



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 K-6 School	50712170118927	September 20th, 2021	

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school wide programs and comprehensive support and improvements, by implementing a strategic plan that maximizes the resources available with the ultimate goal of increasing student achievement school wide. This School Plan for Student Achievement fulfills the requirements of Title I Schoolwide Program and Comprehensive Support and Improvement. The staff at Walnut Grove K-6 School strive for excellence by providing an academic program that meets the needs of all students. Walnut Grove K-6 Staff work collaboratively to provide opportunities for students to achieve academic excellence each and every year. They also cultivate the characteristics of students who can ROAR(Respect Others, Offer Kindness, Act Responsibly, Remember Safety) in order to perform, create and innovate to achieve academic excellence. School programs are strategically designed to engage and support students while developing appropriate social, critical thinking, and problem-solving skills to promote life-long learning, and to ensure that all students have access to high quality education that includes rigorous lessons that include technology and are standards based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, suspension rates and enhance teaching. The goal is to create a safe, fair, and respectful environment that meets the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner and to provide family and community engagement opportunities to support student learning success. The SPSA planning process supports continuous cycles of action, reflection, evaluation and modification.

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.

All goals contained in the SPSA are directly linked to the PJUSD's LCAP goals 1-4 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: P JUSD will prepare students to be college and career ready.

LCAP Goal 2: P JUSD will create conditions of learning that include implementation of academic content and performance standards for all students.

LCAP Goal 3: P JUSD will provide a safe and engaging environment where students attend and are connected to their schools.

LCAP Goal 4: P JUSD will cultivate meaningful partnerships among parents and community stakeholders in order to support student success in school.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District survey of all stakeholders was conducted for the District Comprehensive Needs Assessment in relation to the LCAP goals progress. The survey provided a description of each strategic area and a brief background summary of the progress made over the past several years. Parents were asked to take a moment to thoroughly read through each section and complete the survey to help us evaluate our progress in each strategic area.

A site comprehensive needs assessment was conducted by our PBIS Tier 2/3 team through program focus groups (English Only and Dual). The Cycle of Inquiry data collected by teachers was used to monitor students progress or lack of. Various test results were reviewed and analyzed during Cycle of Inquiry to identify the school's focus and to determine trends, identify gaps and establish an action plan in order to modify instruction based on student learning. As a result, after school intervention and homework help support will be provided for students at high risk or students whose learning regressed due to the Pandemic. Intervention will be targeted based on the data collected for reading and math.

Classroom Observations

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

Routine classroom observations are conducted by the site administrators to focus on effective teaching strategies and student learning. The school principal and assistant principal conduct regular informal and formal observations and provide teacher's feedback to enhance instruction and learning using informal and formal observation forms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school uses state wide assessment results (ELPAC and CAASPP) and local assessments in the areas of math, language arts, science, social studies and writing, to modify instruction and improve student achievement on a regular basis. CAASPP and iReady Diagnostic test results are reviewed and analyzed by teacher and grade level during Cycle of Inquiry to identify the school's focus and to determine trends, identify gaps and establish an action plan in order to modify instruction based on student learning. The last CAASPP scores we have are from the 2018-2019 school year due to COVID19. The results showed we had 33.47% of our student population in grades 3-8th scoring met or exceeded. Of those, we had 10.04% of our English Learner population scoring met or exceeded and 5.09% of our Students with disabilities scoring at met or exceeded. Teachers use ELPAC data to identify student needs and performance status to place students in groups for ELD and Wednesday Intervention in which instruction is tailored to their targeted group of not meeting, meeting, or exceeding performance goals. Our District's On-demand Writing Assessment is given twice a year, and our monthly computerized reading assessments (diagnostic and growth monitoring-iReady and iStation) are also used to adjust and monitor instruction, target learning gaps, and to appropriately address the language and performance needs of students. Grade levels collaborate after each benchmark to analyze data and plan instruction for the next period. At this meeting, teachers look at the data, discuss effective teaching practices, and set goals for every 4 week period. This data is also used by our PBIS Team and teacher collaboration to identify students that are at risk and to plan instruction in order to improve student achievement. CAASPP Assessment results are also reviewed by the School Site Council during the initial meetings of the year in order to revise and/or allocate funds, and assess progress on the site's goals.

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

Teachers utilize the curriculum embedded assessments on a weekly basis to monitor student progress and to plan and modify instruction for the following week. In addition, teachers use iReady Assessment results to group students for academic intervention groups based on student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Most teachers at our site meet the highly qualified staff requirement, and/or are working towards meeting the highly qualified staff requirements.

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

All credentialed teachers at our site have been trained on all SBE adopted instructional materials, and have access to all materials. Professional Development is provided on a monthly basis.

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

Our Staff development for 2021-2022 will continue to focus in the areas of reading comprehension, writing, technology and using the assessment results in order to align instruction to the content standards and the CCSS assessments.

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

Ongoing instructional assistance and support for teachers to increase teacher capacity has been provided through monthly site professional development and Instructional Coach. Content support has been provided through collaboration meetings with their grade level content on a weekly basis.

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

Teachers collaborate within their grade levels on a weekly basis utilizing their weekly assessment results to analyze data and plan instruction for the next period. At this meeting, teachers look at the data, identify students' strengths and weaknesses, discuss effective teaching practices, and set goals for every 4 week period. This data is also shared with students through their data wall with a given goal in order to improve student learning.

Teachers also collaborate with grade level teachers across the district on a monthly basis. They discuss their findings from their site based collaboration, discuss best practices on a larger scale and create an action plan. These meetings are facilitated by a district grade level lead with an administrator present.

Teaching and Learning

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

Alignment of curriculum, instruction and materials to content and performance standards is an integral practice at Walnut Grove as part of our NEU Commitment (No Excuses University) which also focuses on the following pillars- Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, Interventions. Instruction is aligned to the California Common Core State standards using the blueprints. Teachers work in grade level teams to align and integrate instructional units to CORE standards and assessments. They also collaborate to identify student performance in relation to each standard and the degree of proficiency or mastery students have reached. Students receiving special education services also have IEP goals to reflect work towards core standard grade level skills. Before materials are adopted, a committee of teachers reviews the materials, pilots, and provide input in the adoption of materials. All teachers use state adopted textbooks & supplementary materials aligned to California content standards. District pacing calendars are provided to teachers for their content area. Grade level teams collaborate using data from the benchmark assessments to analyze student performance and adjust instruction accordingly to ensure students are meeting or exceeding performance goals.

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

All students at Walnut Grove use Standards based instructional materials in all subject areas. A description of our Core Program standards based materials and instructional minutes include: • Math: Eureka Math (grades K-5) or Go Math! (grades 6) – 55-60 minutes daily all grades. • Language Arts: Wonders!-HM - 1hr. 30 minutes primary.

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

Our elementary lesson pacing schedules and daily schedules have been revised to include daily small group intervention to support students in their different academic performance groups based on the reading diagnostic and growth monitoring scores.

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

Our teachers and students have access to standards-based instructional materials in all core subjects, in both, digital and print.

