

## **Walnut Canyon Arts and Technology Magnet School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 56739406115430

County: Ventura

District (Local Educational Agency): Moorpark Unified

School: Walnut Canyon Arts and Technology Magnet School

### **Demographics**

Enrollment: 440 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: Targeted Assistance

School Calendar: Traditional

Charter: No

### **Overview**

Walnut Canyon School is a Magnet School with a focus on the arts and technology. We serve preschool and transitional kindergarten through fifth grade students throughout the Moorpark Unified School District attendance area and beyond. Walnut Canyon celebrates learning by integrating visual and performing arts and technology throughout the core curriculum. Through arts and technology, teachers create a firm academic foundation and develop responsible, successful students who are committed to excellence in academics, the arts, and life-long learning. The arts are a special and treasured part of Walnut Canyon and the foundation of our culture and philosophy. By infusing visual arts, drama, music, and performance into the core curriculum, our teachers cultivate a learning environment that supports student achievement by stimulating the imagination and developing vital skills such as critical thinking, creativity, problem solving, understanding, and innovation. By providing enriching learning experiences, students are motivated and engaged in the learning process. We employ drama and music specialists to help facilitate our performing arts program. Visual arts

are integrated into classroom instruction. State of the art technology, a computer lab, a robotics lab, and a technology specialist enriches and challenges the learning environment in all subject areas.

In addition to the regular school day, Walnut Canyon offers an outstanding extended day Cultural Arts Program (CAP) to families as an alternative to traditional after school care. CAP continues the arts and technology experiences by offering small class sizes for elective classes. Our after school program offers engaging opportunities to learn new skills, improve academic achievement, and have fun!

Walnut Canyon is a Targeted Title 1 school. Over the past few years, we have experienced a change in demographics and the percentage of numerically significant subpopulations continues to increase and now include: 42.2% Socioeconomically Disadvantaged and 32.0% English Learners. As our population continues to change, instructional delivery changes as well. All teachers have attended Engaging English Learners ELD Workshop through the California Reading and Literature Project (CRLP) to improve instruction for our ELs. We have also adjusted our Rtl model to include a school wide ELD/Enrichment model.

Our school community and stakeholders work as a team to ensure a safe and productive environment for our students to learn. Through combined efforts of staff and parents, we created and adhere to a Family-School-Compact . This compact outlines the responsibilities of staff, students, and parents to create a family-school partnership. The PTA, parent volunteers, and other volunteers from organizations, such as the Kiwanis Club, the Moorpark Senior Center, Moorpark Women's Fortnightly Club, and the Moorpark Library, are an essential part of our school community, as they help support student success.

## **Model Program and Practices**

Name of Model Program/Practice: School Wide ELD/Enrichment

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap

Target Population(s): Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## **Description**

School wide ELD/Enrichment is our model practice which resulted in academic gains for our EL and SED students at Walnut Canyon. In addition to 40 minutes of grade level Rtl

time for differentiated ELA, we have 40 minutes of school wide language focused enrichment, intervention, or designated ELD. Classroom teachers, special education staff, Rtl staff, computer and library techs, and performing arts specialists share the responsibility of educating our diverse learners. ELs are grouped by proficiency level as demonstrated on the CELDT and ADEPT. They receive small group ELD from credentialed teachers who engage ELs in literacy as outlined in the ELA/ELD Framework and utilize the ELD standards. While ELs are benefiting from quality ELD, the rest of the students are benefiting from additional intervention or enrichment with classified support staff focusing on literacy and language. This model practice aligns with State Priorities 2, 4, 7 and 8, MUSD LCAP Goal 1 and SPSA Goals 2–4.

This transformation resulted from reviewing 2015 CAASPP results where only 20% of ELs met or exceeded standards. In prior years, Walnut Canyon followed the MUSD Rtl model where ELD was provided during the 60 minute grade level Rtl block. During this time, ELs were pulled for small group ELD with a classified Rtl aide while other students were receiving differentiated ELA instruction. As a result, many of our struggling ELs were not receiving intervention as needed. The shift in ELD delivery required not only a change in schedule, but a change in mindset as well in that classroom teachers take ownership of ELD. Implementation of this model requires no additional funding outside of our existing LCAP and Title 1 budgets.

In order to increase student performance on the CAASPP, we knew we needed to increase parent engagement within our EL community as well as changing our instructional model. Our SSC created a SPSA goal to increase parent engagement in school wide activities. As part of the MUSD LCAP Goal 2, State Priorities 3 and 6, and SPSA goal 5, more than 35 Walnut Canyon parents of ELs participated and graduated from PIQE, an eight week course for parents to help them navigate through the educational process with the ultimate goal of their students becoming college/career ready upon high school graduation.

