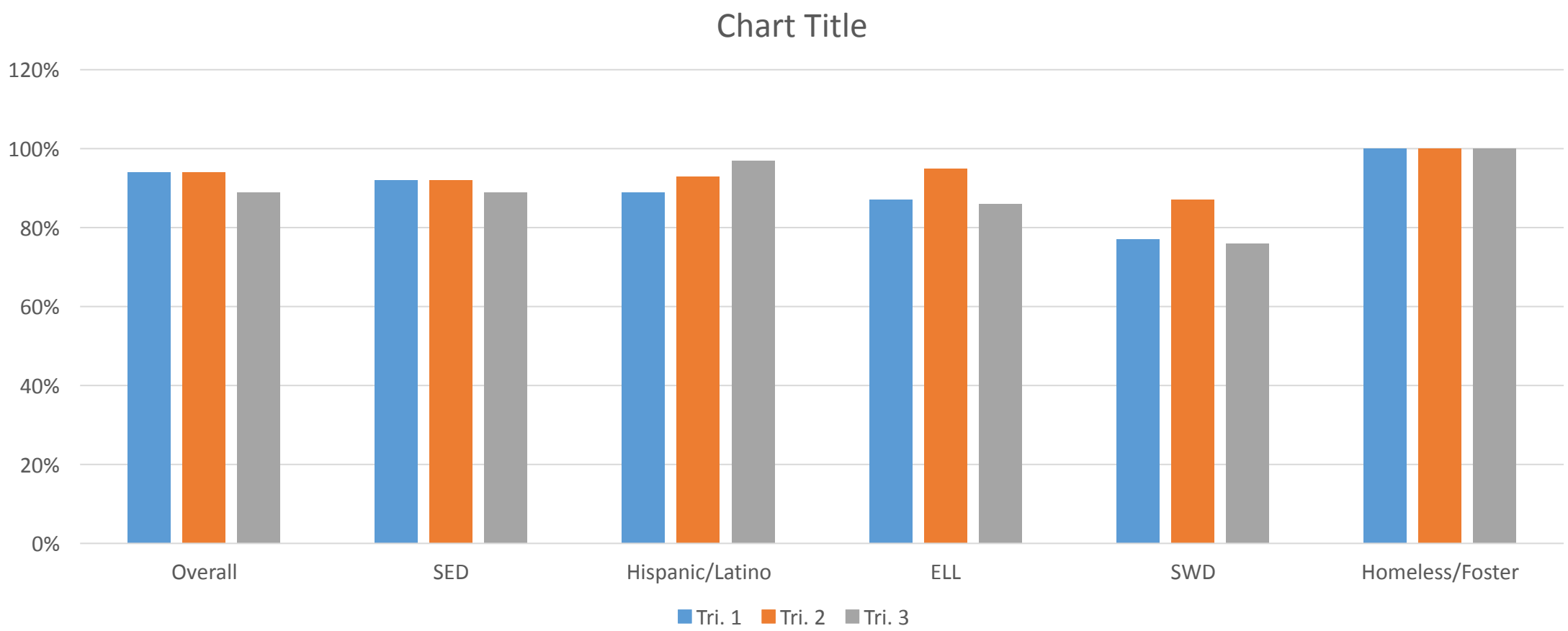
SPSA Goal: 80% of students in grade 1 will meet or exceed benchmarks for adding/subtracting fluently, counting/reading/writing numbers, adding/subtracting accurately, and solving word problems. Students in significant student populations will score within 10 percentage points of the overall population.