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

SBE-adopted materials for the core instruction are used at every grade level and include the following: • Math: Eureka Math (grades K-5), Go Math! (grades 6) • Language Arts: Wonders! • Science: Amplify • Social Studies: Studies Weekly • Intervention materials for students reading 2-3 grade levels below grade level include: Corrective Reading [SRA] • Language for Learning [SRA] • Phonics for Reading [SRA] • Reading Success [SRA] • Reading Mastery [SRA] • Wonder Works!

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide Universal Access through small group instruction. For reading intervention and ELD instruction, students are grouped by proficiency level, assessed every four weeks and regrouped appropriately. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan reteaching accordingly. PBIS Tier 2/3 and SST process is used to identify and monitor students not meeting performance goals. Supports are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

The Patterson Unified School District has set instructional norms around research based best instructional practices. The norms include the following: Daily schedule is posted. Learning objectives posted. Variety of presentation techniques used. Multiple and varied checking for understanding strategies are used. Student engagement in learning activities is maximized. Student work is evident. Instruction is differentiated to meet the needs of all learners. Opportunities are given to incorporate L/S/R/W and use academic language. Lesson has clear and effective closure. Another research based practice is the use of a Data Wall and Data Chats, which is a visual representation that monitors each student progress and achievement; as well as discussing with each student their progress.

Parental Engagement

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

Walnut Grove school provides parents with materials and training to help parents work with their children to improve their children's achievement through the following resources:

1. Walnut Grove K-6 holds events through ELAC meetings to assist parents with literacy and math ideas to use at home, as well as use of technology.
2. Walnut Grove K-6 also encourages parents to attend the Parent Workshops hosted by our District that provide instructional strategies parents can use at home.
3. During Parent-Teacher conferences, IEP, and SSTs, parents are provided with ideas and materials to use to help their student succeed.

In addition, PAPER, is available for grades 5+ which is an online tutoring program. The Patterson After School Program (ASP) now has a major strand dedicated to assisting under-achieving students by providing additional reading support. Students who struggle are referred to the ASP to see if they would benefit from the services provided by the ASP. The goal is to build reading fluency, comprehension, writing and academic vocabulary with under-achieving students.

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

Involvement of parents, community representatives, classroom teachers, other school personnel, in the planning, implementation, and evaluation of ConApp programs is done through our monthly School Site Council and ELAC/DELAC meetings. In addition, a parent representative from PTO is part of the School Site Council which in turn, share the information, and provides parental feedback. Parents are also provided the opportunity to be part of the LCAP task force.

Funding

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

The services provided by categorical budgets help students in a variety of ways. Underperforming students will be specifically supported and targeted through an intervention program for ELD and academics, both in English and Spanish. The intervention programs allow para-professionals to work collaboratively with teachers to help struggling students in smaller group settings as they set goals, check progress and produce academic results. Students needing this support are identified during Cycle of Inquiry meetings, which are also funded by categorical funds.

Fiscal support (EPC)

See budget report.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning, review and updating process of our SPSA, the following stakeholder groups have been consulted through our monthly School Site Council meetings:

1. School Site Council: our School Site Council has been actively involved in the process of planning and evaluating our SPSA goals at designated meetings.
2. School Leadership Team: Each grade level Lead receives information which is disseminated at their grade level collaboration meeting. The Lead then collects input and feedback for each grade level; which is then shared at the School Site Council Meeting.
3. ELAC committee: information is shared with all ELAC members through the ELAC representative; in turn, the ELAC representative then shares feedback with SSC.
4. SPSA updates shared with school staff at either staff meetings or Professional Development Meetings.

Resource Inequities

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

The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. Based on the CA Dashboard 2018-2019 data, our school's academic performance increased 5.5 points in the area of English Language Arts. 52.4% of English Learners are making progress towards English proficiency, however, in the area of Math there was no growth. For the 2020-2021 school year, we used iReady Diagnostic scores to measure academic progress. Scores are comparable to those last seen in CAASPP with 41% of our student population reading at grade level, and 33% at grade level in Math.

Based on this data, no significant resource inequities were identified, but we do need to continue to support student progress in these two areas. Classroom observation findings indicate the need for more opportunities for student to practice and use academic language, and reading comprehension. To do this, we will be focusing our professional development in these areas. Our instructional day schedule now includes small group instruction in addition to ELD rotation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.3%		0	2
African American	2.1%	1.79%	2.2%	17	14	16
Asian	1.11%	1.02%	1.1%	9	8	8
Filipino	0.49%	0.51%	0.3%	4	4	2
Hispanic/Latino	87.67%	87.87%	87.8%	711	688	639
Pacific Islander	%	0.51%	0.1%		4	1
White	5.92%	5.36%	5.4%	48	42	39
Multiple/No Response	%	2.43%	0.7%		4	5
Total Enrollment				811	783	728

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	144	119	102
Grade 1	73	70	71
Grade 2	74	71	69
Grade3	78	74	70
Grade 4	78	78	72
Grade 5	80	83	73
Grade 6	96	98	87
Grade 7	101	93	94
Grade 8	87	97	90
Total Enrollment	811	783	728

Conclusions based on this data:

1. There has been a slight decrease in our student population numbers at the upper elementary grades, which is attributed to having class size reduction in lower grades and going to over 24 students in upper grades, especially in our Dual Program Strand.
2. Although it shows that we have 144 students in Kindergarten, the number is representative of 72 students enrolled in Kindergarten and 47 in Transitional Kinder which is housed at a different school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	424	385	342	52.3%	49.2%	47.0%
Fluent English Proficient (FEP)	299	126	122	13.1%	16.1%	16.8%
Reclassified Fluent English Proficient (RFEP)	94	22	22	11.6%	5.2%	5.7%

Conclusions based on this data:

