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 Grove Elementary School | 34674136033708 | 4/20/22 | 6/14/22 |

## 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
The purpose of this plan is a Schoolwide Program.

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

# Table of Contents


SPSA Title Page ..... 1
Purpose and Description ..... 1
Table of Contents ..... 3
Educational Partner Involvement ..... 4
Resource Inequities ..... 4
School and Student Performance Data ..... 5
- Student Enrollment ..... 5
- CAASPP Results ..... 7
- ELPAC Results ..... 11
- Student Population ..... 15
- Overall Performance ..... 17
- Academic Performance ..... 19
- Academic Engagement ..... 24
- Conditions & Climate ..... 26

Goals, Strategies, & Proposed Expenditures ..... 28
- Goal 1 ..... 28
- Goal 2 ..... 31
- Goal 3 ..... 35
- Goal 4 ..... 42
- Goal 5 ..... 53
- Goal 6 ..... 59
- Goal 7 ..... 66

Budget Summary ..... 69
- Budget Summary ..... 69
- Other Federal, State, and Local Funds ..... 69

Budgeted Funds and Expenditures in this Plan ..... 70
- Funds Budgeted to the School by Funding Source ..... 70
- Expenditures by Funding Source ..... 70
- Expenditures by Budget Reference ..... 70
- Expenditures by Budget Reference and Funding Source ..... 70
- Expenditures by Goal ..... 71

School Site Council Membership ..... 73
Recommendations and Assurances ..... 74
Instructions ..... 75
- Instructions: Linked Table of Contents ..... 75
- Purpose and Description ..... 76

Educational Partner Involvement ....76
Resource Inequities ....76
Goals, Strategies, Expenditures, & Annual Review ....77
Annual Review ....78
Budget Summary ....79
Appendix A: Plan Requirements ....81
Appendix B: ....84
Appendix C: Select State and Federal Programs ....86

# 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**

Annually our school develops a School Plan for Student Achievement (SPSA), taking into account feedback from all stakeholders, needs assessments, district LCAP goals, and assessment data, including SBAC scores and the California School Dashboard Indicators. This plan is presented to the local school board annually to seek their approval of the annual plan. Principals, the Superintendent, and Educational Services all work together to be sure that each SPSA is aligned with the district LCAP goals and includes school improvement strategies in areas of need.

# Resource Inequities

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

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| **Kindergarten** | 19 | 29 | 26 |
| **Grade 1** | 31 | 17 | 19 |
| **Grade 2** | 19 | 30 | 20 |
| **Grade3** | 20 | 17 | 25 |
| **Grade 4** | 28 | 22 | 16 |
| **Grade 5** | 26 | 27 | 22 |
| **Grade 6** | 27 | 26 | 26 |
| **Total Enrollment** | 170 | 168 | 154 |

**Conclusions based on this data:**

1. Enrollment at Walnut Grove School has been increasing over the last three years.
2. Be aware that Kinder numbers also include TK numbers.

# 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** | 76 | 70 | 68 | 44.70% | 41.7% | 44.2% |
| **Fluent English Proficient (FEP)** | 38 | 37 | 27 | 22.40% | 22.0% | 17.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 2 | | | 2.6% | | |

**Conclusions based on this data:**

1. The number of students being reclassified since the state began requiring a 4 on the ELPAC is significantly reduced.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 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 | 22 | 17 | | 0 | 17 | | 0 | 17 | | 0.0 | 100.0 | |
| Grade 4 | 27 | 26 | | 0 | 23 | | 0 | 23 | | 0.0 | 88.5 | |
| Grade 5 | 28 | 27 | | 0 | 27 | | 0 | 27 | | 0.0 | 100.0 | |
| Grade 6 | 27 | 26 | | 0 | 26 | | 0 | 26 | | 0.0 | 100.0 | |
| All Grades | 104 | 96 | | 0 | 93 | | 0 | 93 | | 0.0 | 96.9 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | 2368. | | | 5.88 | | | 29.41 | | | 11.76 | | | 52.94 | |
| Grade 4 | | 2448. | | | 8.70 | | | 30.43 | | | 26.09 | | | 34.78 | |
| Grade 5 | | 2468. | | | 11.11 | | | 29.63 | | | 14.81 | | | 44.44 | |
| Grade 6 | | 2474. | | | 3.85 | | | 30.77 | | | 26.92 | | | 38.46 | |
| All Grades | N/A | N/A | N/A | | 7.53 | | | 30.11 | | | 20.43 | | | 41.94 | |

| Reading<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 6.45 | | | 62.37 | | | 31.18 | |

| Writing<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 8.60 | | | 54.84 | | | 36.56 | |

| Listening<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 3.23 | | | 75.27 | | | 21.51 | |

| Research/Inquiry<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 9.68 | | | 61.29 | | | 29.03 | |

**Conclusions based on this data:**

1. See notes in Goal #4.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 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 | 22 | 17 | | 0 | 16 | | 0 | 16 | | 0.0 | 94.1 | |
| Grade 4 | 27 | 26 | | 0 | 23 | | 0 | 23 | | 0.0 | 88.5 | |
| Grade 5 | 28 | 27 | | 0 | 27 | | 0 | 27 | | 0.0 | 100.0 | |
| Grade 6 | 27 | 26 | | 0 | 26 | | 0 | 26 | | 0.0 | 100.0 | |
| All Grades | 104 | 96 | | 0 | 92 | | 0 | 92 | | 0.0 | 95.8 | |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | 2356. | | | 0.00 | | | 18.75 | | | 18.75 | | | 62.50 | |
| Grade 4 | | 2443. | | | 4.35 | | | 17.39 | | | 52.17 | | | 26.09 | |
| Grade 5 | | 2434. | | | 0.00 | | | 11.11 | | | 37.04 | | | 51.85 | |
| Grade 6 | | 2489. | | | 3.85 | | | 26.92 | | | 30.77 | | | 38.46 | |
| All Grades | N/A | N/A | N/A | | 2.17 | | | 18.48 | | | 35.87 | | | 43.48 | |

| Concepts & Procedures<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 3.26 | | | 52.17 | | | 44.57 | |

| Problem Solving & Modeling/Data Analysis<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 3.26 | | | 53.26 | | | 43.48 | |

| Communicating Reasoning<br>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 | | * | | | * | | | * | |
| Grade 4 | | * | | | * | | | * | |
| Grade 5 | | * | | | * | | | * | |
| Grade 6 | | * | | | * | | | * | |
| All Grades | | 1.09 | | | 66.30 | | | 32.61 | |

**Conclusions based on this data:**

1. See Notes in Goal #4.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | 1408.6 | 1457.7 | | 1418.8 | 1459.2 | | 1384.7 | 1454.1 | | 12 | 14 | |
| 1 | 1436.4 | * | | 1451.7 | * | | 1420.2 | * | | 17 | 10 | |
| 2 | * | 1470.3 | | * | 1482.6 | | * | 1457.4 | | 10 | 16 | |
| 3 | * | * | | * | * | | * | * | | 7 | 7 | |
| 4 | * | * | | * | * | | * | * | | 7 | 6 | |
| 5 | * | * | | * | * | | * | * | | 10 | 8 | |
| 6 | * | * | | * | * | | * | * | | 10 | 9 | |
| All Grades | | | | | | | | | | 73 | 70 | |

| Overall Language<br>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 | 16.67 | 21.43 | | 33.33 | 57.14 | | 25.00 | 21.43 | | 25.00 | 0.00 | | 12 | 14 | |
| 1 | 0.00 | * | | 29.41 | * | | 41.18 | * | | 29.41 | * | | 17 | * | |
| 2 | * | 6.25 | | * | 56.25 | | * | 12.50 | | * | 25.00 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 9.59 | 12.86 | | 41.10 | 51.43 | | 34.25 | 28.57 | | 15.07 | 7.14 | | 73 | 70 | |

| Oral Language<br>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 | 8.33 | 28.57 | | 41.67 | 50.00 | | 16.67 | 21.43 | | 33.33 | 0.00 | | 12 | 14 | |
| 1 | 23.53 | * | | 35.29 | * | | 17.65 | * | | 23.53 | * | | 17 | * | |
| 2 | * | 37.50 | | * | 18.75 | | * | 25.00 | | * | 18.75 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 28.77 | 24.29 | | 47.95 | 51.43 | | 12.33 | 18.57 | | 10.96 | 5.71 | | 73 | 70 | |