2022-2023 Math Benchmark Scores
Second Grade



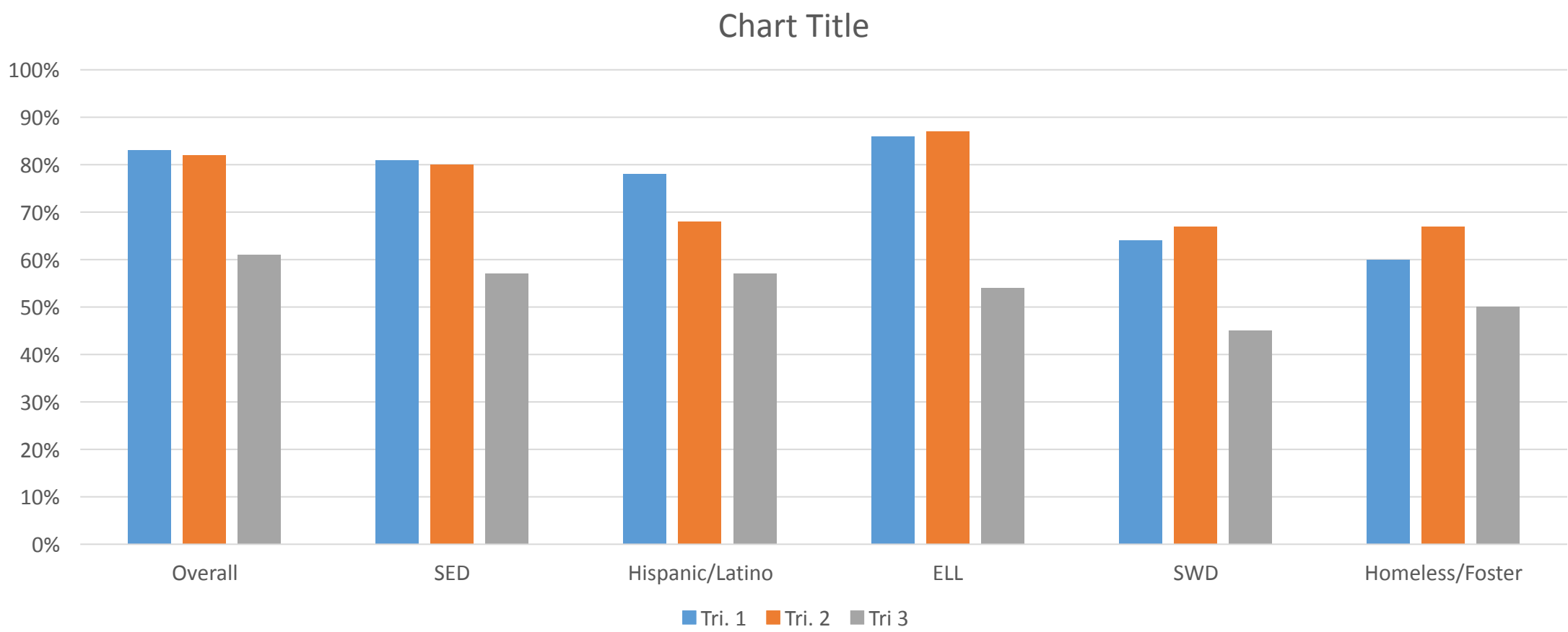
SPSA Goal: 75% of students in grade 2 will meet or exceed benchmarks for adding/subtracting fluently, word problems, and understanding numbers to 1,000. Students in significant student populations will score within 10 percentage points of the overall population.