1. As of 20-21, our English Learner population decreased by 5% from 18-19.
2. Although our numbers of EL's is less and we only reclassified 5.7% of our population, our percentage of Fluent English Proficient is slowly increasing over the years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	75	76	67	74	76	NT	74	76	0	98.7	100	0.0
Grade 4	84	77	76	84	75	NT	84	75	0	100	97.4	0.0
Grade 5	92	81	79	92	81	NT	92	81	0	100	100	0.0
Grade 6	104	95	88	104	95	NT	104	95	0	100	100	0.0
Grade 7	90	101	94	90	100	NT	90	100	0	100	99	0.0
Grade 8	94	87	88	94	87	NT	94	87	0	100	100	0.0
All Grades	539	517	492	538	514	NT	538	514	0	99.8	99.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2386.	2393.		12.16	11.84		24.32	18.42		17.57	27.63		45.95	42.11	
Grade 4	2413.	2442.		5.95	16.00		22.62	26.67		21.43	21.33		50.00	36.00	
Grade 5	2457.	2455.		8.70	11.11		25.00	22.22		20.65	20.99		45.65	45.68	
Grade 6	2487.	2492.		6.73	8.42		31.73	29.47		21.15	25.26		40.38	36.84	
Grade 7	2489.	2487.		3.33	6.00		25.56	24.00		27.78	23.00		43.33	47.00	
Grade 8	2512.	2517.		3.19	6.90		24.47	20.69		34.04	36.78		38.30	35.63	
All Grades	N/A	N/A	N/A	6.51	9.73		25.84	23.74		23.98	25.88		43.68	40.66	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.51	15.79		44.59	44.74		41.89	39.47	
Grade 4	5.95	20.00		53.57	44.00		40.48	36.00	
Grade 5	10.87	11.11		43.48	46.91		45.65	41.98	
Grade 6	12.50	13.68		35.58	42.11		51.92	44.21	
Grade 7	7.78	8.00		34.44	34.00		57.78	58.00	
Grade 8	8.51	6.90		45.74	43.68		45.74	49.43	
All Grades	9.85	12.26		42.57	42.22		47.58	45.53	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.81	9.21		36.49	51.32		52.70	39.47	
Grade 4	8.33	16.00		44.05	50.67		47.62	33.33	
Grade 5	20.65	16.05		45.65	33.33		33.70	50.62	
Grade 6	9.62	25.26		50.00	40.00		40.38	34.74	
Grade 7	10.00	13.00		51.11	50.00		38.89	37.00	
Grade 8	6.38	16.09		52.13	48.28		41.49	35.63	
All Grades	10.97	16.15		47.03	45.53		42.01	38.33	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.92	9.21		56.76	68.42		24.32	22.37	
Grade 4	10.71	13.33		58.33	65.33		30.95	21.33	
Grade 5	7.61	7.41		54.35	59.26		38.04	33.33	
Grade 6	13.46	7.37		55.77	60.00		30.77	32.63	
Grade 7	2.22	5.00		61.11	59.00		36.67	36.00	
Grade 8	6.38	3.45		60.64	66.67		32.98	29.89	
All Grades	9.67	7.39		57.81	62.84		32.53	29.77	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.22	13.16		51.35	47.37		32.43	39.47	
Grade 4	8.33	8.00		63.10	61.33		28.57	30.67	
Grade 5	15.22	17.28		41.30	46.91		43.48	35.80	
Grade 6	25.00	20.00		48.08	41.05		26.92	38.95	
Grade 7	21.11	14.00		38.89	41.00		40.00	45.00	
Grade 8	9.57	13.79		61.70	55.17		28.72	31.03	
All Grades	16.17	14.59		50.56	48.25		33.27	37.16	

2019-20 Data:

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

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020, 2020-2021 school year. The conclusions are based on the 2018-2019 scores and dashboard. Walnut Grove had 33.27% of our 514 students assessed scoring above standard/at or near standard in the overall score in Language Arts, which is a slight increase from last year's scores of 32.35%.
2. Claim areas in English- Language arts measured student performance in four areas- reading, writing, listening, and research/inquiry. Walnut Grove students are showing a slight increase in the area of Reading and Listening. A significant score increase can be seen overall in the area of Writing which went from 52.42% to 61.67%. Almost all grades, with the exception of 8th grade, showed progress in the area of Reading and 4th grade made the most growth.
3. Our students continue to struggle in the area of Research and Inquiry with a slight decrease in scores from 66.78% from previous year to 62.84% scoring at above/at or near standard this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	75	76	67	74	76	0	74	76	0	98.7	100	0.0
Grade 4	84	77	76	84	75	0	84	73	0	100	97.4	0.0
Grade 5	92	81	79	92	81	0	92	81	0	100	100	0.0
Grade 6	104	95	88	104	95	0	104	95	0	100	100	0.0
Grade 7	90	101	94	90	101	0	90	101	0	100	100	0.0
Grade 8	94	87	88	94	87	0	94	87	0	100	100	0.0
All Grades	539	517	492	538	515	0	538	513	0	99.8	99.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2405.		5.41	11.84		28.38	19.74		28.38	26.32		37.84	42.11	
Grade 4	2422.	2444.		3.57	5.48		16.67	27.40		38.10	34.25		41.67	32.88	
Grade 5	2457.	2459.		4.35	6.17		15.22	14.81		36.96	32.10		43.48	46.91	
Grade 6	2469.	2444.		1.92	4.21		17.31	7.37		27.88	32.63		52.88	55.79	
Grade 7	2461.	2463.		3.33	0.99		11.11	11.88		33.33	36.63		52.22	50.50	
Grade 8	2461.	2475.		7.45	4.60		9.57	6.90		12.77	27.59		70.21	60.92	
All Grades	N/A	N/A	N/A	4.28	5.26		15.99	14.04		29.37	31.77		50.37	48.93	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.22	21.05		41.89	34.21		41.89	44.74	
Grade 4	8.33	17.81		33.33	35.62		58.33	46.58	
Grade 5	11.96	9.88		29.35	32.10		58.70	58.02	
Grade 6	9.62	3.16		28.85	27.37		61.54	69.47	
Grade 7	5.56	2.97		26.67	35.64		67.78	61.39	
Grade 8	9.57	4.60		15.96	19.54		74.47	75.86	
All Grades	10.04	9.16		28.81	30.60		61.15	60.23	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.46	17.11		51.35	42.11		39.19	40.79	
Grade 4	7.14	9.59		36.90	47.95		55.95	42.47	
Grade 5	5.43	7.41		42.39	39.51		52.17	53.09	
Grade 6	3.85	4.21		46.15	34.74		50.00	61.05	
Grade 7	5.56	3.96		42.22	45.54		52.22	50.50	
Grade 8	7.45	3.45		35.11	40.23		57.45	56.32	
All Grades	6.32	7.21		42.19	41.52		51.49	51.27	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.16	15.79		54.05	46.05		33.78	38.16	
Grade 4	8.33	17.81		50.00	43.84		41.67	38.36	
Grade 5	2.17	4.94		46.74	45.68		51.09	49.38	
Grade 6	5.77	4.21		38.46	41.05		55.77	54.74	
Grade 7	4.44	0.00		44.44	54.46		51.11	45.54	
Grade 8	7.45	10.34		31.91	48.28		60.64	41.38	
All Grades	6.51	8.19		43.68	46.78		49.81	45.03	

2019-20 Data:

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

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020, 2020-2021 school year. The conclusions are based on the 2018-2019 scores and dashboard. Walnut Grove had a combination of 19.30% of students scoring above standard/st or near standard in MATH. As expected, results in mathematics were not as strong as those in English- Language arts and, percentage scores show a slight decrease from previous year 20.27%.
2. There are three claims areas established in mathematics: concepts and procedures; problem solving and modeling/data analysis; and communicating mathematical reasoning. Overall, the data indicates a slight increase in scores from previous years. Concepts and Procedures from 37.02% to this year at 39.76%; Problem solving went from 48.51% to 48.73% and Communicating Reasoning went from 50.19% to 54.97%.
3. Again, the grade level with the greatest gain in all claims areas was 4th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1417.5	1417.6	1416.4	1430.9	1435.5	1434.1	1386.2	1375.8	1375.4	76	64	37
1	1469.9	1473.9	1443.7	1466.0	1490.8	1461.7	1473.3	1456.4	1425.2	47	44	39
2	1491.3	1495.1	1476.8	1497.1	1491.8	1487.9	1485.0	1497.9	1465.2	46	48	29
3	1511.0	1518.4	1484.9	1513.4	1526.1	1483.4	1508.2	1510.1	1486.0	51	49	42
4	1525.0	1516.4	1507.8	1523.1	1515.9	1513.4	1526.4	1516.2	1501.5	52	38	45
5	1504.6	1534.0	1518.8	1490.7	1538.3	1514.9	1518.0	1529.1	1522.3	35	45	40
6	1518.8	1523.1	1528.5	1518.8	1528.1	1532.5	1518.5	1517.8	1523.9	41	35	40
7	1537.8	1535.7	1537.0	1546.8	1537.7	1539.6	1528.2	1533.1	1533.9	34	38	38
8	1531.7	1580.4	1537.0	1523.3	1600.1	1536.3	1539.7	1560.1	1536.9	35	33	35
All Grades										417	394	345

