2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: ___Walton Special Center___

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

2. 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.

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

    English Learner Advisory Committee

    _____
    Date of Meeting

4. 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.

5. 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 ___11/16/2023___.
                                                          Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____	_____
Committee	Date of Meeting
_____	_____
Committee	Date of Meeting
_____	_____
Committee	Date of Meeting

Attested:

Thomas A Whitesides   11/20/2023
_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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
Walton Special Center	39686766095236	11/16/2023	12/12/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Walton Special Center is implementing a providing a Comprehensive Support and Improvement (CSI) program.

Description

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 site goals, strategies and activities are in alignment with and support Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Walton collaborates with educational partners through a School Site Council. Stakeholders include parents, teachers, staff, and community members. The council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA effectiveness through periodic progress checks and with the final Annual Review. Summary of the various evaluations, surveys, and empathy interviews inform decision making and planning for potential SPSA modifications and improvement.

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Walton collaborates with educational partners through a School Site Council. Stakeholders include parents, teachers, staff, and community members. The council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council conducts empathy interviews and a root cause analysis to identify inequities and needs. Based on these priorities, SSC strategizes activities and initiatives to address these areas of concern through the School Plan for Student Achievement. The evaluations and information gathered throughout the school year inform decision making and planning for SPSA potential modifications and improvement.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

All teachers currently teaching our students are credentialed through the Commission on Teacher Credentialing. There are currently 2 intern teachers and three teachers either working with a STSP or PIP credential. We completed a full credential audit in August 2023 to ensure that all students have a highly qualified teacher. All students were receiving services through an appropriately credentialed teacher.

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

The school staffs all classrooms with credentialed teachers and provides teachers with instructional materials to support a functional curriculum. Also, professional development provided by a knowledgeable and experienced provider to skillfully implement all components of the adopted instructional materials. Teacher are also provided district-wide professional development opportunities.

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

Staff development opportunities will be aligned to support full implementation of the California State Standards and practices. The opportunities also support assessed student performance needs such as instruction in independence, social skill development and evidenced based strategies in order to maximize academic engagement and achievement for all students. Staff development is targeted and focused to align with assessing student performance and aligning instruction to the content standards for student with severe to profound disabilities. Professional needs are assessed through classroom observations, instructional rounds, and staff surveys.

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

The needs assessment indicates that there is a moderate number of teachers that are not fully credentialed (either teaching under an internship credential, STSP, PIP or TPSL. Because of the inexperience of these teachers, it is necessary to provide additional support to ensure that our students are receiving a quality education. A mentor teacher is provided through the Induction Program. Further, the related service providers will coach these educators throughout the year and make sure that they are creating positive and effective learning environments as well as creating IEPs that are designed to result in meaningful progress for all students. Classroom coaching is also available through support provided by site leadership, Induction Coaches and through the Special Education Department curriculum specialist. Ongoing support is provided by site related service providers including speech & language pathologists, nurses, school psychologist, physical therapists, occupational therapist and board certified behavior analyst via a consultation model.

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

Participation in Professional Learning Community (PLC) collaborative team meetings occurs twice monthly for all high school teachers and once monthly for all K-8 teachers. Teachers meet in like groups to discuss relevant topics to support student learning. All kindergarten through 8th grade teachers meet once monthly in their PLCs and have an additional monthly meeting provided by the special education department to address relevant topics. During PLC meetings, teachers discuss and analyze student achievement and data collection evidence to determine student progress, effective use of teaching practices, and to plan, deliver and adjust instruction.

Equity

All teachers currently teaching our students are credentialed through the Commission on Teacher Credentialing. There are currently 2 intern teachers and three teachers either working with a STSP or PIP credential. As a site serving students with severe to profound disabilities, it is essential that all staff are highly trained in evidence based practices and strategies to support their needs.