School wide ELD/Enrichment aligns with the MUSD LCAP Goal 3, and State Priorities 5 and 6 to address our students' social-emotional and behavioral needs. All staff have been trained and use strategies from CHAMPS to create safe small group environments. We have a part time counselor who runs social skills groups and works with individual students as needed. Students feel connected to the school and our absenteeism rate is below the state, county, and district levels. We are proactive with attendance and stress the importance of good attendance through community outreach such as our newsletter and website.

### **Implementation and Monitoring**

Implementation of the school wide ELD/Enrichment program includes engaging opportunities for all stakeholders, including parents, to become a part of our program. Parents are informed and engaged with the school wide program through attending informative events such as: Back to School Night, Title 1 parent meetings, monthly PTA meetings, School Site Council Meetings, and ELAC/ DELAC meetings, as well as participation in PIQE. Through these events, parents and stakeholders learn how our

model works, the benefits to their students, strategies to monitor progress and support the model, and why we use this model.

Information surrounding the school wide program is communicated in both English and Spanish to the learning community frequently, consistently, clearly, and within various forms. One of the most effective forms of communication is the triennial Principal Chats where parents gather in informal question and answer sessions with the principal and the bilingual counselor. In addition to communicating pertinent information, parents questions drive the discussions. Information is readily available and easily accessible to the surrounding community stakeholders through tools and methods, such as the school website, the school app, teacher websites, teacher newsletters, the Paw Print school newsletter sent out digitally via email, and monthly Wildcat assemblies.

In order to determine if these methods are effectively engaging the parent and stakeholder community, evaluations are done through parent surveys including: the LCAP survey, the Healthy Kids Survey, the ELAC survey, and the PIQE summative evaluations. Our SSC monitors the Family Engagement Goal in our SPSA through data collection of attendance and participation from our EL families in comparison to the general school population.

Professional Learning for teachers, administrators, and non-instructional staff is provided to support the most effective instruction and implementation of the school wide ELD/Enrichment program. CHAMPS training and CRLP Literacy Workshops allow all staff to provide instructional strategies within the school wide program more effectively. Bi-weekly PLC meetings and monthly leadership meetings foster capacity building through collaboration and discussion about current instructional strategies.

In order to evaluate the effectiveness of the instructional strategies being used during the school wide ELD/Enrichment model and accuracy of progress monitoring, various methods are implemented throughout the program model. In addition to annual CELDT testing, ADEPT testing takes place three times a year. Students are also assessed and monitored through summative and formative assessments, such as the BPST, STAR Reading, SRI, and RESULTS. The results of these assessments drive PLC discussion regarding not only student data, but the effectiveness of the instructional model.

## **Results and Outcomes**

During PLC collaboration, teachers analyze student data from multiple sources including ADEPT results and grade level assessments. Unique to Walnut Canyon, our ELs are grouped by proficiency level in cross-grade level clusters. Therefore, Walnut Canyon administers the ADEPT assessment three times per year and uses those results to effectively group ELs during designated ELD. Each trimester, a spreadsheet with ADEPT results is shared with teachers to help them identify EL's instructional levels for integrated and designated ELD. Teachers use these results not only for grouping students, but to drive instruction during ELD by understanding students' language abilities and challenges.

Since implementation of our model program, our EL subgroup and our SED subgroup have shown continuous improvement as measured by the CAASPP. In 2015, the percentage of ELs demonstrating proficiency on the Smarter Balanced Summative Assessment in ELA was 20.4%. By 2016 the percentage increased to 37.1% and in 2017, 41.5% of our ELs demonstrated proficiency. In 2015, the percentage of SED students demonstrating proficiency on the Smarter Balanced Summative Assessment in ELA was 43%. They made a slight gain in 2016 to 44%. They made a significant gain to 52.5% demonstrating proficiency in 2017.

Our leadership team and SSC summarize the data through written analysis as part of our SPSA and Title 1 documentation. Data is shared with staff at the beginning of the year when creating SPSA goals in ELA and then revisited each trimester to measure progress toward goals. The summarized data is also shared with Title 1 parents at the annual Title 1 Parent Meeting.

Over the past three years, the percentage of Walnut Canyon students demonstrating proficiency on the Smarter Balanced Summative Assessments in ELA have been above the district percentage. In 2017 67% of Walnut Canyon students demonstrated proficiency on the Smarter Balanced Summative Assessment compared to only 63% district wide.

The staff at Walnut Canyon uses assessment results to make adjustments and modifications to the program for greatest impact for student success. Over the past two years, MUSD has gone through a process of “right sizing” our staffing and as a result, we have experienced a decrease in classified staff, specifically our Rtl instructional aides. Therefore, we have had to make some adjustments to the school wide model to accommodate this decrease in staffing. School wide designated ELD continues to be a priority as well as credentialed teachers delivering ELD. Although the size of our groups are a little larger this year, the integrity of our model remains the same.