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.68	7.81	10.81	26.32	31.25	35.14	30.26	43.75	45.95	19.74	17.19	8.11	76	64	37
1	44.68	20.45	5.13	29.79	47.73	33.33	*	29.55	51.28	*	2.27	10.26	47	44	39
2	45.65	16.67	6.90	43.48	45.83	62.07	*	31.25	24.14	*	6.25	6.90	46	48	29
3	27.45	32.65	14.29	37.25	38.78	33.33	*	24.49	26.19	*	4.08	26.19	51	49	42
4	38.46	31.58	22.22	40.38	28.95	35.56	*	23.68	24.44	*	15.79	17.78	52	38	45
5	*	26.67	15.00	54.29	44.44	45.00	*	22.22	27.50	*	6.67	12.50	35	45	40
6	*	17.14	12.50	39.02	37.14	55.00	31.71	40.00	20.00	*	5.71	12.50	41	35	40
7	38.24	13.16	18.42	*	39.47	47.37	*	34.21	23.68	*	13.16	10.53	34	38	38
8	37.14	42.42	11.43	34.29	39.39	51.43	*	15.15	28.57	*	3.03	8.57	35	33	35
All Grades	31.89	22.08	13.33	36.21	39.09	43.48	21.10	30.20	30.14	10.79	8.63	13.04	417	394	345

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.26	18.75	16.22	35.53	37.50	43.24	21.05	31.25	32.43	*	12.50	8.11	76	64	37
1	55.32	38.64	23.08	*	45.45	46.15	*	13.64	23.08	*	2.27	7.69	47	44	39
2	73.91	29.17	27.59	23.91	47.92	51.72		16.67	17.24	*	6.25	3.45	46	48	29
3	58.82	51.02	33.33	*	38.78	35.71	*	6.12	14.29	*	4.08	16.67	51	49	42
4	55.77	52.63	40.00	34.62	23.68	33.33	*	10.53	13.33	*	13.16	13.33	52	38	45
5	31.43	53.33	40.00	42.86	33.33	40.00	*	6.67	15.00	*	6.67	5.00	35	45	40
6	41.46	48.57	35.00	39.02	25.71	45.00	*	22.86	15.00	*	2.86	5.00	41	35	40
7	64.71	47.37	42.11	*	26.32	31.58	*	23.68	18.42	*	2.63	7.89	34	38	38
8	45.71	66.67	25.71	37.14	24.24	48.57	*	6.06	20.00	*	3.03	5.71	35	33	35
All Grades	49.88	42.89	31.88	30.22	34.77	41.16	11.03	15.99	18.55	8.87	6.35	8.41	417	394	345

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.05	4.69	5.41	*	9.38	21.62	34.21	64.06	56.76	32.89	21.88	16.22	76	64	37
1	38.30	6.82	5.13	25.53	40.91	23.08	23.40	40.91	30.77	*	11.36	41.03	47	44	39
2	30.43	10.42	0.00	32.61	37.50	41.38	23.91	35.42	37.93	*	16.67	20.69	46	48	29
3	*	14.29	7.14	33.33	34.69	28.57	23.53	36.73	30.95	27.45	14.29	33.33	51	49	42
4	*	15.79	4.44	44.23	28.95	24.44	*	31.58	42.22	*	23.68	28.89	52	38	45
5	*	11.11	7.50	45.71	17.78	22.50	*	55.56	50.00	*	15.56	20.00	35	45	40
6	*	0.00	2.50	*	14.29	25.00	31.71	62.86	50.00	41.46	22.86	22.50	41	35	40
7	*	2.63	5.26	*	34.21	28.95	32.35	31.58	36.84	32.35	31.58	28.95	34	38	38
8	*	18.18	0.00	*	30.30	31.43	40.00	27.27	45.71	*	24.24	22.86	35	33	35
All Grades	19.66	9.14	4.35	28.30	26.90	26.96	28.06	44.16	42.32	23.98	19.80	26.38	417	394	345

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.58	20.31	24.32	40.79	70.31	70.27	*	9.38	5.41	76	64	37
1	59.57	56.82	35.90	23.40	38.64	56.41	*	4.55	7.69	47	44	39
2	63.04	31.25	27.59	34.78	60.42	68.97	*	8.33	3.45	46	48	29
3	41.18	42.86	38.10	39.22	53.06	45.24	*	4.08	16.67	51	49	42
4	50.00	47.37	46.67	46.15	42.11	40.00	*	10.53	13.33	52	38	45
5	*	13.33	27.50	71.43	82.22	65.00	*	4.44	7.50	35	45	40
6	*	17.14	27.50	65.85	60.00	60.00	*	22.86	12.50	41	35	40
7	35.29	10.53	7.89	52.94	57.89	78.95	*	31.58	13.16	34	38	38
8	37.14	27.27	8.57	42.86	63.64	82.86	*	9.09	8.57	35	33	35
All Grades	44.84	29.70	27.83	44.84	59.39	62.03	10.31	10.91	10.14	417	394	345

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.32	25.00	8.33	50.00	56.25	63.89	23.68	18.75	27.78	76	64	36
1	51.06	27.27	23.08	36.17	70.45	58.97	*	2.27	17.95	47	44	39
2	78.26	33.33	37.93	*	58.33	62.07	*	8.33	0.00	46	48	29
3	70.59	61.22	35.71	*	36.73	45.24	*	2.04	19.05	51	49	42
4	73.08	47.37	44.44	*	39.47	42.22	*	13.16	13.33	52	38	45
5	60.00	71.11	57.50	31.43	17.78	32.50	*	11.11	10.00	35	45	40
6	60.98	62.86	60.00	34.15	31.43	37.50	*	5.71	2.50	41	35	40
7	88.24	65.79	65.79	*	28.95	28.95	*	5.26	5.26	34	38	38
8	68.57	84.85	45.71	*	12.12	51.43	*	3.03	2.86	35	33	35
All Grades	60.91	50.51	42.44	27.82	41.12	46.22	11.27	8.38	11.34	417	394	344