| Written Language<br>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 | 8.33 | 14.29 | | 25.00 | 50.00 | | 50.00 | 35.71 | | 16.67 | 0.00 | | 12 | 14 | |
| 1 | 0.00 | * | | 17.65 | * | | 41.18 | * | | 41.18 | * | | 17 | * | |
| 2 | * | 0.00 | | * | 25.00 | | * | 56.25 | | * | 18.75 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 2.74 | 5.71 | | 26.03 | 32.86 | | 42.47 | 50.00 | | 28.77 | 11.43 | | 73 | 70 | |

| Listening Domain<br>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 | 8.33 | 50.00 | | 66.67 | 50.00 | | 25.00 | 0.00 | | 12 | 14 | |
| 1 | 29.41 | * | | 64.71 | * | | 5.88 | * | | 17 | * | |
| 2 | * | 43.75 | | * | 43.75 | | * | 12.50 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 19.18 | 37.14 | | 68.49 | 57.14 | | 12.33 | 5.71 | | 73 | 70 | |

| Speaking Domain<br>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 | 16.67 | 7.69 | | 50.00 | 84.62 | | 33.33 | 7.69 | | 12 | 13 | |
| 1 | 17.65 | * | | 52.94 | * | | 29.41 | * | | 17 | * | |
| 2 | * | 18.75 | | * | 56.25 | | * | 25.00 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 43.84 | 30.43 | | 43.84 | 60.87 | | 12.33 | 8.70 | | 73 | 69 | |

| Reading Domain<br>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 | 15.38 | | 83.33 | 84.62 | | 16.67 | 0.00 | | 12 | 13 | |
| 1 | 0.00 | * | | 47.06 | * | | 52.94 | * | | 17 | * | |
| 2 | * | 0.00 | | * | 68.75 | | * | 31.25 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 2.74 | 10.14 | | 60.27 | 62.32 | | 36.99 | 27.54 | | 73 | 69 | |

| Writing Domain<br>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 | 33.33 | 50.00 | | 33.33 | 50.00 | | 33.33 | 0.00 | | 12 | 14 | |
| 1 | 0.00 | * | | 64.71 | * | | 35.29 | * | | 17 | * | |
| 2 | * | 6.25 | | * | 81.25 | | * | 12.50 | | * | 16 | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 9.59 | 20.00 | | 67.12 | 75.71 | | 23.29 | 4.29 | | 73 | 70 | |

**Conclusions based on this data:**

**1.**

# 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** |
| **168** | **81.5** | **41.7** | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Walnut Grove 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. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 70 | 41.7 |
| **Foster Youth** | | |
| **Homeless** | 19 | 11.3 |
| **Socioeconomically Disadvantaged** | 137 | 81.5 |
| **Students with Disabilities** | 19 | 11.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 4 | 2.4 |
| **American Indian** | | |
| **Asian** | | |
| **Filipino** | 6 | 3.6 |
| **Hispanic** | 133 | 79.2 |
| **Two or More Races** | 6 | 3.6 |
| **Pacific Islander** | | |
| **White** | 16 | 9.5 |

**Conclusions based on this data:**

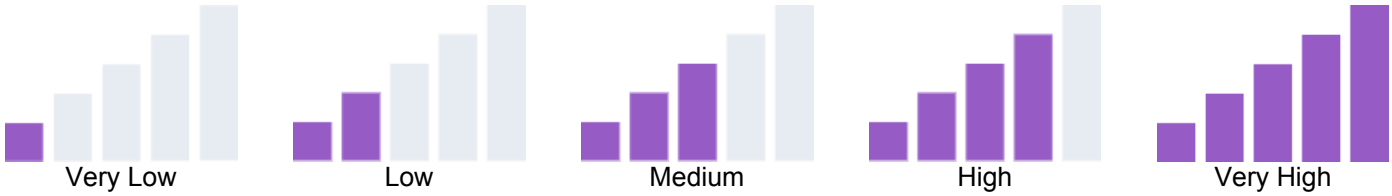
1. A significant number of students are identified under homeless.

# 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: Very High |
| Mathematics: Low | | |
| English Learner Progress: Medium | | |

**Conclusions based on this data:**

1. Chronic Absenteeism needs to be addressed in the SPSA Goals.
2. English Language Arts, Mathematics achievement needs to be addressed in the SPSA Goals.

3. Knowing the 2022-23 suspension rates, we know that this will be in the very high range on the dashboard next year, so we are including a goal now to reduce suspensions.

# 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).

Very Low
Lowest Performance

Low

Medium

High

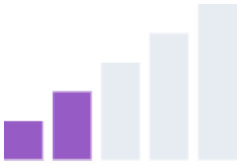
Very High
Highest Performance

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 | 0 | 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 |
| 40.9 points below standard | 47.9 points below standard | 1 Student |
| 89 Students | 55 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | Low | No Performance Level |
| 84.7 points below standard | 47.4 points below standard | 9 Students |
| 13 Students | 76 Students | |

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>4 Students | | |  No Performance Level<br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Low<br>40.3 points below standard<br>74 Students |  No Performance Level<br>2 Students | |  No Performance Level<br>5 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** |
| 95.6 points below standard | 9.4 points above standard | 52.8 points below standard |
| 30 Students | 25 Students | 26 Students |

**Conclusions based on this data:**

1. All groups made minimal progress in the 2022 ELA Dashboard.
2. Reclassified English Learners are performing higher in ELA than ELs or EOs.

# 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.

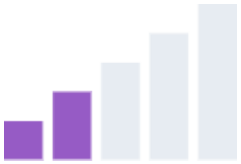
| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 3 | 0 | 0 | 0 |

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 |
|---|---|---|
| Low | Low | No Performance Level |
| 67.9 points below standard | 70.6 points below standard | 1 Student |
| 88 Students | 54 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | No Performance Level |
| 83.2 points below standard | 71.4 points below standard | 9 Students |
| 13 Students | 75 Students | |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>4 Students | | |  No Performance Level<br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Low<br>67.4 points below standard<br>73 Students |  No Performance Level<br>2 Students | |  No Performance Level<br>5 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** |
| 105.4 points below standard<br>29 Students | 30.2 points below standard<br>25 Students | 88.7 points below standard<br>26 Students |

**Conclusions based on this data:**

1. All groups made minimal progress in the 2022 Mathematics Dashboard.
2. Current English Learner are performing below their peers.

# 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 |
|---|
| |
| Medium |
| 52.8 making progress towards English language proficiency |
| Number of EL Students: 53 Students |
| Performance Level: 3 |

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 |
|---|---|---|---|
| 20.8% | 26.4% | 0.0% | 52.8% |

**Conclusions based on this data:**

1. See Notes in Goal #4.

# 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.

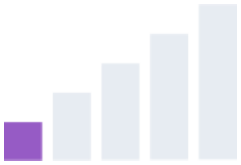
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Very High | High | Medium | Low | Very Low |
| 3 | 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** | **English Learners** | **Foster Youth** |
| Very High | Very High | No Performance Level |
| 43% Chronically Absent | 36.5% Chronically Absent | Less than 11 Students |
| 179 Students | 74 Students | 1 Student |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | Very High | No Performance Level |
| 37.5% Chronically Absent | 40.8% Chronically Absent | 23.8% Chronically Absent |
| 24 Students | 152 Students | 21 Students |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>Less than 11 Students<br>4 Students | | |  No Performance Level<br>Less than 11 Students<br>6 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Very High<br>37.3% Chronically Absent<br>142 Students |  No Performance Level<br>Less than 11 Students<br>9 Students | |  No Performance Level<br>77.8% Chronically Absent<br>18 Students |

**Conclusions based on this data:**

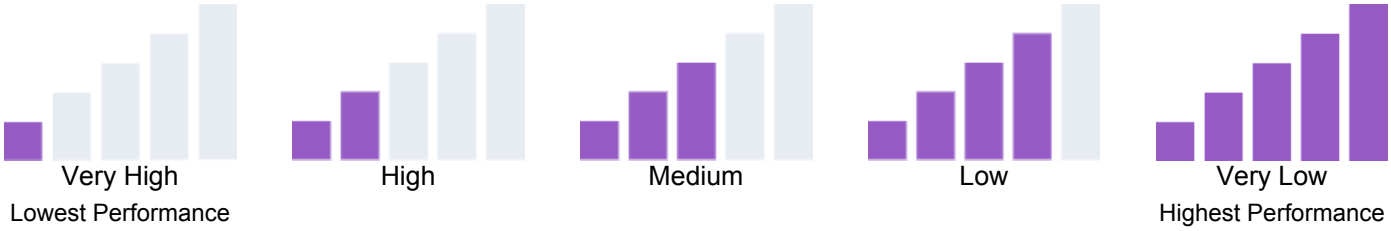
1. The Chronic Absentee rate increased in all sub groups.