Staffing and Professional Development Strengths

Walton Special Center has a high percentage of teachers who are highly qualified based on California standards. Also, all Instructional Assistants are NCLB qualified. Walton maintains a low staff to student ratio in order to support the needs of the students and implement a functional curriculum. Related services staff are also available to consult on the implementation of strategies and supports including school nurses, speech/language pathologists, school psychologist, occupational therapist, physical therapist and Board Certified Behavior Analyst (BCBA).

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Walton Special Center serves students with severe to profound special needs including health, developmental, physical and motor. As such, our students require access to staff with specialized training to meet their educational needs. **Root Cause/Why:** In order to provide equitable opportunities to our students, Walton requires increased training opportunities, collaboration and specialized materials to support implementation of a functional

alternative curriculum and evidence-based practices.

Teaching and Learning

Teaching and Learning Summary

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

Teachers are required to participate in two of professional development days at the start of each school year and an additional day of professional development midyear. On these days, the Special Education department offers a robust training schedule to support continued professional development on topics including student and parent engagement, student achievement, use of technology in the classroom, updates related to curriculum, social/emotional support, and the development and monitoring of IEP goals. In addition, K-8 staff have a monthly meeting to receive updates and training on IEP development and implementation.

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

Throughout the school year, teachers and support staff receive training on best practices in supporting students with severe disabilities using the NCAEP evidence based practices guide. This document provides guidance on the implementation of evidence based practices by age category and desired outcomes.

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

At Walton, the master schedule is developed to support the needs of our students. Since we serve students with severe to profound disabilities, the master schedule provided the appropriate structure and flexibility required to ensure health, safety and developmental supports are in place based on their Individualized Education Program (IEP). Lesson pacing and master schedule flexibility is based on student needs. Teachers have flexibility to create lessons that meet the needs of the students within their classroom that align with their IEP goals.

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

All students have access to instructional materials appropriate to meet their needs based on the development of their IEPs. Walton implements a functional curriculum designed to meet the needs of students with severe to profound disabilities. This includes specialized adaptive materials, functional communication systems and universal design for learning. Further, we implement an MTSS system to meet the needs of our students including in the areas of motor skills, communication and behavior (PBIS).

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

All students have access to an alternative, functional curriculum designed to meet the needs of individuals with severe to profound disabilities. Teachers have access to the curriculum and to the scope and sequences through materials designed to support teachers with instructional core and supplemental materials, as well as provide program procedures and system support. Teachers also use the ancillary materials on a regular basis to support the instruction including universal design for learning (UDL)and differentiated instruction based on student need and IEP goals.

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

All English learner students receive both integrated and linguistically appropriate goals to help meet their needs. Interventions that address the needs of students with limited progress toward IEP goals included intensive targeted intervention by related services providers which may include a speech language therapist, school psychologist, physical therapist, occupational therapist, teacher of the visually impaired, orientation and mobility instructor, assistive technology specialist or BCBA. These specialists are also available to consult with teachers to inform the implementation of appropriate interventions and strategies. Teachers continue to improve their proficiency in best teaching practices with a focus on culturally responsive teaching strategies and a Multi-tiered System of Supports (MTSS) approach to addressing the developmental, behavioral, and social-emotional needs of students.

Evidence-based educational practices to raise student achievement

Walton will employ the following evidence based practices to raise student achievement:

EBPs: Walton employs the following evidence-based high dosage interventions based on recommendations of NCAEP to our students with significant developmental disabilities:
1. Antecedent-Based Interventions(ABI)
2. Augmentative and Alternative Communication (AAC)
3. Cognitive Behavioral/Instructional Strategies (CBIS)
4. Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA)
5. Direct Instruction (DI)
6. Functional Communication Training (FCT)
7. Modeling (MD)
8. Music-Mediated Intervention (MMI)
9. Response Interruption/Redirection (RIR)
10. Sensory Integration (SI)
11. Social Narratives (SN)

12. Task Analysis (TA)
13. Visual Supports (VS)
14. Functional Behavioral Assessment (FBA)

Positive Behavior Intervention and Supports (PBIS): PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school. The National TA Center on PBIS emphasizes PBIS as a "decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students."