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	15.79	3.13	8.11	61.84	81.25	81.08	22.37	15.63	10.81	76	64	37
1	48.94	20.45	12.82	34.04	59.09	41.03	*	20.45	46.15	47	44	39
2	36.96	12.50	10.34	36.96	68.75	72.41	26.09	18.75	17.24	46	48	29
3	*	16.33	4.76	49.02	57.14	52.38	37.25	26.53	42.86	51	49	42
4	*	15.79	2.22	57.69	36.84	55.56	25.00	47.37	42.22	52	38	45
5	*	15.56	5.00	74.29	66.67	75.00	*	17.78	20.00	35	45	40
6	*	0.00	7.50	26.83	37.14	37.50	70.73	62.86	55.00	41	35	40
7	*	5.26	18.42	*	42.11	39.47	67.65	52.63	42.11	34	38	38
8	*	27.27	14.29	*	36.36	28.57	54.29	36.36	57.14	35	33	35
All Grades	20.14	12.44	8.99	44.84	56.85	53.33	35.01	30.71	37.68	417	394	345

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.58	15.63	8.11	36.84	45.31	45.95	31.58	39.06	45.95	76	64	37
1	25.53	11.36	2.63	68.09	79.55	63.16	*	9.09	34.21	47	44	38
2	36.96	20.83	0.00	58.70	66.67	62.07	*	12.50	37.93	46	48	29
3	*	28.57	19.05	76.47	61.22	59.52	*	10.20	21.43	51	49	42
4	44.23	21.05	6.67	48.08	73.68	71.11	*	5.26	22.22	52	38	45
5	42.86	6.67	17.50	45.71	84.44	62.50	*	8.89	20.00	35	45	40
6	*	22.86	12.50	85.37	71.43	85.00	*	5.71	2.50	41	35	40
7	*	2.63	7.89	73.53	94.74	81.58	*	2.63	10.53	34	38	38
8	*	0.00	5.71	85.71	96.97	85.71	*	3.03	8.57	35	33	35
All Grades	27.34	14.97	9.30	61.63	72.34	68.60	11.03	12.69	22.09	417	394	344

2019-20 Data:

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

Conclusions based on this data:

1. There are no reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020, 2020-2021 school year. The conclusions are based on the 2018-2019 scores in dashboard. We currently have 61% of our English Learners scoring at levels 3 and 4 of the ELPAC.

2. Greatest percentages of our student's scores are in levels 2+ in the areas of listening, speaking, reading, writing.

School and Student Performance Data

Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
728	78.6	47.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	342	47.0
Foster Youth	0	
Homeless	1	0.1
Socioeconomically Disadvantaged	572	78.6
Students with Disabilities	112	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.2
American Indian or Alaska Native	2	0.3
Asian	8	1.1
Filipino	2	0.3
Hispanic	639	87.8
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander	1	0.1
White	39	5.4

Conclusions based on this data:

- Our student population continues to be similar in that of our 833 students enrolled, our most significant subgroups are still 50% English Learners and 80% are Socioeconomically Disadvantaged. We have 14.9% Students with Disabilities who are receiving Special Education Services.

2. Our English Learner population continues to be much higher than the states average of 20.5%.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



33.27% Met or Exceeded

Mathematics



19.30% Met or Exceeded

English Learner Progress

52.5% making progress towards English language proficiency

Academic Engagement

Chronic Absenteeism



8.7% Chronically Absent

Conditions & Climate

Suspension Rate



4.8% Suspended at least once

Conclusions based on this data:

1. No current reports due to suspension of California's English language arts and mathematic assessments. Conclusions based on 2018-2019 data. In Academics, we continue to show progress in the area of English Language Arts with 33% of our student population in grades 3-8 scoring met or exceeded.
2. No current reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments. Conclusions based on 2018-2019 data. 22.08% of our EL students are proficient in the Summative ELPAC, and 52.5% are making progress.
3. Our suspension rated declined by 1.1%.

School and Student Performance Data

Academic Performance English Language Arts

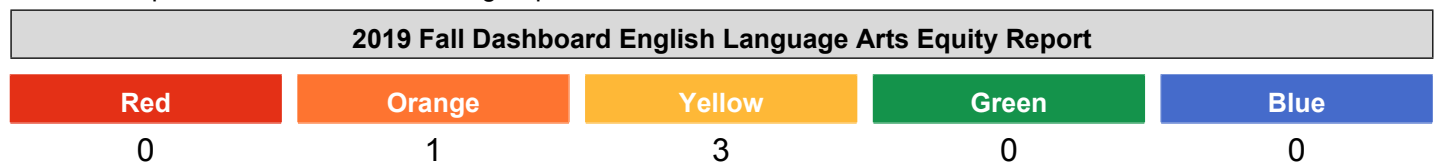
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 33.27% Met or Exceeded 44.5 points below standard Increased ++6.4 points 500		 Yellow 62.7 points below standard Increased ++11 points 317		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Yellow 54.7 points below standard Increased ++7.7 points 403		 Orange 121.6 points below standard Increased ++11.3 points 115	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 48.8 points below standard Increased ++5 points 461	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 2.9 points above standard Increased Significantly ++24.6 points 21

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 92.6 points below standard Increased ++5.7 points 232	Reclassified English Learners 18.6 points above standard Increased Significantly ++26.3 points 85	English Only 13.8 points below standard Maintained ++1.8 points 151
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Conclusions based on this data:

1. No current reports due to suspension of California's English language arts and mathematic assessments. Conclusions based on 2018-2019 data. Even though we are performing 50.9 points below standard, we have made slight progress by increasing 11.9 points in English Language Arts, with all subgroups showing an increase between 3-11 points.
2. All student groups showed an increase in points in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

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

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






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











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 19.30% Met or Exceeded 80.1 points below standard Maintained ++1.8 points 501	 Orange 98.4 points below standard Increased ++3 points 318	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 89.8 points below standard Increased ++4 points 404	 Orange 153.2 points below standard Increased ++7.6 points 116

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 83.3 points below standard Maintained ++1.9 points 462	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 49.4 points below standard Maintained -2.6 points 21

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 118.2 points below standard Maintained ++0.5 points 233	Reclassified English Learners 44.1 points below standard Increased ++10.8 points 85	English Only 47.1 points below standard Maintained -1.2 points 151
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Conclusions based on this data:

1. No current reports due to suspension of California's English language arts and mathematic assessments. Conclusions based on 2018-2019 data. This by far, has been the greatest area of struggle for all of our students with no significant progress. We are currently 81 points below standard, but we have been able to maintain at the same level, with the exception of students with disabilities, which have declined.