# 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.

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 Suspension Rate Equity Report**

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| 2 | 1 | 0 | 0 | 0 |

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.

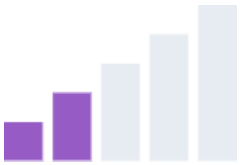
**2022 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Very High | Very High | No Performance Level |
| 6.3% suspended at least one day | 6.3% suspended at least one day | Less than 11 Students |
| 190 Students | 79 Students | 1 Student |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Very High | No Performance Level |
| 11.1% suspended at least one day | 7.6% suspended at least one day | 8.3% suspended at least one day |
| 27 Students | 158 Students | 24 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  | |  |  |
| No Performance Level | | No Performance Level | No Performance Level |
| Less than 11 Students | | Less than 11 Students | Less than 11 Students |
| 7 Students | | 1 Student | 6 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
|  |  | |  |
| High | No Performance Level | | No Performance Level |
| 6% suspended at least one day | Less than 11 Students | | 0% suspended at least one day |
| 149 Students | 9 Students | | 18 Students |

**Conclusions based on this data:**

**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

LCAP Priority 1 - Basic Services

## LEA/LCAP Goal

Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction (RDUSD LCAP Goal #3)

# Goal 1

For the 2023-24 school year, Walnut Grove Elementary School will continue to provide an environment where all teachers are highly qualified, the school facility is safe and in good repair, and all the basic curricular needs (textbooks, desks, etc.) for students are met as evidenced by observation, HR reports, Safety team walk-throughs, teacher reports, and M/O reports.

## Identified Need

What data did you use to form this goal (findings from data analysis)?
Previous SARC information
Safety Committee Walk Through
William's Visit Walk Through

What process will you use to monitor and evaluate the data?
Prior to the start of school, the teacher/admin conducts an inventory and orders the needed curriculum.
The custodian and district M/O staff complete the school facility maintenance using the work order system. (Monitor "School Dude" tickets for completion)
Regular Safety Walk-Throughs occur with the custodian, admin, and Safety Committee to identify any areas of need.

What did the data analysis reveal that led you to this goal?
These are the basic services that we are required to provide for our students each year.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain Facility Needs/Safety

Task:

1. As facility needs arise, teachers/staff will inform the custodian and/or principal.
2. When needs arise, the principal will inspect the issue.
3. The principal will make a work order for the Maintenance and Operations department using the "School Dude" web-based program. E-mail of ticket to be forwarded to the person who made the request.
4. The principal will keep a record of requested improvements.
5. Custodians will inform the principal of regular facility maintenance needed.
6. Perform quarterly Walk Throughs with Safety Committee to look at Facility Needs/Concerns
7. Monthly fire drills, an earthquake drill, and multiple Lock-down drills to be held during the year using Catapult EMS Emergency System.
8. Replace classroom furniture as needed.
9. Inventory safety supplies quarterly and replace them as needed.

Measures:
E-mails to Maintenance and Operations
Work Orders Placed
Notes from Walk-Throughs

People Assigned:
Teachers/Staff
Custodian
Principal
District Maintenance and Operations

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 1915 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Replace Classroom Furniture as Needed |
| 200 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>School Beautification/Repair |
| 250 | Unrestricted<br>4000-4999: Books And Supplies<br>Safety Materials and Supplies (Air filters, walk-talkis, batteries, etc) |
| 1200 | Unrestricted<br>4000-4999: Books And Supplies<br>Drinking water for Nurse's office/staff room |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide for all Curricular Needs

Task:
1. Staff will inform the principal of curricular needs to ensure all students have the appropriate materials.
2. Principal will contact DO or order any needed curriculum for the students.
3. At the end of each year, a curriculum inventory will be done to request adequate materials from the DO.

Measures:
Teacher Communication
Communication with District Office
Curriculum order forms

People Assigned:
Teachers/Staff
Principal
District Office

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|

# 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

LCAP Priority 2 - Implementation of State Standards Goal

## LEA/LCAP Goal

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12. (RDUSD LCAP Goal #2)

# Goal 2

During the 2023-24 school year, All Walnut Grove School teachers will continue to provide an instructional program that supports full implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development Standards (ELD) in grades TK-6th, noted in teacher lesson plans, daily schedules, and report cards.

## Identified Need

What data did you use to form this goal (findings from data analysis)?
We have district-provided Common Core and Next Generation Science Standards aligned curriculum in ELA, ELD, Math, Science, and Social Studies. The Next Generation Science Standards (NGSS) and social studies standards are also embedded in the ELA curriculum.

What process will you use to monitor and evaluate the data?
The principal will monitor the implementation of Common Core Standards, ELD Standards, and Instructional Strategies through Walk Throughs and observations, Instructional Rounds, teacher feedback, staff collaboration days, and discussions with staff members.

What did the data analysis reveal that led you to this goal?
The Common Core standards and English Development Standards are being implemented at Walnut Grove School. The Next Generation Science Standards (NGSS) remains an area of needed focus for the Walnut Grove staff during the 2023-24 school year.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development for Teaching Staff

Task:
1. Teachers will be provided ongoing professional development in ELA/ELD, math, and NGSS standards and adopted curricula in these areas.

2. Teachers will continue to be provided professional development/training in aligning ELD standards across all subject areas. (Integrated/Designated ELD and RDUSD Master Plan for English Learner Success)
3. Teachers will continue to receive professional development on the ELA Common Core Frameworks.
4. Schedule 40+ hours of PD for all staff. (Internal and External PD to be counted)
5. Provide staff opportunities to observe peers at WGE and other schools.
6. Teachers will be given release time to develop lessons and/or collaborate with other teachers. (Integrating standards and AVID strategies)
7. Teachers will be given professional development on the Next Generation Science Standards.

Measures:
Agendas/Resources from Professional Development
Agendas/Resources from ELD Standards Alignment Trainings/Frameworks Trainings
Classroom Walkthroughs/Observations
Agendas/ Materials from other professional development

People Assigned:
Teachers/Staff
Principal
ELD Teacher

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 556 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Supplies/Materials for Staff Trainings/Professional Development |
| 2000 | Site Supplemental & Concentration<br>5800: Professional/Consulting Services And Operating Expenditures<br>Professional Development Opportunities for Staff |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Access to Supplemental/Ancillary Materials

Task:

1. Teachers will use other district or site-funded supplemental materials to implement Common Core standards and differentiate and enhance instruction to meet all learners' needs.
2. Supplemental Resources will be provided through the school site to supplement the current district science adoption. (Materials and supplies for science experiments, etc.)

Measures:
Lesson Plans
Classroom Walkthroughs/Observations
Instructional Rounds
Student Work

People Assigned:
District Personnel Teachers/Staff Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 1000 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>4000-4999: Books And Supplies<br>Supplemental Materials |
| 2347 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Supplemental Materials |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leverage Technology as a Tool to Access Standards/Core Program

Task:
1. Technology needs will be communicated to the principal/Data Path, and Data Path will come out weekly to address issues/upkeep. (district funded)
2. WGE is at 1:1 Chromebooks. Each classroom is to have a Chromebook cart with inventory maintained.
3. Each classroom will have one (1) working laptop teacher computer, a working document camera, and a projector/interactive display.
4. Students will have continued access to computer/internet-based instructional programs (i.e., Lexia, Read Naturally, IXL, Renaissance Place, real-world applications for typing, etc.)
5. Teachers will incorporate more technology into their lessons (i.e., short media clips, Google Classroom, Google Docs, Google Slides, PowerPoint presentations, Flip Grid, information found on the internet, etc.)

6. Access to wireless internet will be school-wide, including the cafeteria and old gym.
7. Continue training parents on how to access Google Classroom or other Online Learning platforms.
8. Teachers will have the opportunity to either attend outside or internal training on Online Learning Platforms.
9. Continue moving toward having a working/maintained interactive display in each classroom with updated software and hardware.

Measures:
Technology Data Path tickets
Licensing for Ren Learn, Lexia, and IXL (district-funded)
PD certificates
Purchase Orders/Invoices for technology hardware/software

People Assigned:
Teachers/Staff
Principal
Data Path
District Office

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 4,000.00 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Technology Replacement/Upgrade/Repair Costs |

# 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

LCAP Priority 3 - Parent Involvement

## LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement. (RDUSD LCAP Goal #4)

# Goal 3

The Walnut Grove community is comprised primarily of working-class families. Additionally, many of our parents and guardians do not speak English as a first language. These families have little time to volunteer or participate in school activities. Therefore, Walnut Grove Elementary School, in conjunction with First 5 School Readiness and Head Start Pre-School, will provide meaningful parent engagement opportunities that vary in focus (academics, socio-emotional health, cultural enrichment, and celebration, etc.), vary in the times of day they are held and vary in length of time to accommodate the needs of our Walnut Grove School community. By June of each year, parents will feel safe and comfortable enough on campus so that parental involvement will have included 100% of Walnut Grove families attending at least two different events, meetings, or activities.