Attendance: Research indicates that the following strategies are effective in addressing student attendance for students with disabilities. 1) Changing Parent Perception (Reframing) – Parents of younger children tend to believe there is less negative impact of missing school (Robinson et. al., 2018). 2) Increasing Parent Engagement – Dorsey et. al. (2014) found that increased parent engagement was related to positive attendance outcomes for children in therapeutic interventions. Epstein (2002) specified target areas of parent involvement that improve student attendance including increased communication and learning at home 3) Positive School Climate – (Hamlin, 2021) – The study suggests that attendance improves with increased positive school climate.

Teaching and Learning Strengths

Walton teachers are trained in providing alternative communication strategies to meet the needs of students with severe to profound disabilities. These strategies include the use of picture icons, signs, sign approximations, eye gaze, proximity, AAC and other forms of assistive technology. Students also have access to a learning environment designed to meet their physical and sensory needs including three motor rooms, a sensory room a warm water swimming pool and other adaptive equipment.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Walton students require access to alternative communication, sensory and behavioral supports related to their disabilities. **Root Cause/Why:** Not all Walton students have access to AAC devices and materials, materials to support sensory regulation or necessary adaptive equipment to ensure their equitable access to educational opportunities. Further development in effectiveness of MTSS needed.

Parental Engagement

Parental Engagement Summary

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

The SUSD Special Education department has actively supported student success and is represented by community stakeholders. In addition to the engagement of families, foster family and licensed care homes play a very important role in maximizing the education of our students. Monthly Community Advisory Committee (CAC) meetings are held to support parent engagement and share resources to families and other caregivers of students with disabilities. Parent Educational Presentations (PEP) are also held quarterly to provide education and resources on a variety of relevant topics. Parents are also able to participate in the School Site Council. Our School Site Council (SSC) meets the required composition that includes representation of students, parents, school staff, and community representatives and the SSC develops and approves the School Plan for Student Achievement, recommends it to the governing board for approval, monitors its implementation, and evaluates its effectiveness of the planned activities at least annually. Site leadership facilitates and supports at least one structured collaboration meetings (professional learning communities) per month in order for teachers to analyze, discuss, and utilize quantitative and qualitative data to guide instructional planning and delivery, and progress monitoring. Collaborative discussions are centered on strengthening the implementation of the adopted instructional strategies including the use of research-based strategies to support the mastery of content standards for all students. Parents are regularly provided information about training and educational opportunities through the Family Resource Network (FRN) which is an organization that supports families of children with disabilities.

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)

Parents, community representatives, classroom teachers, other school personnel are involved in the planning, implementation and evaluation of ConApp programs through participation in community stakeholder meetings including a Parent Advisory Committee and School Site Council. Data is presented in these meetings to stakeholders regarding the use of funds and outcomes of initiatives. Stakeholders provide input and direction to support the development of robust plans for students.

Parental Engagement Strengths

Parents are an integral part of the development of each student's Individual Education Program (IEP). Their input and support is essential in the growth of our students as well as their educational progress. Parents are regularly provided information about training and educational opportunities through the Family Resource Network (FRN) which is an organization that supports families of children with disabilities. Monthly Community Advisory Committee (CAC) meetings are held to support parent engagement and share resources to families and other

caregivers of students with disabilities. Parent Educational Presentations (PEP) are also held quarterly to provide education and resources on a variety of relevant topics. Parents are also able to participate in the School Site Council.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents of Walton students need increased opportunities to learn about how to support the needs of their child with disabilities.
Root Cause/Why: Parents lack access to opportunities to learn about strategies and supports for their students with disabilities.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

****

Values

Walton's mission is to treat all students with respect and dignity and to improve their quality of life by enhancing their functional skills so they will become an integral member of their family and community. We recognize that parents and families are the first and primary teachers of their children and that educators and parents are partners in supporting the development of each student's strengths in order to facilitate optimal independence. Walton's vision is to partner with parents to support student independence and to create a nurturing environment that enables the students to develop skills and access a functional curriculum at their individual level of functioning. We also aim to provide multi-sensory stimulation that fosters student growth and development and, through a supportive, caring, family-focused relationship, we are dedicated to strengthen and guide the education of students and to provide a link between families and their community.