School and Student Performance Data

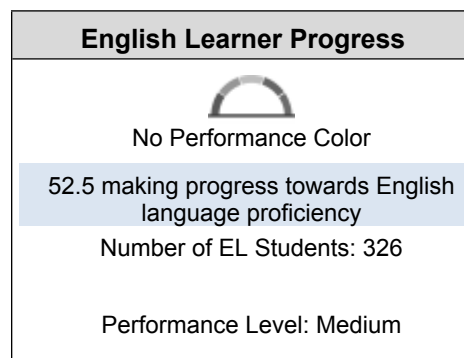
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.0	25.4	9.8	42.6

Conclusions based on this data:

1. No current reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments. Conclusions are based on 2018-2019 data. This data shows that we have approximately 67% of our English Learners scoring at the moderately and well developed level.
2. This data will provide a baseline since it's a new assessment.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

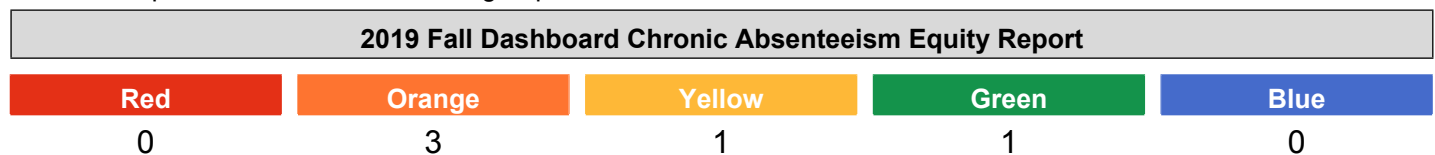
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  8.7% Chronically Absent 8.7 Increased +0.8 831	English Learners  Orange 8.7 Increased +2.3 436	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Orange 9.7 Increased +1.1 668	Students with Disabilities  Green 6.8 Declined -3.1 148

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">22.2</div> Increased +0.8 18	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">7.7</div> Increased +1.1 727	Two or More Races  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">9.5</div> Increased +9.5 21	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">15.4</div> Declined -8.3 52

Conclusions based on this data:

- There are no current reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.
Conclusions are based on the 2018-2019 scores on dashboard. Overall, our chronically absence rate is at 8.7% which is below the state average of 9%, but it is a slight increase from previous year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

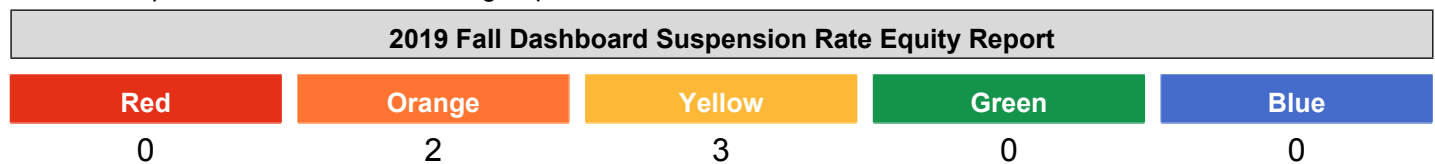
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

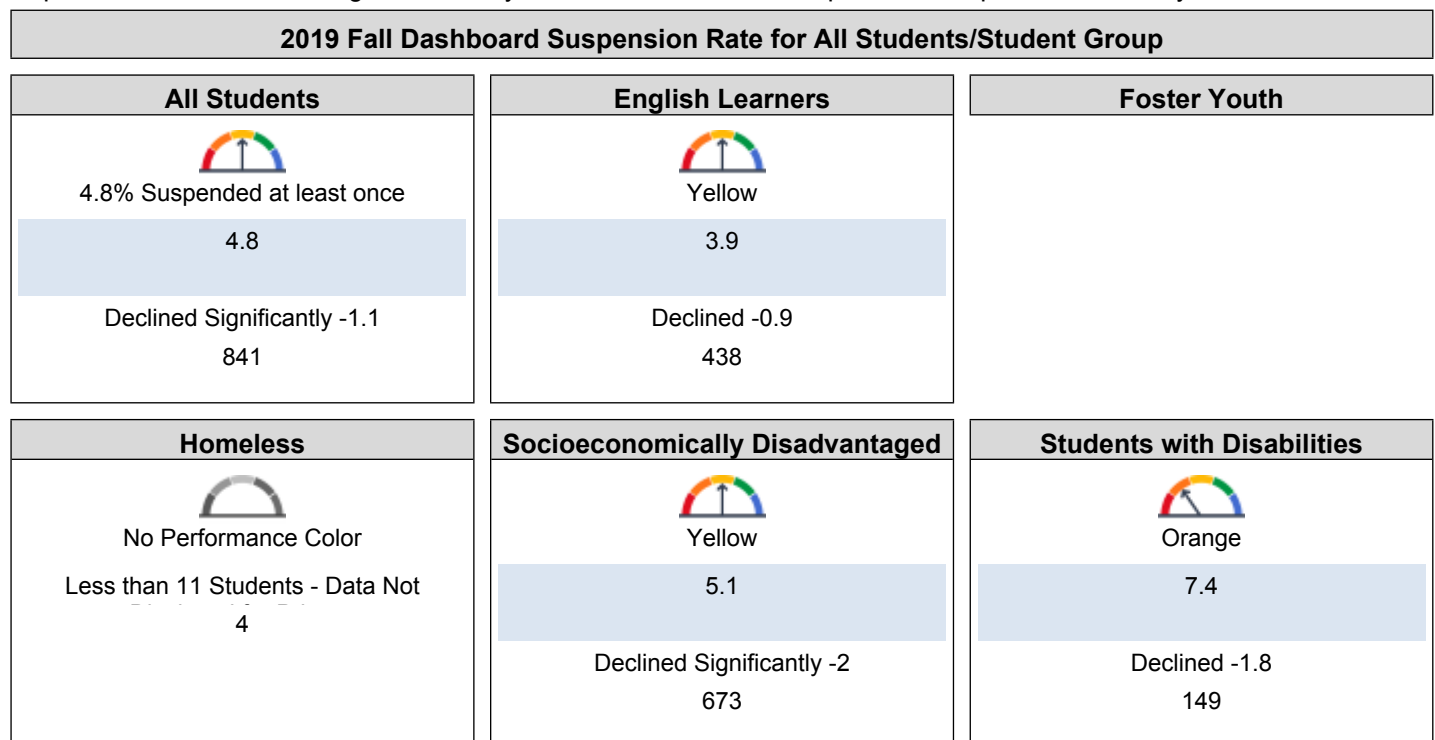
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 5.6 Declined -1.6 18	American Indian	Asian  No Performance Color Less than 11 Students - Data 9	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Yellow 4.7 Declined Significantly -1.1 737	Two or More Races  No Performance Color 0 Maintained 0 21	Pacific Islander	White  Orange 7.7 Declined -1.1 52

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	4.8

Conclusions based on this data:

- Conclusion is based on 2018-2019 data due to the school closures and going to Distance Learning. We currently have 4.8% of our student population that have been suspended at least once, this is a slight decline from previous year.

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

ENGLISH-LANGUAGE ARTS

LEA/LCAP Goal

PJUSD will create conditions of learning that include implementation of academic content and performance standards for all students, for both ELA/MATH. PJUSD will prepare students to be college and/or career ready.

Goal 1

The percentage of Walnut Grove students scoring at meeting or exceeding on the CAASPP for ELA will be within 3% +/- of county average for the site and for each grade level tested to ensure all students will meet their potential. We will standardize, calibrate, and implement technology standards in supporting student outcomes at each grade level.