## Identified Need

What data did you use to form this goal (findings from data analysis)?
Written and implied data from teachers/staff
Sign-ins from events during the 2022-23 school year
Photographs from school events

What process will you use to monitor and evaluate the data?
Office Sign-in sheets
Event Sign-in sheets

What did the analysis of the data reveal that led you to this goal?
We would like all parents to participate in at least two school event during the school year and feel welcome anytime they are on campus.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Home and School Communication and Organization Systems

Task:
1. Teachers will utilize weekly folders for all students to communicate student progress, achievements, upcoming events, and important school dates.
2. Teachers in grades 1st-6th will use the AVID planner system nightly for communication with parents.
3. Teachers in grades 1st-6th will use a uniform binder organization system with their students. (AVID)
4. Transitional Kindergarten and Kindergarten will use a uniform folder organization system with their students. (AVID)
5. Teachers will provide frequent and regular feedback on students' academic progress on assessments through the weekly communication purple folders.
6. School staff will Utilize Parent Square on a regular basis to communicate upcoming events with parents in both English and Spanish.
7. Principal and teachers will send home a monthly newsletter in English and Spanish to increase parental involvement and awareness of school events.
8. Fund translator/Parent Liaison as needed.
9. Translation will be available at all meetings with non-English speaking parents.
10. Progress reports will be available on Parent Square for struggling students mid-quarter/Report cards quarterly for all students. (Available in paper form upon request)
11. Teachers will hold parent/teacher conferences for all students with translation services as needed, at least once/a year.
12. Parents will be invited to participate in Student Study Team (SST) meetings if students struggle with academics or behavior.
13. Teachers' school phone numbers and e-mail addresses will be available to parents.
14. No school events will be scheduled during PTA, ELAC, Migrant meetings, or board meetings to ensure greater participation in these meetings.
15. Fliers for events will be uploaded to Parent Square and put on Facebook and the school digital marquis
16. Hold Parent Square/Aeries onboarding sessions to get 100% of parents access to these communication tools.

Measures:
Monthly Bulletins
Parent Square Running Record
Sign-ins from parent/teacher conferences
Progress Reports
Report Cards
SST documents
AVID Binders
AVID Purple Folders

People Assigned:
Principal
Secretary
Teachers/Staff
Counselor
First Five Staff

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 300.00 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Postage |
| 2500 | Lottery: Unrestricted<br>2000-2999: Classified Personnel Salaries<br>Translation/Parent Liaison Services 1 hour as needed |
| 435 | Lottery: Unrestricted<br>3000-3999: Employee Benefits<br>Benefits Translation/Parent Liaison Services 1 hour/day |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Hold Grade Level Parent Trainings

Task:
1. Grade level parent meetings, educating parents in helping their child be successful in school, will be scheduled for the fall and invitations/reminders will be sent home.
2. Training will include the AVID binder/planner system for 1st-6th grade.
3. Grade level trainings with parents will provide information for parents on accessing online learning platforms. (Google Classroom, etc)
4. Parents will receive materials/resources to assist students in schoolwork and homework.
5. For students in 1st-6th grades, training will include showing parents how to login to Ren Learn to check their child's progress in A/R.
6. School supplies will be given to each attendee.
7. Trainings will be translated for Spanish speaking parents.

Measures:
Agendas of Parent Training Meetings
Sign-in sheets
Parent Feedback

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 100.00 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Supplies for Parent Trainings |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Encourage Participation in Parent Volunteer Work Days

Task:
1. Parent Work Days will be provided to help the office and teachers prepare for lessons, make copies of fliers, etc.
2. Monthly Newsletters/ELAC/Migrant Education meetings will include reminders of Parent Work Days.
3. Host "thank you" tea for all Parent Volunteers in June.
4. In order to remove barriers to active parent participation, the principal will work with the school nurse, school district, and local health agencies to provide free TB testing for all interested parents who wish to participate in activities on campus, but have no other means to secure a TB test.
5. At least two weekend Parent Work Days will be held annually for the purpose of building community through the completion of school projects, such as seasonal garden maintenance.

Measures:
Sign-in sheets
Receipts/Purchase orders

People Assigned:
ELAC
Teachers
Principal

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 100.00 | Lottery: Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>TB Tests |

| | |
|---|---|
| 100 | Lottery: Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>Live Scan |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students and their Families

Strategy/Activity

Complete all ELAC Responsibilities

Task:
1. Hold school elections for parents participation in ELAC. (in accordance with State laws and ELAC By-laws)
2. Schedule at least 5 ELAC meetings each year, with the final meeting to incorporate a Reclassification Celebration. (Oct, Nov, Feb, March, and either April/May)
3. ELAC will assist in the development of the school's needs assessments and site parent survey
4. By October of each year, the ELAC will agendize a meaningful discussion of their needs to ensure their children's academic success at Walnut Grove Elementary School and present this information to SSC. These needs will develop as the ELAC goals for the year.
5. Provide ELAC parents a tour of all EL programs at Walnut Grove Elementary School School and access to review all materials used for EL students.
6. ELAC Committee will elect to send at least two members to the district DELAC meetings. (2-year term)
7. Provide parent training in discipline, nutrition, and helping their students succeed in school or other areas identified in Need's Assessment or from ELAC Committee members' feedback at ELAC meetings.
8. Provide parent training on how to become an active participant on campus.
9. Provide parent training on the District's Uniform Complaint Procedures, including Williams requirements.

Measures:
Agendas Sign-ins
Site Council Minutes
ELAC Minutes

People Assigned:
ELAC Advisor
ELD teacher
Principal
ELAC Officers/Membership

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 300.00 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Supplies for ELAC meetings/Trainings |
| 200.00 | Site Supplemental & Concentration<br>2000-2999: Classified Personnel Salaries<br>Child Care for ELAC Meetings |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Refine and Increase Parent Involvement Opportunities

Task:
1. As a whole, parents will complete at least 500 hours of voluntary service at Walnut Grove School.
2. Implement a sign-in system in the office that tracks the number of hours volunteered. (Implement recognition System tor 50+ hours, 100+, 200+, etc)
3. Host an Open House Barbecue
4. Host two Goodies for Grown Ups events for the adults in our students' lives
5. Host monthly Coffee and Conversation with the Principal Parent Forums to give parents a venue to discuss concerns, ask questions, and receive information.
6. Host a Title 1 Parent Meeting.
7. Host Kinder/TK Round-Up for incoming parents and a Kinder Orientation (New Student) before school starts.
8. Support events, such as Harvest Festival, fundraisers, and Spring Fling dance
9. Hold Cinco de Mayo Event utilizing parents to teach the ballet folklorico dances
10. Create and host monthly theme nights, such as Family Math Night, Reading Night, Game Night, Science Fair, etc.
11. Hold multiple "Volunteer Trainings" in the fall, so all parents who want to volunteer at school are trained and cleared, including one at the new student/kinder orientation before school starts
12. Coordinate parent training to support parents in helping their child/children with homework
13. Hold multiple AVID parent nights to educate parents on the new school-wide AVID initiative and what this means for their child
14. Work with Adult Ed to provide parent education classes focused on leadership, technology, and English classes.
15. Provide translation services at all events.
16. Host a parent tea to recognize parent volunteers. (Tie into recognition system)
17. Provide child care for parent training events as needed.
19. Provide professional development opportunities for staff on increasing parent involvement and engagement at school.

Measures:
Master Calendar will illustrate activities that allow for parental involvement
Sign-in sheets from events

People Assigned:

Teachers/Staff
Principal
ELAC
Parents
First Five Staff

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 100.00 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Supplies for parent meetings |

# 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

LCAP Priority 4 - Student Achievement

## LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready (RDUSD LCAP Goal #1)

# Goal 4

Although Walnut Grove Elementary School mathematics and ELA overall school-wide CAASPP scores have risen throughout the years, we want to target student achievement in all grades. During the 2023-24 school year, Walnut Grove Elementary School will increase overall student growth in ELA, Math, Science, and ELD as measured by the CAASPP/ELPAC/MAP assessments.

#1 During the spring of 2023, the Walnut Grove Elementary School staff will collaborate to develop a yearlong 2023-2024 Standards and Assessment Curriculum map for math and ELA for TK-5th grades. The plan is for staff to create a Curriculum Map and Guide for best practices to support student achievement better.