Beliefs

Walton believes that all students should have access to equitable learning opportunities. As a school serving student with severe to profound disabilities, we strive to provide our students with the supports they need to make progress toward their individual goals and to be part of a supportive community that enables them to grow.

Equity-Opportunity and Equal Access

Walton students require equal access to educational opportunities as their general education peers including social, vocational, communication and leisure. Students also require implementation of a quality MTSS model including PBIS to meet their social-emotional, behavioral and learning needs.

School Culture and Climate Strengths

Walton is designed to meet the needs of students with severe to profound disabilities and is accessible to all students regardless of their developmental, communication, health or physical needs. We have 3 motor rooms, 2 sensory room and a warm water swimming pools along with a wheelchair accessible play structure and adaptive equipment. We employ an MTSS model to support the needs of all students and foster partnerships with community organizations including University of Pacific Music Therapy Program, First 5 Dental Clinic, Valley Mountain Regional Center and Family Resource Network foster strong community connections. We also foster an environment of belonging that is described by stakeholders as inviting, friendly, clean, accessible and supportive.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Walton students require access to a school climate that has a nurturing environment, supports the development of skills that lead to independence, and meets social emotional learning needs.   **Root Cause/Why:** Walton students requires staff that is trained in the implementation of MTSS strategies and supports, has access to wellness practices to reduce stress and burnout and to a school site with materials and equipment that is representative and allows equitable access to educational opportunities.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Increase student achievement by providing high quality instruction supported by a Multi-Tiered System of Supports (MTSS) to increase independent living skills and support community readiness.
- Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Pupil Outcomes

By the end of the 2023-24 school year, Walton Students will improve progress towards their IEP goals by 5 percentage points.

Identified Need

Walton Special Center serves students with severe to profound special needs including health, developmental, physical and motor. As such, our students require access to staff with specialized training to meet their educational needs.

Walton students require access to alternative communication, sensory and behavioral supports related to their disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of progress towards IEP goals students achieve	75%	80%

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 1.1.1

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

Strategy/Activity

Develop high quality instruction and improve student access to Multi-Tiered
System of Supports (MTSS). Facilitate educator progression in and effective implementation of Professional Learning Communities

Professional development - Walton will seek and utilize appropriate consultants, trainings, attend conferences, and provide additional compensation/substitute costs needed for collaboration, training, and development of systems and practices for effective MTSS.

Consultant (58320) CSI $5000 - Move Project to support development of motor skill, alternative communication methods access to educational programs, and provide students with inclusive opportunities.

Conference (52150) CSI

Additional compensation for teacher and staff collaboration to access training and plan for implementation of professional development related to MTSS strategies and interventions and refinement of PLC practices.

Teacher additional compensation (11500)

Instructional assistant compensation (21500)

Other support staff compensation potentially including nurses, SLPs, BCBA, Physical Therapist, Occupational Therapist, vision specialist, DHH specialist or school psychologist.

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)
$5,000	50345 - CSI 2022/23
$9,355	50345 - CSI 2022/23
$3,000	50345 - CSI 2022/23
$2,859	50345 - CSI 2022/23

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 1.1.2

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

Strategy/Activity

Supplemental materials and educational technology/programs are needed to support implementation of MTSS and meet student IEP needs including vocational opportunities to promote independence and community readiness. Walton will provide supplemental instructional materials, supplemental curriculum, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement.

Instructional Materials (43110):
Materials to support vocational strategies and instruction Title1 - $153, LCFF - $2045

Licenses (58450) Title1 $00000, LCFF $0000 -

Instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of functional curriculum. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, applications and other instructional ancillary devices.
Equipment (44000)

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)
$153	50643 - Title I
$2,045	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 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.