Identified Need

Literacy skills in English and Spanish for reading and ELD for EL students. Our data also shows we have 33% of our student population scoring met or exceeded in ELA; 10% of our EL's are scoring met or exceeded, and 5% of our SpEd population is scoring met or exceeded. Based on this data, we need to provide a more rigorous form of intervention for the GenEd population and take a closer look at our instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
Increased scores in the area of proficient/above as measured by iReady, for both ELA/MATH by 15% and 10% respectively. Increase the percentage of students scoring met on the CAASPP by 3% overall, currently at 33.47% in ELA and 19.30% in Math.	County 18/19 students 18/19 3rd = 39% 4th = 40% 5th = 42% 6th = 42%	School All 3rd = 30% 4th = 43% 5th = 42% 6th = 37%	School 3rd = 42% 4th = 43% 5th = 45% 6th = 45%

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

Monitor learning, assess learning, adjust instruction: We will develop and implement a consistent and comprehensive system incorporating various means to monitor student learning, adjust instruction and assess student progress to best achieve our mission and objectives through programs such as iReady and iStation for both English and Spanish instruction respectively.

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)

20,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
4000-4999: Books and Supplies; 5800: Professional/Consulting Services and Operating Expenditures

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

Professional Development: All teachers will receive and be provided with ongoing professional development(Dual, Intervention, Content Specific) in research-based strategies and specific content.

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)

10,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Allocation will be used to pay for materials, trainings, release time for all staff.

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

Release time and collaboration: Release time will be provided for all staff (certificated and classified) to do peer observations and collaboration. Summer School will be offered to students to ensure academic deficits are recouped.

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)

10,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Allocation will be used to pay for materials, trainings, release time for all staff.

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

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.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis is based on 18-19 data. There is no current data due to COVID19 School Closures. Progress was made with the implementation of specified programs. Training was provided in the areas of Ellevation, Grade Slam, and other topics through our Site and District PDs; the grade that showed the most growth was 4th grade. Our previous CAASPP data showed we have a total of 33.47% of our student population who scored met or exceed, falling short of our expected goal. We have further analyzed our data, which shows we have 10.04% of our English Learner population scoring met or exceeded and 5.09% of our Students with Disabilities population scoring met or exceeded. In iReady, we have 21% of our K-5 student population scoring met/exceeded.

11% of our English Learner population scoring met/exceeded and 14% of our 6-8 grade are scoring met/exceeded in our iReady Reading Diagnostic.

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

We were piloting two programs for assessment/instruction in Spanish. Programs used were Logramos and iStation. iStation seems to provide support students need, this year, money will be allocated to purchase the license to implement iStation for upcoming year until iReady has a Spanish component.

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

Weekly schedules were adjusted to reflect minimum usage requirements in the Advisory period and to target academic interventions throughout the day through the classroom teacher during a specified time, as well as instructional paras.

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

MATHEMATICS

LEA/LCAP Goal

PJUSD will create conditions of learning that include implementation of academic content and performance standards for all students, for both ELA/MATH. PJUSD will prepare students to be college and/or career ready.

Goal 2

The percentage of Walnut Grove students scoring at meeting or exceeding on the CAASPP for MATH will be within 3% +/- of county average for the site and for each grade level tested to ensure all students will meet their potential. We will standardize, calibrate, and implement technology standards in supporting student outcomes at each grade level.

Identified Need

In looking at our data, the identified need would be in Math Literacy Skills and tutoring in both English and Spanish. We have 19% of our student population in grades 3-8th scoring met or exceeded. Only 9% of our English Learner population is scoring met or exceeded and 2% of our SpeEd population has scored met or exceeded in Math. Based on this data, we need to provide a more rigorous form of intervention for the GenEd population and take a close look at our instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
Increased scores in the area of proficient/above as measured by iReady, for MATH by 10% Increase the percentage of students scoring met on the CAASPP by 3% overall, currently at 19.30% in Math.	County (18/19)	School	School Expected
	3rd = 40%	3rd = 32%	3rd = 43%
	4th = 34%	4th = 33%	4th = 37%
	5th = 27%	5th = 21%	5th = 30%
	6th = 30%	6th = 12%	6th = 33%

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

Monitor learning, assess learning, adjust instruction: We will develop and implement a consistent and comprehensive system incorporating various means to monitor learning, adjust instruction and assess student progress to best achieve our mission and objectives through programs such as iReady and Dreambox for both English and Spanish instruction respectively.

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)

1000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

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

Professional Development: All teachers will receive and be provided with ongoing professional development(Dual, Intervention, Content Specific) in researched based strategies and content (i.e. lesson study, Math walks,).

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)

5,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Allocation will be used to pay for materials, trainings, release time for all staff.

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

Release time and collaboration: Release time will be provided for all staff (certificated and classified) to do peer observations (in District and outside of District) and collaboration.

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)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Allocation will be used to pay for materials, trainings, release time for all staff.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Since last year was the first year of iReady program implementation, minimum usage per week was not reached. Release time for teachers also proved to be challenging due to sub shortages.

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

There were some activities that we were not able to implement due to COVID19, so there is a discrepancy between intended implementation and budget expenditures. Our Math performance continues to be low.

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

There were no changes made to this goal. Our targets are still the same. Our iReady program usage continues to grow and we are beginning to have consistency through implementation of diagnostic assessments. Outside virtual conferences will be offered to Staff in order to bring new ideas/strategies for classroom instruction. We will use utilize County Resources by bringing in Math experts when feasible, to support our Math program implementation. We will continue to find creative ways to provide focused collaboration time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EQUITABLE ACCESS TO COLLEGE AND CAREER READINESS

LEA/LCAP Goal

PJUSD will prepare students to be College and/or Career Ready.PJUSD will create conditions of learning that include implementation of academic content and performance standards for all students.

Goal 3

Every student at least annually, will demonstrate growth and awareness of the academic and personal requirements for a career choice that interests them.

Identified Need

Need to connect their career research to the specialized college or university. Online tutoring in both languages for all content areas.Designated and Integrated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of students scoring proficient (L4 Well Developed) on the ELPAC by 3% overall, currently at 22.08% proficient. All students will complete their career portfolio artifact. ELD Program will be monitored through observation using a checklist. Learning.com usage reports.	All students will complete required artifact and receive a grade based on a standard rubric.	By the end of the school year, all students will have researched at least one career and completed an artifact that reflects inclusion of technology standards.

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

College Awareness/Training: We will develop, sustain and implement means through which each student will grow an awareness of the connection of academic achievement, 21st century skills and college and career choices and requirements through career research and college visits.

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)

5000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
NEU Conferences, virtual College Field Trips,
NEU Connect,

5000

Title I
0001-0999: Unrestricted: Locally Defined
NEU Tailgate Party supplies/materials for
activities, NEU planners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Integrated and Designated ELD: In order to ensure equitable access to College and Career Readiness, Integrated and Designated ELD will be provided to all EL's.

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

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Planning time for staff with guidance from
Expert

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

Technology: Technology standards awareness and implementation through inclusion in career artifact and use of Learning.com and providing devices to each student.

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)
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Training for staff
5000	Title I 5000-5999: Services And Other Operating Expenditures Allocation of money will be used to pay for technology program, student headphones, mice, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students at risk of academic success

Strategy/Activity

After school reading intervention

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)
25000	Title I 5000-5999: Services And Other Operating Expenditures Staffing and Materials

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were able implement all specified strategies/activities with the exception of site tutoring after school. As program usage becomes more routine, we will be able to see the effectiveness of the program through increased students meetings performance goals in both English and Spanish. Due to the school closures, not all students were able to complete a career artifact.