#2 During the 2023-24 school year, Walnut Grove Elementary School will provide at least one professional development opportunity to each staff member on-site to improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

#3 For the 2023-24 academic year SBAC Assessment, 10% more students will achieve Standards Met or Exceeded in ELA and math than on the 2022-23 SBAC Assessments

#4 For the 2023-24 academic year, SBAC Assessment will reduce "Not Met" in ELA and Math by 10%.

#5 In order to reduce the number of students required to take ELD in middle school, WGE will work to increase the number of students reclassified from four in 2022-23 to eight students in 2023-24 with an emphasis on supporting RFEP for our 6th-grade students who will be transitioning to middle school the following year.

#6 For the 2023-24 California Science Test (CAST), increase the percentage of students receiving standards met or exceeded to 35%.

#7 For the 2023-24 academic year, 80% of 1st-6th grade students will meet their A/R goal with at least 85% accuracy. (1st grade for 3rd-4th quarter)

## Identified Need

What data did you use to form this goal (findings from data analysis)?

The previous goal for 2021-22 was that fifty-nine percent (59%) of Walnut Grove students would score Standards Met or Exceeded in English Language Arts (ELA), and forty-three percent (43%) of Walnut Grove students would score Standards Met or Exceeded in Math on the CAASPP tests administered in the Spring. Actual data for the 2021-22 school year was forty-seven percent (47%) for meets/exceeds in English Language Arts and thirty-three percent (33%) in Math. We met our Mathematics goal. However, we did not meet our goal for English Language Arts. We are making our goal to increase by 10% those students who meet/exceed standards based on our data from the 2021-22 CAASPP assessments.

Our previous goal for the 2021-22 school year was also to reduce the number of students with standards "Not Met" to 20% in ELA and 13% "Not Met" in math. For the 2021-22 CAASPP test, in ELA 30.33% of students received marks of Standards "Not Met," and in Math, the percentage of students receiving "Not Met" was 41.96%. We are making our goal to decrease by 10% those students who do not meet standards based on our data from the 2021-22 SBAC assessments.

During the 2019-20 school year, the criteria for being Reclassified increased from needing only a three on the ELPAC to needing a 4. In 2018-19, 22 of our EL students were reclassified with a three or a four on their ELPAC. In 2019-20, 2 students were reclassified using this new criterion, allowing only a four on the ELPAC for reclassification purposes. In 2021-22 two students were reclassified with four on the ELPAC for reclassification purposes. Our goal is to reclassify eight students during the 2023-24 school year.

On the 2018-19 California Science Test (CAST), 19% of 5th-grade students received Standards Met or Standards Exceeded. Site Council determined that 35% of students in 5th-grade meeting or exceeding standards is a reasonable goal for the 2021-22 school year. The actual data for the 2021-22 school year was twenty-nine percent (29%) of students Standard Met. Our goal is that thirty-five percent (35%) of students will receive Standard Met on the California Science Test.

What process will you use to monitor and evaluate the data?
Reclassification Rates
CAASPP Annual Assessment Data
CAASPP Interim Assessment Data
MAP Assessment Data
Curriculum Assessment Data
CAASPP Results from spring 16-17, 17-18, 18-19, Comparison ELPAC Results
Baseline "Post-COVID School Closure" CAASPP Results from 2021-22 school year.
California School Dashboard Indicators

What did the analysis of the data reveal that led you to this goal?
See above data

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Instruction at Student Levels

Task:

1. Students who regularly exceed the core standards and/or qualify for GATE will be given "challenge" activities and opportunities to extend their learning.

Measures:
Ren Learn Assessments (STAR Early Lit, STAR Reading, STAR Math)
SIPPS Initial and Quarterly Assessments
Lexia Assessments
Curricular and SBAC Interim benchmark assessments
GATE testing results (Universal Testing in 4th Grade)
RTI curricular assessments
Classroom walkthroughs/observations
MAP Testing

People Assigned:
ELD Teacher
RSP Teacher
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 100.00 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Materials/Supplies |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement ELA/Math Standards

Task:
1. Teachers will use the district's current state-adopted instructional materials or other standards based materials in ELA, ELD, and Math.
2. District and site to purchase resources and supplies to supplement the curriculum.
3. Adhere to school-wide instructional minutes in the daily schedule.
4. Protect core instruction time from interruptions, keeping all assemblies in the afternoon.

5. Provide copy machines, copy paper, and toner for printing supplemental resources and core program additional resources.

Measures:
Teacher Lesson Plans
Principal Walkthroughs and formal observations
Instructional Rounds
ELA/Math Curricular Assessments
CAASPP Interim Benchmarks
MAP Assessments

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 1217 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Materials and Supplies |
| 500 | Site Supplemental & Concentration<br>5800: Professional/Consulting Services And Operating Expenditures<br>Supplemental Materials/Supplies/Leases |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Ongoing Assessment and Monitoring

Task:
1. Staff will administer, review and analyze ELPAC, CAASPP ELA, Science, Physical Fitness, and MAP Results.
2. Staff will regularly administer, review and analyze curriculum assessments, STAR assessments (Ren Learn), MAP assessments, and Interim CAASPP assessments.
3. Staff will administer entry-level assessments for kinder students (STAR Early Lit, ELPAC Initial, MAP).
4. Staff will administer MAP assessments in fall, winter, and spring.
5. Establish a calendar for the administration, collection, and analysis of RTI assessments.
6. Schedule and hold Monitoring Conferences in the fall and winter, where specialists, classroom teachers, and the principal will coordinate and fine-tune student services.

7. Utilize district-provided CAASPP and ELPAC practice materials from current curriculum adoptions.
8. Celebrate student success on CAASPP and ELPAC with Medals Ceremonies.
9. Administration to provide data on students who are in different subgroups.
10. Provide headphones for all students to use when taking assessments/using CBs

Measures:
Documentation of RTI and Monitoring Assessments
Calendar of assessment administration and data analysis
Assessment data shared with administration from teachers
Data reports disaggregated by subgroups

People Assigned:
Teacher/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 500 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Headphones |
| 200 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Medals for Student Achievement |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Grade Level/School-Wide Collaboration

Task:
1. Identify school site leaders in specialized areas (GLAD, A/R, School Plan, Academic Conversations, Collaborative Groups, etc.) and utilize their input for all staff.
2. Teachers share specific input/feedback on how to improve teaching strategies and student performance.
3. Implement Instructional Rounds on campus with at least two team walkthroughs
4. Hold end-of-the-year cross-grade level collaboration meetings.

Measures:
Collaboration agendas/minutes

Modifications to lesson plans/teaching strategies
Students below the benchmark identified and provided additional support
Data analysis of significant grade level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and Curricular Assessments

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 1520 | Site Supplemental & Concentration<br>1000-1999: Certificated Personnel Salaries<br>Subs for Instructional Rounds |
| 303 | Site Supplemental & Concentration<br>3000-3999: Employee Benefits<br>Benefits for Subs for Instructional Rounds |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Academic Language Campaign

Task:
1. Teacher leaders to review Kate Kinsella/Jeff Zwiers's Academic Language Development strategies at staff meetings throughout the year.
2. Academic discussion sentence frames will be up in ALL classrooms and utilized on a daily basis.
3. Teachers model high academic language and discuss the difference between public and private voice and academic and everyday language.
4. Teachers to provide sentence frames for partner/group academic conversation activities.
5. Implement cooperative groups.
6. Students are expected to answer in complete sentences when appropriate.
7. Grammatical and usage errors corrected in context.

Measures:
Academic sentence frames on the wall in ALL classrooms
Class walkthroughs
Staff meeting agendas

People Assigned:
Teachers/Staff

Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 500 | Site Supplemental & Concentration<br>5800: Professional/Consulting Services And Operating Expenditures<br>Academic Language PD for teachers |
| 100 | Site Supplemental & Concentration<br>5000-5999: Services And Other Operating Expenditures<br>Mileage to Academic Language PD |

## Strategy/Activity 6

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Reading Campaign

Task:
1. Implement school-wide A/R time daily for 30 minutes. (1st-6th grade)
2. Teachers to implement student reading conferences.
3. PTA to help provide quarterly and end-of-the-year A/R Celebration for students who make their A/R goal each quarter and at least 3 out of 4 quarters.
4. Provide Month Long Full Day Summer STREAM Program (Majority funded by outside donations from community partners) First half of the program to focus on reading and math. Second half of the program to focus on Science, Technology, Engineering, and Art. This summer program will also include swimming lessons (community funded). Students to be targeted first for this camp are those students who are 1.5 years or more below grade level.
5. Provide compensation for eight sessions of an after-school book club for staff to read and discuss the book "Shifting the Balance: 6 Ways to Bring the Science of Reading into the balanced literacy classroom"
6. Purchase books for the teacher PD book club

Measures:
Book club agenda and notes
Ren Learn data (A/R goal and STAR Reading Level)
Teacher lesson plans

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 500 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Materials for Reading Program |
| 500 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>A/R books for classrooms/student use |
| 400 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Books for Teacher PD |
| 3000 | Lottery: Unrestricted<br>1000-1999: Certificated Personnel Salaries<br>Teacher PD After School Book Club Variable Pay |
| 720 | Lottery: Unrestricted<br>3000-3999: Employee Benefits<br>Teacher PD After School Book Club Variable Pay Benefits |

## Strategy/Activity 7

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Continue to Support the English Language Learner Program

Task:
1. Provide Supplemental resources identified as needed for EL students.
2. Provide ALL ELD students with Integrated and Designated ELD instructional time daily
3. Utilize a full-time ELD/Intervention teacher for monitoring, intervention, and ELD support for ELs (Partially funded through the district)
4. ELD teacher provides ELD/SDAIE training to staff.
5. Hold ELPAC "test chats" with all EL students.
6. Provide academic sentence frames for EL Learners.
7. Provide targeted vocabulary instruction.

8. All classroom teachers to utilize practice ELPAC tests online to familiarize students with the test format.
9. Train all teaching staff on ELPAC assessment annually.

10. Identify students who are not meeting annual growth targets and who are at risk of becoming Long Term English Learners (LTELs) and provide intensive intervention for these students through the ELD teacher, Beyond the Bell After School Program staff, and targeted tutoring by classroom teachers.
11. Celebrate student successes on the ELPAC assessment with Medal Ceremony.
12. ELAC to host a potluck annually to celebrate Reclassified students.
13. Provide supplies for teachers utilizing GLAD.

Measures:
Intervention attendance logs
ELD schedules/Classes developed by the ELD teacher
District-Provided ELD Curriculum Materials and Assessments
ELPAC test scores
Agendas for staff training in SDAIE strategies
Agendas/Sign-ins for parent training
Classroom Walkthroughs/Observations

People Assigned:
ELD Teacher
Teachers/Staff
Principal
Counselor

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 943 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>4000-4999: Books And Supplies<br>Supplemental Materials (EL Focus) |
| 100.00 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>4000-4999: Books And Supplies<br>Reclassified Student Celebration Supplies |

## Strategy/Activity 8

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expand Social Studies and Science Opportunities

Task:
1. School-wide schedule will reflect the science/social studies period.

2. PD sessions at the beginning of the year highlighting the standards being assessed on the 5th-grade state science assessment.
3. All teachers will teach required science standards using at least the Wonders and Twig Science Curriculum.
4. Provide alternate, hands-on activities for acquiring and mastering science/social studies standards (virtual field trips, assemblies).
5. Provide materials for science experiments as needed
6. Focus on STEM activities throughout the year.
7. Host a science night.
8. School-wide science fair to be held in spring

Measures:
Lesson Plans
Classroom walkthroughs/Observations

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 500 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>5800: Professional/Consulting Services And Operating Expenditures<br>Educational Presentations/Experiences on site |
| 300.00 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>4000-4999: Books And Supplies<br>Science Supplies/Materials |
| 1000 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>5000-5999: Services And Other Operating Expenditures<br>Educational Field Trips |
| 1000 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>5800: Professional/Consulting Services And Operating Expenditures<br>Transportation for Educational Field Trips |

## Strategy/Activity 9
**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Physical Fitness and Health

Task:
1. All classes will have 200 minutes of physical education activity every ten days, provided by a credentialed teacher.
2. Improve physical activity and nutrition for students.
3. Administer the Physical Fitness test to all 5th-grade students (pre and post).
4. Purchase needed recess/recreational materials.
5. Wildcats on the Move to participate in multiple 5ks throughout the school year.
6. Provide a Puberty Education health course for 5th/6th-grade students in the spring.
7. Hold an end-of-the-year field day
8. Students in grades 4th-6th will have access to Intramural sports (i.e., football, basketball, volleyball, and soccer) through the After School Program.

Measures:
Physical Fitness Assessment results
Lesson Plans
Classroom walkthroughs/observations
Daily Schedule reflecting P.E. minutes for each class

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 300 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Recess/Recreational Equipment |

# 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

LCAP Priority 5 - Pupil Engagement

## LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students (RDUSD LCAP Goal #5)

# Goal 5

During the 2023-24 school year, Walnut Grove School will continue to provide an enriched and accelerated curriculum which includes programs, activities, and courses necessary to provide a well-rounded education as an AVID elementary site with 100% of staff trained in AVID by the end of the fiscal year.

## Identified Need

What data did you use to form this goal (findings from data analysis)?
AVID staff training logs

What process will you use to monitor and evaluate the data?
Registration to AVID PD and Summer Institutes

What did the data analysis reveal that led you to this goal?
As of April 2023, there will be two new teachers at Walnut Grove Elementary School. Looking at the current number of new teachers to Walnut Grove Elementary School and next year indicates the need for refocusing on getting 100% of staff up to speed on AVID.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote a College Going Environment

Task:
1. All TK-6th grade students will participate in "Touch a College" Day at Walnut Grove Elementary School with Delta High School Seniors presenting plus a guest speaker/former WGE student
2. All students to participate in College Week Activities, including students getting their own college shirts and locating their college on a map of the US. (Seeking donations for college shirts)
3. The 6th-grade teacher will work with 6th-grade students to transition to middle school, including visiting Clarksburg Middle School.
4. The counselor will provide a career exploration workshop with multiple grade levels.
5. The counselor will facilitate 6-year plans for all 6th graders.
6. All classrooms will have a college board.
7. All classrooms are to have a graduation of the high school year/college year posted.
8. Seek donations for college shirts for all students.
9. All classes to implement a "When I grow up" activity.
10. Annually host Ag Day with Delta High School, presenting on Ag topics and careers.
11. The school will hold a college and career day and/or guest speakers throughout the year
12. Provide opportunities for students to visit local colleges/participate in Sac State's "Making it Happen" or similar programs at other local colleges. (utilizing drivers)

Measures:

Student attendance/participation in College/Career events.

People Assigned:
Teachers/Staff
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 100.00 | Lottery: Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>Transportation Cost for CMS Visit for 6th Grade |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure Visual and Performing Arts Opportunities

Task:
1. School will schedule an annual dramatic performance art presentation or assembly.
2. All teachers will utilize the VAPA standards in the classroom regularly.
3. Students in grades 3rd-6th will be allowed opportunities to participate in the singing club, ukulele (3rd), recorder (4th), or school band (5th/6th)
4. School band or choir will plan and perform two Band Concerts during the school year. (winter, spring)
5. The CMS/Delta band and choir will perform at WG
6. All classrooms will perform in the winter program
7. School will purchase/borrow/repair needed instruments.
8. All classes to highlight art projects at Open House each year.
9. Implement an art docent program using the Arts Attack curriculum. Each class of rotating through.
10. Create a flier recruiting parent volunteers to support the art docent
11. Hold an annual art exhibit with student work created through the Arts Attack art docent program.

Measures:
Lesson Plans
Daily Schedule

People Assigned:
Teachers/Staff
Principal
Music Teacher
Parents
Art Docent

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 100.00 | Lottery: Unrestricted<br>4000-4999: Books And Supplies<br>Music Supplies and Repairs |
| 476 | Lottery: Unrestricted<br>3000-3999: Employee Benefits<br>Art Docent- Certificated Staff Sub Benefits |
| 250 | Lottery: Unrestricted |

| | |
|---|---|
| | 5000-5999: Services And Other Operating Expenditures<br>Transportation to VAPA Field Trip or Assembly |
| 3960 | Lottery: Unrestricted<br>1000-1999: Certificated Personnel Salaries<br>Art Docent- Certificated Staff Sub Rate |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students Interested

Strategy/Activity

Implement Pathway to the Seal of Biliteracy Program

Task:
1. Implement Spanish 1 class after school for 45 minutes- 2x's/week for 23 weeks (1st-6th grade)
2. Implement a native speakers book club for Spanish speakers after school for 45 minutes- 2x's/week for 23 weeks (4th-6th grade)
3. Provide 30-minute prep for the program
4. Create interest/registration fliers for this new program

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue School Wide AVID Elementary School (Advancement Via Individual Determination) I

Task:
1. Begin Year 7 of implementation of School-Wide AVID/Maintain Avid Membership, coaching, and PD included in an annual subscription.
2. Send a team of at least two teachers to the AVID Summer Institute summer of 2023-24.
3. 1st-6th-grade classes to utilize the AVID binder/planner system.
4. Restructure the monthly student of the month assembly to include recognition for AVID goals and successes.
5. Staff to each choose one AVID lunch each year to present about an AVID strategy they have learned about or are using
6. Summer team with input from staff to formulate additional AVID goals for the school year.

7. Create and utilize an AVID strategy menu for staff to use and reference (working document to be added to)
8. Keep a year-long focus on career and college readiness.
9. Promote a growth mindset in all classrooms. All classes will have a growth mindset board.
10. Purchase Growth Mindset books for staff who are new to WGE
11. Continue organization, note-taking, and scholarly environment focus, adding in a reading AVID focus for the 2023-24 school year.
12. Host a parent AVID night annually for 2nd-6th grade students/parents to review the binder system and What AVID is. Provide dinner during the AVID night.
13. All staff members are to attend at least one local AVID training during the school year.
14. Provide all supplies for the AVID binder system, including but not limited to binders, notebooks, pencil pouches, highlighters, pencil sharpeners, pens, pencils, crayons, colored pencils, and markers.
15. Provide AVID planners for all students in 2nd-6th grade to be used nightly as a home/school communication device and to teach students organizational skills.
16. Hold two additional AVID theme nights (i.e., College/Career night, reading strategies, etc.)

Measures:
Student binders and planners
Staff Sign-in sheets
Implementation plan
Certificate from AVID training

People Assigned:
All teachers
Counselor
Principal
Students
Parents

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 150 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>4000-4999: Books And Supplies<br>Growth Minds Set Book for Teacher PD |
| 1513 | Unrestricted<br>4000-4999: Books And Supplies<br>AVID binder system, including all supplies, for 1st-6th grade students/Purple Folders for TK-K/ agendas |
| 360 | Lottery: Unrestricted<br>1000-1999: Certificated Personnel Salaries |

| | |
|---|---|
| | Hourly Rate for Teachers who put on AVID nights |
| 108 | Lottery: Unrestricted<br>3000-3999: Employee Benefits<br>Hourly Rate for Teachers who put on AVID nights |

# 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

LCAP Priority 6 - School Climate

## LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students (RDUSD LCAP Goal #5)

# Goal 6

During the 2023-234 school year, Walnut Grove Elementary School will create a supportive school environment that addresses students' emotional needs and behavioral needs, provides structure, consistent routines, and progressive discipline, and is a place where students feel safe by implementing a school-wide SEL, PBIS, and Restorative Justice program to reduce chronic absenteeism and tardiness, the number of suspensions, office referrals, and counseling referrals and ensure social-emotional well-being for all students.

- Walnut Grove School will reduce the number of tardiness by 10% for the 2023-24 school year.
- Walnut Grove School will have a 9% or lower chronic absenteeism rate for the 2023-24 school year.
- Walnut Grove School will reduce the number of suspensions to 50% of the 2023-24 suspension rate.

## Identified Need

What data did you use to form this goal (findings from data analysis)?
Suspension/Expulsion rates
Discipline Referrals
Counseling referrals and caseload
Attendance Rates
Truancy Rate

What process will you use to monitor and evaluate the data?
Discipline Referrals
Aeries Documentation
Parent/Student Surveys

What did the data analysis reveal that led you to this goal?
Discipline referrals and suspensions have increased. Increasing counseling services and Social Emotional Training for staff members, including Trauma Informed practices, is necessary.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Social-Emotional Learning

Task:
1. Counselors/Teachers will teach lessons on social-emotional learning that help students understand their thought process in mindfulness, making decisions and how to make good, positive decisions, social skills, self-regulation, healthy coping skills, developing empathy, etc. (Using Second Step Curriculum) Establish a school-wide schedule for teaching Second Step.
2. PBIS site team to focus on creating annual goals for SEL/PBIS at the site.
3. Walnut Grove will have monthly recognition assemblies, where students are recognized for exhibiting the character traits for the month/reaching AVID short or long-term goals.
4. Staff will all have "Paw"sitive Action purple tickets to hand out when they see exemplary behavior.
5. Monthly/Weekly prize drawings will be held to recognize students who have modeled appropriate behavior.
6. Implement Wildcat of the Month for students who have had exemplary behavior/improved behavior during the month.
7. At least one Anti-Bullying presentation to be held during the year.
8. Counselor will teach whole class lessons, small group lessons, and individual sessions.
9. Participate in the Great Kindness Challenge school-wide
10. Counselor to implement buddy program/conflict managers, using 4th - 6th-grade students as older buddies/conflict managers for primary students.

Measures:
Student Awards/Recognitions
Lesson Plans

People Assigned:
Teachers/Staff
Principal
Counselor

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 500 | Unrestricted<br>4000-4999: Books And Supplies<br>Prizes for Weekly/Monthly Assembly Purple Ticket Drawing |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote Positive Student Behavior and School Climate

Task:
1. Continue school-wide implementation of the Behavior Matrix for expectations for student behavior/Roll out the updated Behavior Matrix.
2. District/School counselor will provide counseling services to individuals or small groups, focusing on decision-making, understanding one's own feelings and the feelings of others, anger management, social appropriateness, or other topics such as the need arises. For more intense needs, a referral to site MFT, ACCESS Mental Health, or another outside agency will be completed.
3. Implement a "Buddy Bench" where kids who don't have anyone to play with, feel sad, or are left out can sit on the bench, and other students will go play with him/her. (Make part of the Recess Rodeo rotations)
4. All 5th and 6th-grade students will participate in the leadership academy program at school, utilizing "Leader in Me" strategies
5. Restorative Practices/PBIS trained staff to train the staff. Team to work to come up with alternatives to off-campus suspension.
6. At the beginning of the year, the principal trains and support teachers to implement SEL lessons for at least 15 minutes a week.
8. Counselor will utilize Zones of Regulation in groups to create a common language for feeling identification and coping skills and move toward training staff on using the Zones with all students.
9. Counselor will provide lessons on certain topics relevant to classroom/school needs.
10. Create Calm Spaces/Corners in all classrooms to give students healthy options to self-regulate.
11. Continue to implement Trauma-informed practices.
12. Provide continued PD on Trauma-informed practices.
13. Teach students mindfulness techniques.
14. Teach students the hand model of the brain and what each brain section does.
15. Hold a recess rodeo on the first day of school to teach all students playground/common area expectations/rules. (Repeat Recess Rodeo after winter break)
16. Schedule monthly PBIS team meetings.
17. Student Leadership reps will provide a positive environment by planning events like Spirit Week and making signs and announcements encouraging positive actions and participation in school events.
18. K/6th grade students to participate in a promotion ceremony/celebration.
19. Provide a celebration field trip or on-site activity for the 6th grade promoting the class.

Measures:

Student discipline data from Aeries
Counseling schedule/calendar

People Assigned:
Teacher/Staff

District
Counselor
Principal

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 300 | Unrestricted<br>4000-4999: Books And Supplies<br>Supplies/Materials for Calm Corners |
| 250 | Unrestricted<br>4000-4999: Books And Supplies<br>Promotion Supplies |
| 400 | Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>6th Grade Celebration Field Trip or on site experience |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on School Safety

Task:
1. Provide four one-hour yard supervisors to cover lunch recess yard duty.
2. Certificated staff will supervise during morning recess and after-school duty.
3. Administration, staff and the Safety Committee will work to update the Comprehensive School Safety Plan annually.
4. Administration will work with district Maintenance and Operations staff to repair any unsafe conditions on the school site.

Measures:
Yard Supervision assignments
Completed and updated Comprehensive School Safety Plan
Repair of unsafe conditions

People Assigned:
Teachers/Staff
Principal
Custodian

Site Safety Team

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| 14490 | Unrestricted<br>2000-2999: Classified Personnel Salaries<br>Four One-Hour Yard Supervisors |
| 4347 | Unrestricted<br>3000-3999: Employee Benefits<br>Benefits for Four One-Hour Yard Supervisors |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Include Community-Based Programs to Support Student Success

Task:

1. Implement Red Ribbon Week with the support of the Sacramento County Sheriff's Department and PTA.
2. Maintain a current brochure/booklet marketing the school for outreach purposes and to support the goal of increasing enrollment in all of our RDUSD schools.
3. Third-grade students to participate in Rotary Dictionary Program.
4. Partner with Rotary and Community Group through F5 Sacramento on the school garden and other projects.
5. Coordinate work days with PTA, ELAC, and Rotary.
6. Partner with Migrant Ed and Mini Corp to provide services to students.
7. Partner with Community Agencies to provide a Health Fair for the community of Walnut Grove.
8. Partner with Grow West, Rotary, and other community businesses to put on an annual holiday gift giveaway for the students of Walnut Grove School.
9. Partner with the Family Resource Center to provide services for families (i.e., emergency food and clothing, health insurance, WIC, parenting classes)
10. Coordinate and partner with Head Start pre-schools and the RDUSD First Five School Readiness Program to provide early childhood intervention services for Walnut Grove Families.
11. Work with SCOE on preparing for the 5th/6th-grade trip to Sly Park.
12. Work with the community of Walnut Grove to find mentors to work with students.
13. Work with First 5 to provide a kinder camp experience for incoming TK and K students. (Donor funded)
14. Partner with South County Services to provide additional services for Walnut Grove families.