2022-2023 Math Benchmarks
Third Grade



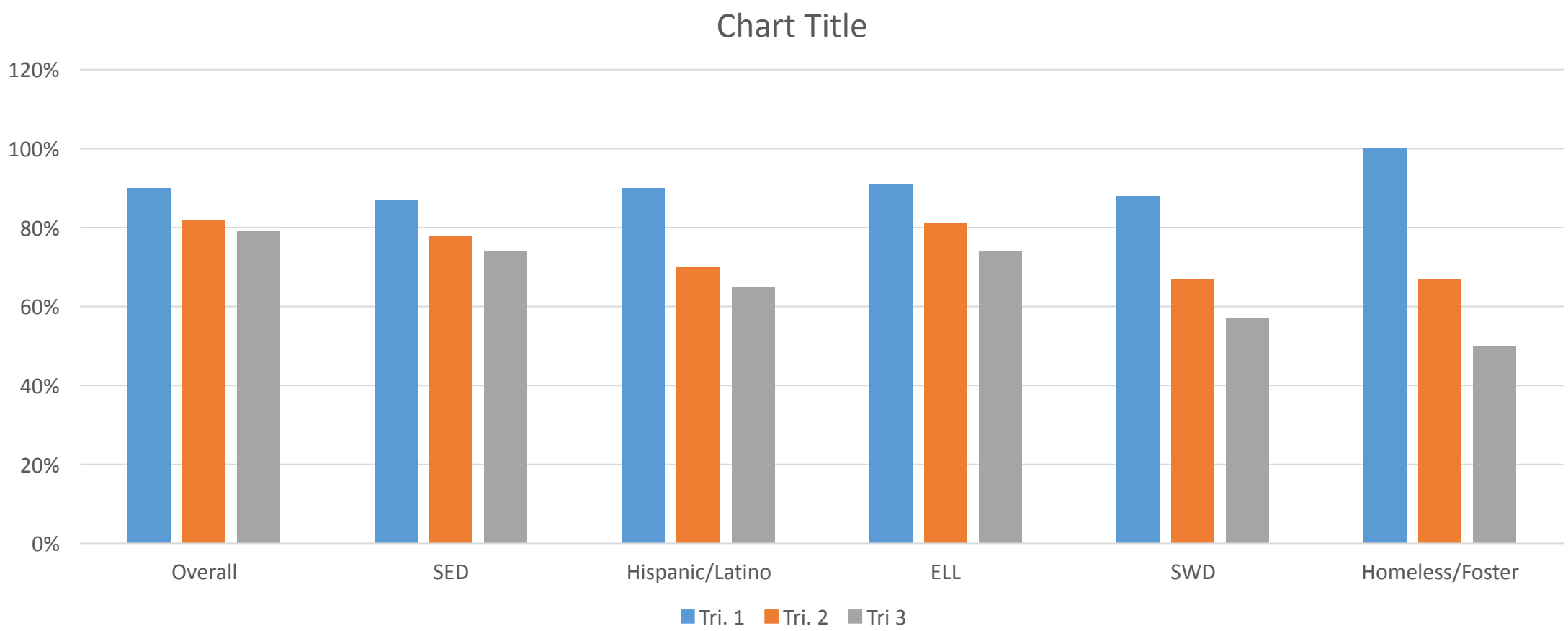
<u>SPSA Goal:</u> 75% of students in grades 3 will meet or exceed standards on the CVUSD math benchmark assessment. (Based on Mastery Connect cut points of meeting and exceeding) Students in significant student populations will score within 10 percentage points of the overall population.

2022-2023 Math Benchmarks
Fourth Grade



<u>SPSA Goal:</u> 75% of students in grades 4 will meet or exceed standards on the CVUSD math benchmark assessment. (Based on Mastery Connect cut points of meeting and exceeding) Students in significant student populations will score within 10 percentage points of the overall population.

2022-2023 Math Benchmarks
Fifth Grade



<u>SPSA Goal:</u> 75% of students in grades 5 will meet or exceed standards on the CVUSD math benchmark assessment. (Based on Mastery Connect cut points of meeting and exceeding) Students in significant student populations will score within 10 percentage points of the overall population.

Walnut's Overall CAASPP Scores 2019-2023:

(Percentage Meeting or Exceeding State Standards)

ELA

	2019	2020	2021	2022	2023
Grade 3	47%	X	X	40%	58%
Grade 4	48%	X	X	55%	44%
Grade 5	44%	X	X	40%	48%

MATH

	2019	2020	2021	2022	2023
Grade 3	57%	X	X	67%	65%
Grade 4	28%	X	X	59%	43%
Grade 5	19%	X	X	24%	31%

SPSA Goal: 68% of students in grade 3, 60% of students in grade 4, and 30% or students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.

CAASPP Special Populations Scores Math—Grades 3 & 4

(Percentage Meeting or Exceeding State Standards)

Gr. 3	2019	2020	2021	2022	2023
SED	48%	X	X	68%	50%
Hispanic	47%	X	X	65%	57%
ELL	37%	X	X	69%	44%
SWD	67%	X	X	50%	50%

Gr. 4	2019	2020	2021	2022	2023
SED	24%	X	X	56%	38%
Hispanic	15%	X	X	50%	43%
ELL	13%	X	X	69%	29%
SWD	40%	X	X	13%	17%

SPSA Goal: 68% of students in grade 3, 60% of students in grade 4, and 30% or students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.

CAASPP Special Populations Scores Math—Grade 5

(Percentage Meeting or Exceeding State Standards)

Data for McKinney-Vento, grades 3-5

Gr. 5	2019	2020	2021	2022	2023
SED	14%	X	X	12%	12%
Hispanic	12%	X	X	14%	18%
ELL	0%	X	X	6%	0%
SWD	0%	X	X	0%	0%

	Gr 3	Gr 4	Gr 5		
Homeless	50%	100%	33%		

SPSA Goal: 68% of students in grade 3, 60% of students in grade 4, and 30% or students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.