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

All intended activities for this goal were implemented with the exception of site tutoring after school.

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

Program data will be collected to analyze the effectiveness. Academic interventions and Designated ELD in place. Focus area for this goal is to collect language acquisition data to ensure students are meeting performance expectations in language proficiency. A change made to this goal is the inclusion of Learning.com for 20-21 school year. AVID will not longer be implemented at our Middle School for the school year 20-21, we will shift focus to Integrated and Designated ELD by having a set time to provide Designated ELD. Student Support activity is also new for this year.

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

SCHOOL CLIMATE: SAFE AND WELCOMING ENVIRONMENT

LEA/LCAP Goal

PJUSD will provide a safe and welcoming environment where students attend and are connected to their schools.

Goal 4

Walnut Grove School will implement the operational plan for K-6.
Walnut Grove will implement and refine SEL and PBIS practices to meet student needs during phases of distance learning and in-person instruction.
Identify/support students having severe and chronic absenteeism.

Identified Need

Need reflection room for students needing time out, where they are taught coping skills. Also need a more consistent SEL program. Incentives to reward positive behavior. Student Specialists that can support student's social/emotional and mental well being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory- 80% or higher Healthy Kids Survey- grade 5, data for baseline Increased attendance rates- currently at 92%	PBIS TIER I 70% TIER II 62%	PBIS ranking of 70% or higher on TFI for years I and II

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

Implementation of PBIS/SEL: Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff by maintaining PBIS

implementation and other programs to support mental and health wellness, such as, ROAReward days, ROAR Store, motivational assemblies and drug awareness assemblies, and SAS. Implement a reopening plan that provides a safe environment for all.

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)

15,000.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Incentives for PBIS and attendance rewards, materials for ROAReward days, social emotional services (Staffing), Intervention Support (Staffing), Materials

Strategy/Activity 2

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.

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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

PBIS Reward System: Implement program and purchase incentives to reward positive behavior.

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)

15,000

Source(s)

Title I
0000: Unrestricted

Allocation of money will be used for PBIS Rewards Program, and student prizes (which may include school gear).

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall we were able to see a decrease in student behavior referrals. The implementation of ROAReward days at the end of every grading seems to be an effective strategy. Students are motivated to participate in the activities.

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

Budgeted expenditures seemed to be appropriate for the activities listed.

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

Due to COVID school closures and the reopening of schools, a few changes have taken place for this goal. Previous activity #2 LCAP Goal 1 Priority 15: Maintain student campus beautification and recycling clubs, reduce waste; and increase extracurricular activities at all sites and Activity #4 Develop a written recycling incentive program for students and staff that includes model competitions, and individual intrinsic/extrinsic rewards consistent with district policies, will be removed for this year. New activities were added for this goal as seen above (reopening plan). The metric indicator was also changed to reflect new activity.

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

PARENTAL INVOLVEMENT: MEANINGFUL PARTNERSHIPS AND RELATIONSHIPS TO SUPPORT STUDENT SUCCESS.

LEA/LCAP Goal

PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school.

Goal 5

Walnut Grove will provide family and community engagement opportunities to support student learning and enhance teaching(i.e. Literacy workshops, PIQE, technology, college opportunities and information).Identify stakeholders(parents) to participate in District-level committees.

Identified Need

Need to continue to offer literacy workshops for parents to support their students and provide resources such as free books to encourage participation and support reading. Provide incentives for parents to participate in committees.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Committee Representatives and sign in sheets for literacy workshop offered.	WG had 26 parents present at Parent University.	Increased number of parent participants.

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

Educational Opportunities for Parents: Provide educational opportunities for parents (ie. GED, ESL, PIQE, Family Literacy, Parent University, Dual Language Parent Academy, Parenting Partners, CABE,).

Parent Outreach: To identify Parent representatives.

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)
2000	Title I 5000-5999: Services And Other Operating Expenditures Parent Training Provider, Materials and Incentives (Food/ free books), conferences/universities
5000	Title I 4000-4999: Books And Supplies Parent engagement opportunities supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Parental Involvement is still minimal when it comes to "academic workshops", need to focus on creating urgency and to find a way to motivate parents to attend by providing them with a free book to support reading.

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

More money was spent for this goal than anticipated, however, we were still able to implement specified strategies.

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

A greater amount has been allocated for this goal in order to ensure parents are receiving/participating in literacy workshops which will result in increased parent participation. Metric indicator has been changed for this year to include new communication platform. Parent workshops/training will be done virtually due to COVID19 school closures.

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

Multicultural Awareness

LEA/LCAP Goal

PJUSD will provide a safe and engaging environment where students attend and are connected to their schools. PJUSD will prepare students to be college and/or career ready.

Goal 6

Encourage and promote cross-cultural activities and opportunities that allow students to participate in multicultural activities focused on cultures represented at school.

Identified Need

Awareness and acceptance of all the cultures represented at school and, pride in speaking two languages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased scores in the CSA (California Spanish Assessment) Increased number of students meeting the Biliteracy Requirements.		

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

Promoting and teaching multicultural awareness.
Participating in multicultural activities.

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)
6,000	Title I 4000-4999: Books And Supplies Materials for each staff for Multicultural Day.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

CREATE A BEFORE OR AFTER SCHOOL SPANISH CLUB

Provide a structured time for Dual Immersion students to speak in Spanish outside of the classroom. Language activities may include high-interest project-based activities that incorporate the Arts such as singing, acting/plays, music, games, etc. Additional activities may include interacting with other students in Spanish speaking countries similar to Global Learning Networks.

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)
	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Create an incentive program that rewards students for getting "caught" speaking Spanish outside of class.

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)

0.00

Source(s)

Incentives/prizes (prizes have been already purchased and in place for Character Traits program).

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$137,000.00

Subtotal of additional federal funds included for this school: \$137,000.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$137,000.00

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

	0.00
Title I	137,000.00

Expenditures by Budget Reference

Budget Reference

Amount

0000: Unrestricted	15,000.00
0001-0999: Unrestricted: Locally Defined	5,000.00
4000-4999: Books And Supplies	11,000.00
5000-5999: Services And Other Operating Expenditures	95,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
0000: Unrestricted	Title I	15,000.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00
4000-4999: Books And Supplies	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title I	95,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,000.00
Goal 2	8,000.00
Goal 3	46,000.00
Goal 4	30,000.00
Goal 5	7,000.00
Goal 6	6,000.00
Goal 7	0.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Elizabeth Verhaegen	Classroom Teacher
Raquel Gallardo	Parent or Community Member
Adria Bray	Classroom Teacher
Efrain Barron	Other School Staff
Genevieve Martinez	Parent or Community Member
Angela Bodas	Parent or Community Member
Valerie Benavides	Parent or Community Member
Adriana Corona-Duran	Principal

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

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

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

This SPSA was adopted by the SSC at a public meeting on September 20th, 2021.

Attested:



Principal, Adriana Corona-Duran on 9/20/21

SSC Chairperson, Genevieve Martinez on 9/20/21