Measures:
Rio Vista Care Referrals
Care Solace Referrals
Sign-ins from community events Mini-Corp Schedule

People Assigned:
Teachers/Staff Principal Rotary
ELAC PTA

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increasing Student Attendance

Task:
1. School will work to have a 97% overall ADA rate.
2. Students who have No tardies each month will participate in a monthly "No Tardy" party celebration.
3. Teachers will encourage superior attendance and recognize it in their classrooms while teaching appropriate hygiene, hand washing, etc., and promoting CDE/Health Dept Guidelines of how many days to stay home after being sick.
4. Class attendance is to be highlighted at each monthly assembly, with the class with the best attendance receiving the class trophy/stuffed animal for the month
5. Create a School Attendance Review Team comprising the principal, secretary, counselor, and classroom teacher.
6. Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team.
7. Take part in/refer students to district SARB meetings (School Attendance Review Board) when necessary.
8. Provide school-wide celebrations monthly when the 97% attendance goal is reached.
9. Provide end-of-the-year celebration for each class achieving an attendance rate of 97% average or better throughout the year.
10. Provide random daily "No tardy" incentives for classes and students with no absences/tardies on random days of the month.
11. Provide parents a "No Tardy Party" at least once yearly for those dropping their kids off on time before the bell rings.

Measures:
Student recognition/awards for perfect attendance
Attendance from Aeries
Copies of chronic absenteeism letters/Notes from parent meetings

People Assigned:
Principal
Secretary
Teachers/Staff

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 500 | Site Supplemental & Concentration<br>4000-4999: Books And Supplies<br>Attendance Incentives |

# 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

LCAP Priority 4- Student Achievement

## LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready. (RDUSD LCAP Goal #1)

# Goal 7

Walnut Grove School will provide multiple avenues to support students' academic achievement and continue to remediate any learning loss resulting in at least a 1.5-year growth for students below grade level at the beginning of the 2023-24 school year.

## Identified Need

What data did you use to form this goal? (findings from data analysis)
Monthly check-ins with teachers about participation/lack of participation and attendance of students
A/R Quarterly Goals
STAR Reading Assessment (1st-6th grade)

What did the data analysis reveal that led you to this goal?
Although students are making growth, student achievement is not equal across the board. More training is needed in the areas of data analysis and differentiation of instruction in the classroom.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Instruction at Varying Student Levels

Task:
1. Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
2. Students who need help beyond UA time will receive instruction using materials such as Lexia, SIPPS/Heggerty, Read Naturally, IXL, and Freckle with the purpose of making the core accessible to all students.
3. Students who need additional support can attend after-school academies with a certificated teacher.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students as Identified Needing Additional Support

Strategy/Activity

Provide Response to Intervention

Task:
1. Schedule regular SST (Student Study Team) meetings to create individual support plans for students as needed.
2. Uniformly identify students in each grade level to receive RTI support through Monitoring Conferences and SSTs.
3. Continue implementing RTI strategies to support students who are not meeting English/Language Arts and Math standards.
4. Utilize Lexia, Accelerated Reader, Starfall, IXL, Freckle, Read Naturally, SIPPS/Heggerty, and Wonders/Math Expressions differentiated technology components to increase student reading/language arts fluency, comprehension, and math skills at individualized levels.
5. Provide students with targeted after-school intervention with certificated staff.
6. Utilize RSP teacher/aide daily for RSP and RTI interventions.
7. Purchase supplemental tier 3 RTI programs for TK-6th grade students
8. Provide training opportunities for staff providing intervention services to students.

Measures:
Students receiving RTI services show growth in Pre/Post tests of the RTI curriculum.
Students receiving RTI services show growth in STAR Early Literacy (1.5 years growth) and/or growth in STAR Reading Supplemental materials purchased/obtained
Teachers/Instructional Aides trained in intervention programs

People Assigned:
RSP teacher
Teachers/Staff
ELD teacher
Principal
Instructional Aide
Migrant Aide

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
| --- | --- |
| 825 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>1000-1999: Certificated Personnel Salaries<br>Subs for SSTs |
| 1500.00 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>5800: Professional/Consulting Services And Operating Expenditures<br>Tier 3 RTI Intervention Programs |
| 99 | ESSA-Title I, Part A, Basic Grants Low Income and Neglected<br>3000-3999: Employee Benefits<br>Subs for SSTs (Benefits) |

# 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 | $61183 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $62,034.00 |

## 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 ($) |
|---|---|
| ESSA-Title I, Part A, Basic Grants Low Income and Neglected | $7,417.00 |

Subtotal of additional federal funds included for this school: $7,417.00

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 ($) |
|---|---|
| Lottery: Unrestricted | $15,726.00 |
| Site Supplemental & Concentration | $15,641.00 |
| Unrestricted | $23,250.00 |

Subtotal of state or local funds included for this school: $54,617.00

Total of federal, state, and/or local funds for this school: $62,034.00

# 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 |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 7,417.00 |
| Lottery: Unrestricted | 15,726.00 |
| Site Supplemental & Concentration | 15,641.00 |
| Unrestricted | 23,250.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 9,665.00 |
| 2000-2999: Classified Personnel Salaries | 17,190.00 |
| 3000-3999: Employee Benefits | 6,488.00 |
| 4000-4999: Books And Supplies | 20,641.00 |
| 5000-5999: Services And Other Operating Expenditures | 1,350.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,700.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 825.00 |
| 3000-3999: Employee Benefits | ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 99.00 |
| 4000-4999: Books And Supplies | ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 2,493.00 |

| | | |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | ESSA-Title I, Part A, Basic Grants Low Income and Neglected | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | Lottery: Unrestricted | 7,320.00 |
| 2000-2999: Classified Personnel Salaries | Lottery: Unrestricted | 2,500.00 |
| 3000-3999: Employee Benefits | Lottery: Unrestricted | 1,739.00 |
| 4000-4999: Books And Supplies | Lottery: Unrestricted | 3,617.00 |
| 5000-5999: Services And Other Operating Expenditures | Lottery: Unrestricted | 250.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Lottery: Unrestricted | 300.00 |
| 1000-1999: Certificated Personnel Salaries | Site Supplemental & Concentration | 1,520.00 |
| 2000-2999: Classified Personnel Salaries | Site Supplemental & Concentration | 200.00 |
| 3000-3999: Employee Benefits | Site Supplemental & Concentration | 303.00 |
| 4000-4999: Books And Supplies | Site Supplemental & Concentration | 10,518.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Supplemental & Concentration | 100.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Site Supplemental & Concentration | 3,000.00 |
| 2000-2999: Classified Personnel Salaries | Unrestricted | 14,490.00 |
| 3000-3999: Employee Benefits | Unrestricted | 4,347.00 |
| 4000-4999: Books And Supplies | Unrestricted | 4,013.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Unrestricted | 400.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 3,565.00 |
| Goal 2 | 9,903.00 |
| Goal 3 | 4,135.00 |
| Goal 4 | 14,203.00 |
| Goal 5 | 7,017.00 |
| Goal 6 | 20,787.00 |

| | |
|---|---|
| Goal 7 | 2,424.00 |

# School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

| Name of Members | Role |
|---|---|
| Gabino Perez | Principal |
| Jennifer Stone | Parent or Community Member |
| Alma Alexander | Other School Staff |
| Caitlyn De La Torre | Parent or Community Member |
| Elise Wootton | Classroom Teacher |
| Maria Rivera Garcia | Parent or Community Member |
| Esmeralda Rios Sanchez | Parent or Community Member |
| Sandra Martinez | Other School Staff |

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

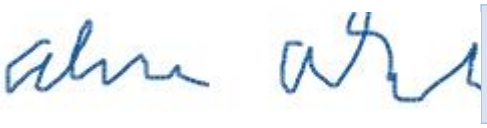
# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |
|  | Other: PTA |

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 5/3/23.

Attested:

| | |
| --- | --- |
| | Principal, Gabino Perez on 5/3/23 |
| | SSC Chairperson, Caitlyn De La Torre on 5/3/23 |

# 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