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

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.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Provide equitable and healthy learning environments that enhance the social-emotional and learning for all students utilizing a Multi-Tiered System of Supports (MTSS).
- Basic Services
- Pupil Engagement
- School Climate

By the end of the 2023-24 school year, chronic absenteeism will be reduced by 5 percentage points.

Identified Need

Walton students require access to a school climate that has a nurturing environment, supports the development of skills that lead to independence, and meets social emotional learning needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	58.7%	53%

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 2.1.1

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

Strategy/Activity

  Build safe & healthy learning environments that promote student engagement and inclusive opportunities. Develop capacity for Social and Emotional Learning and support student needs for overall well being.

Walton will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.

To support PBIS initiatives, improve attendance, and develop student sense of self-wellness and connectedness to school.

Conference (52150) CSI -

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)
In Place of the Add Fund Source	[Add source(s) here]

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 2.1.2

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

Strategy/Activity

Walton will provide supplemental instructional materials, planners, books, equipment, licenses, subscriptions, and software to support instruction and improve school climate and support Positive Behavior Intervention and Supports (PBIS).

Supplemental Curriculum such as Chewelry to support PBIS initiatives.
Instructional Materials (43110) Title1 $2500, LCFF$0000 -

Licenses (58450) Title1 $, LCFF $

Instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of functional curriculum. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, applications and other instructional ancillary devices.

Equipment (44000):
SMARTboards CSI - $18,000, Installation LCFF - $3,000
Adaptive Wireless Computer Mouse Interface LCFF - $1,500
Gooseneck AT Switch and Mounting System LCFF - $1,217
Wheel Chair Swing and Bay for equitable access LCFF- $1450

Instructional Materials (43110):
30 ipads Title1 - $13,800 and 30 ipad cases LCFF - $763
14 ipad Charging Stations Title1 - $700, 6 sets of ipad charging cables Title1- $50
Software (43110 or 58450):
Communication Software for speech disabilities, TD Snap applications LCFF - $1470

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)
$17,050	50643 - Title I
$2,717	50643 - Title I
$2,233	23030 - LCFF (Site)
$18,000	50345 - CSI 2022/23
$7,167	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 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.

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

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.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.
- Parental Involvement
- Pupil Engagement
- School Climate

By the end of the 2023-24, the percent of IEPs rescheduled due to parent not attending will be reduced by 5 percentage points.

Identified Need

Parents of Walton students need increased opportunities to learn about how to support the needs of their child with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce the percent of IEPS rescheduled due to no parent involvement	20%	15%

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 3.1.1

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

Strategy/Activity

Promote family and community communication, empowerment, and engagement. Provide parents with meeting and training and opportunities, as well as community events such as Halloween parade and Day on the Dirt.

Parent meeting expenses (43400) Title1 Parent $335 - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities.

Parent training materials to support their knowledge and understanding of their child's needs and to support the development of independent living, social and adaptive skills in the home and community. (43200)

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)
$335	50647 - Title I - Parent
$3,915	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 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.

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

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.

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	$58,469.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,829.00

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 ($)
50643 - Title I	$19,920.00
50647 - Title I - Parent	$335.00
50345 - CSI 2022/23	$38,214.00

Subtotal of additional federal funds included for this school: $58,469.00

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 ($)
23030 - LCFF (Site)	$15,360.00

Subtotal of state or local funds included for this school: $15,360.00

Total of federal, state, and/or local funds for this school: $73,829.00

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

Acronym	Description
GEER	[Governor's Emergency Education Relief Fund](#)
GL	General Ledger
GMART	[Grant Management and Reporting Tool](#)
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	[Individuals with Disabilities Education Act](#) (Outside CDE Source)
IEP	Individualized Education Program
IS	[Independent Study](#)
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	[Legal, Audits, and Compliance Branch](#)
LASSO	[Local Agency Systems Support Office](#)
LCAP	[Local Control and Accountability Plan](#)
LCFF	[Local Control Funding Formula](#)
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov