



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary Education Center	50757390114561	May 16, 2024	June 4, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Walnut Elementary Education Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Plan Description

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

This plan is being used by Walnut Elementary Education Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Walnut meets the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs through: Leadership Meetings, PLC teams, School Site Council, English Learner Advisory Council, STEAM Team meetings, Stanislaus County Office of Education, and PBIS/Safety Team.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Timeline Date	Who	Activity
Feb 5, 2024	Dashboard Data	Dashboard data presented to staff
March 4, 2024	CAASPP Training	Required staff were trained for CAASPP administration.
April 11, 2023	Leadership	collected feedback
May 9, 2024	PBIS Team	collected feedback through staff survey
May 10, 2024	Staff	collected feedback for 23-24
May 16, 2024	SSC/ELAC	approved SPSA for 2024-25

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA- English Learners ; Chronic Absenteeism- English Learners & Hispanic ; Suspension Rate- English Learners & SED

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SBAC ELA percentage of met or exceeded in 2023: 65% ; SBAC Math percentage of met or exceeded in 2023: 59%%

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Walnut Elementary Education Center. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.23%	0.24%	4	2	2
African American	1.1%	0.93%	0.96%	10	8	8
Asian	12.6%	14.49%	16.03%	111	124	134
Filipino	%	%	0.12%			1
Hispanic/Latino	29.6%	28.50%	29.67%	260	244	248
Pacific Islander	0.5%	0.35%	0.36%	4	3	3
White	53.1%	51.40%	47.85%	467	440	400
Multiple/No Response	2.1%	2.69%	3.23%	18	23	27
<b>Total Enrollment</b>				880	856	836

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	125	129	106
Grade 1	127	118	131
Grade 2	127	120	118
Grade3	131	127	121
Grade 4	122	125	129
Grade 5	125	115	117
Grade 6	123	122	112
Grade 7			2
<b>Total Enrollment</b>	880	856	836

#### Conclusions based on this data:

1. Walnut Elementary Hispanic/Latino student population was about 30% in 2022-23.
2. Walnut Elementary White student population was about 48% in 2022-23.
3. Walnut Elementary' s population of Asian students has increased over the past 3 years.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	77	77	88	8.80%	9.0%	10.5%
Fluent English Proficient (FEP)	69	62	57	7.80%	7.2%	6.8%
Reclassified Fluent English Proficient (RFEP)	5	36	29	6.5%	4.2%	3.50%

### Conclusions based on this data:

1. Walnut Elementary EL population was 10.5% in 2022-23.
2. Walnut Elementary FEP population was 7% in 2022-23.
3. The number of EL students at Walnut Elementary has slightly increased over the past 3 years.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	128	126	124	125	113	120	125	113	120	97.7	89.7	96.8
Grade 4	118	122	129	116	121	118	116	121	118	98.3	99.2	91.5
Grade 5	123	114	116	121	111	115	121	111	115	98.4	97.4	99.1
Grade 6	122	120	111	117	117	108	117	117	108	95.9	97.5	97.3
All Grades	491	482	480	479	462	461	479	462	461	97.6	95.9	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2448.	2469.	2460.	31.20	41.59	41.67	25.60	23.89	20.00	26.40	21.24	24.17	16.80	13.27	14.17
Grade 4	2508.	2487.	2487.	39.66	30.58	27.12	29.31	27.27	31.36	19.83	19.83	21.19	11.21	22.31	20.34
Grade 5	2527.	2549.	2538.	27.27	36.04	33.04	39.67	34.23	33.04	16.53	20.72	20.00	16.53	9.01	13.91
Grade 6	2557.	2562.	2581.	22.22	24.79	35.19	42.74	41.03	38.89	19.66	23.93	21.30	15.38	10.26	4.63
All Grades	N/A	N/A	N/A	30.06	33.12	34.27	34.24	31.60	30.59	20.67	21.43	21.69	15.03	13.85	13.45

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	25.60	38.05	26.67	58.40	53.98	63.33	16.00	7.96	10.00
<b>Grade 4</b>	32.76	19.83	21.19	55.17	66.94	65.25	12.07	13.22	13.56
<b>Grade 5</b>	23.14	27.93	23.48	62.81	70.27	68.70	14.05	1.80	7.83
<b>Grade 6</b>	21.37	28.21	29.63	64.96	59.83	62.04	13.68	11.97	8.33
<b>All Grades</b>	25.68	28.35	25.16	60.33	62.77	64.86	13.99	8.87	9.98

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	20.16	29.20	29.17	63.71	53.10	53.33	16.13	17.70	17.50
<b>Grade 4</b>	27.59	22.31	13.56	60.34	59.50	72.03	12.07	18.18	14.41
<b>Grade 5</b>	27.27	32.43	26.96	53.72	57.66	54.78	19.01	9.91	18.26
<b>Grade 6</b>	23.08	21.37	31.48	60.68	63.25	62.04	16.24	15.38	6.48
<b>All Grades</b>	24.48	26.19	25.16	59.62	58.44	60.52	15.90	15.37	14.32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	18.40	16.81	18.33	68.80	74.34	67.50	12.80	8.85	14.17
<b>Grade 4</b>	18.10	15.70	12.71	74.14	74.38	77.12	7.76	9.92	10.17
<b>Grade 5</b>	10.74	21.62	26.09	80.99	73.87	64.35	8.26	4.50	9.57
<b>Grade 6</b>	12.82	19.66	18.52	82.05	73.50	76.85	5.13	6.84	4.63
<b>All Grades</b>	15.03	18.40	18.87	76.41	74.03	71.37	8.56	7.58	9.76

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	23.20	28.32	31.67	64.80	65.49	56.67	12.00	6.19	11.67
<b>Grade 4</b>	24.14	15.70	11.02	71.55	72.73	77.97	4.31	11.57	11.02
<b>Grade 5</b>	20.66	25.23	22.61	71.07	68.47	65.22	8.26	6.31	12.17
<b>Grade 6</b>	29.91	29.06	22.22	63.25	64.10	75.00	6.84	6.84	2.78
<b>All Grades</b>	24.43	24.46	21.91	67.64	67.75	68.55	7.93	7.79	9.54

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In 2021-22, the percentage of students who met or exceeded the overall standard in ELA was 65%.
2. The percent growth of students who met or exceeded the standard between 2021-22 & 2022-23 is 0.14%
3. The percentage of student who did not meet the standard in ELA has slightly declined over the past 3 years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	128	126	124	126	113	120	126	113	120	98.4	89.7	96.8
Grade 4	118	122	129	116	121	118	116	121	118	98.3	99.2	91.5
Grade 5	123	114	116	120	110	115	120	110	115	97.6	96.5	99.1
Grade 6	122	120	111	117	116	109	117	116	109	95.9	96.7	98.2
All Grades	491	482	480	479	460	462	479	460	462	97.6	95.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2460.	2479.	2474.	29.37	35.40	36.67	35.71	41.59	35.00	22.22	15.04	15.83	12.70	7.96	12.50
Grade 4	2500.	2489.	2490.	29.31	19.01	19.49	34.48	32.23	36.44	23.28	37.19	31.36	12.93	11.57	12.71
Grade 5	2511.	2528.	2515.	18.33	26.36	18.26	18.33	22.73	28.70	40.83	30.91	32.17	22.50	20.00	20.87
Grade 6	2542.	2546.	2579.	16.24	24.14	37.61	25.64	27.59	22.94	39.32	26.72	30.28	18.80	21.55	9.17
All Grades	N/A	N/A	N/A	23.38	26.09	27.92	28.60	31.09	30.95	31.32	27.61	27.27	16.70	15.22	13.85

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	38.10	49.56	42.50	47.62	44.25	45.83	14.29	6.19	11.67
Grade 4	34.48	20.66	25.42	50.86	63.64	55.93	14.66	15.70	18.64
Grade 5	12.50	27.27	16.52	59.17	53.64	57.39	28.33	19.09	26.09
Grade 6	15.38	25.00	33.94	62.39	55.17	54.13	22.22	19.83	11.93
All Grades	25.26	30.43	29.65	54.91	54.35	53.25	19.83	15.22	17.10

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33.33	38.05	38.33	53.17	51.33	50.00	13.49	10.62	11.67
Grade 4	25.00	24.79	24.58	57.76	63.64	61.02	17.24	11.57	14.41
Grade 5	16.67	20.00	19.13	65.83	64.55	65.22	17.50	15.45	15.65
Grade 6	13.68	18.97	24.77	67.52	58.62	61.47	18.80	22.41	13.76
All Grades	22.34	25.43	26.84	60.96	59.57	59.31	16.70	15.00	13.85

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31.75	37.17	40.00	56.35	56.64	53.33	11.90	6.19	6.67
Grade 4	32.76	15.70	22.03	57.76	71.90	66.10	9.48	12.40	11.86
Grade 5	18.33	24.55	16.52	68.33	60.00	66.96	13.33	15.45	16.52
Grade 6	18.80	14.66	28.44	64.96	68.97	68.81	16.24	16.38	2.75
All Grades	25.47	22.83	26.84	61.80	64.57	63.64	12.73	12.61	9.52

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In 2022-23, the percentage of students who met or exceeded the overall standard in Math was 59%.
2. In 2022-23, the percentage of students above, at, or near standard in Concepts & Procedures was 83%.
3. The percentage of student who did not meet the standard in Math over the past 3 years has slightly declined.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1474.9	1451.3	1455.8	1482.8	1450.6	1446.6	1456.4	1452.6	1476.8	18	16	16
<b>1</b>	1489.9	1466.5	1458.9	1507.9	1473.0	1454.6	1471.3	1459.3	1462.8	14	16	15
<b>2</b>	*	1496.5	1506.9	*	1495.3	1510.3	*	1497.4	1503.3	6	12	16
<b>3</b>	*	*	1494.7	*	*	1493.3	*	*	1495.5	8	5	19
<b>4</b>	*	*	*	*	*	*	*	*	*	8	9	7
<b>5</b>	*	*	*	*	*	*	*	*	*	8	4	6
<b>6</b>	*	*	*	*	*	*	*	*	*	7	5	5
<b>All Grades</b>										69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	38.89	31.25	25.00	50.00	37.50	43.75	5.56	25.00	25.00	5.56	6.25	6.25	18	16	16
<b>1</b>	21.43	12.50	13.33	57.14	62.50	33.33	21.43	25.00	40.00	0.00	0.00	13.33	14	16	15
<b>2</b>	*	0.00	37.50	*	83.33	37.50	*	16.67	25.00	*	0.00	0.00	*	12	16
<b>3</b>	*	*	15.79	*	*	52.63	*	*	26.32	*	*	5.26	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.33	23.88	20.24	53.62	56.72	46.43	11.59	17.91	28.57	1.45	1.49	4.76	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	38.89	25.00	25.00	55.56	43.75	37.50	0.00	18.75	25.00	5.56	12.50	12.50	18	16	16
<b>1</b>	42.86	6.25	20.00	35.71	75.00	40.00	14.29	18.75	26.67	7.14	0.00	13.33	14	16	15
<b>2</b>	*	41.67	43.75	*	41.67	37.50	*	16.67	18.75	*	0.00	0.00	*	12	16
<b>3</b>	*	*	21.05	*	*	52.63	*	*	15.79	*	*	10.53	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	43.48	35.82	28.57	46.38	47.76	45.24	7.25	13.43	19.05	2.90	2.99	7.14	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	18.75	25.00	27.78	31.25	37.50	44.44	31.25	25.00	0.00	18.75	12.50	18	16	16
<b>1</b>	7.14	6.25	13.33	64.29	37.50	33.33	21.43	43.75	33.33	7.14	12.50	20.00	14	16	15
<b>2</b>	*	0.00	6.25	*	75.00	68.75	*	16.67	18.75	*	8.33	6.25	*	12	16
<b>3</b>	*	*	5.26	*	*	42.11	*	*	36.84	*	*	15.79	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.04	8.96	11.90	47.83	43.28	45.24	36.23	38.81	30.95	2.90	8.96	11.90	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	31.25	25.00	66.67	62.50	68.75	5.56	6.25	6.25	18	16	16
<b>1</b>	64.29	31.25	66.67	35.71	62.50	26.67	0.00	6.25	6.67	14	16	15
<b>2</b>	*	16.67	37.50	*	83.33	62.50	*	0.00	0.00	*	12	16
<b>3</b>	*	*	31.58	*	*	47.37	*	*	21.05	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	39.13	29.85	39.29	57.97	65.67	53.57	2.90	4.48	7.14	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	44.44	25.00	18.75	50.00	56.25	75.00	5.56	18.75	6.25	18	16	16
<b>1</b>	35.71	6.25	13.33	57.14	87.50	53.33	7.14	6.25	33.33	14	16	15
<b>2</b>	*	58.33	68.75	*	41.67	31.25	*	0.00	0.00	*	12	16
<b>3</b>	*	*	42.11	*	*	52.63	*	*	5.26	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	57.97	46.27	36.90	39.13	47.76	53.57	2.90	5.97	9.52	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	18.75	31.25	61.11	68.75	62.50	11.11	12.50	6.25	18	16	16
<b>1</b>	35.71	18.75	26.67	50.00	68.75	46.67	14.29	12.50	26.67	14	16	15
<b>2</b>	*	8.33	18.75	*	91.67	68.75	*	0.00	12.50	*	12	16
<b>3</b>	*	*	10.53	*	*	57.89	*	*	31.58	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	24.64	14.93	19.05	59.42	74.63	61.90	15.94	10.45	19.05	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	62.50	50.00	66.67	18.75	37.50	0.00	18.75	12.50	18	16	16
<b>1</b>	7.14	0.00	6.67	78.57	100.00	80.00	14.29	0.00	13.33	14	16	15
<b>2</b>	*	25.00	43.75	*	66.67	50.00	*	8.33	6.25	*	12	16
<b>3</b>	*	*	5.26	*	*	78.95	*	*	15.79	*	*	19
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.29	28.36	30.95	76.81	65.67	59.52	2.90	5.97	9.52	69	67	84

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. From 2021-22 to 2022-23, the number of ELs tested went from 67 to 84.
2. In 2022-23, 20 students scored an overall "4" on the ELPAC.
3. In 2022-23, 46 students scored an overall "3" on the ELPAC.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>836</b>	<b>36.8</b>	<b>10.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Walnut Elementary Education Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	10.5
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	308	36.8
Students with Disabilities	68	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1
American Indian	2	0.2
Asian	134	16
Filipino	1	0.1
Hispanic	248	29.7
Two or More Races	27	3.2
Pacific Islander	3	0.4
White	400	47.8



**Conclusions based on this data:**

1. 31.5% of Walnut students in 2021-22 were designated social-economically disadvantaged, and increased to 36.8% in 2022-23.
2. 9% of Walnut students in 2021-22 were designated English learners, and increased to 10.5% in 2022-23.
3. 0% of Walnut students are a foster youth.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. In 2023, Walnut's overall Dashboard performance indicator in ELA was "Green."
2. In 2023, Walnut's overall Dashboard performance indicator in Math was "Green."
3. In 2023, Walnut's overall Dashboard indicator for suspension rates was "Blue."

# School and Student Performance Data

## Academic Performance English Language Arts

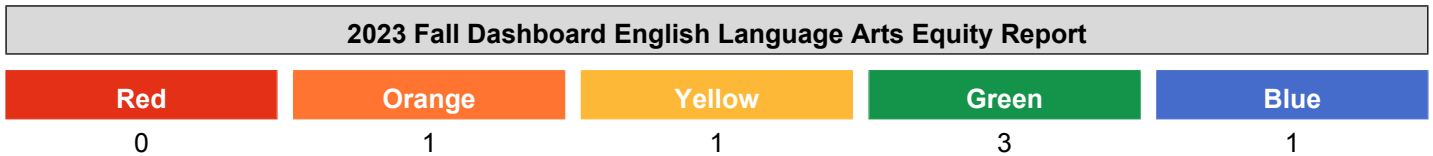
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>32.9 points above standard</p> <p>Maintained +0.3 points</p> <p>458 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>7.3 points below standard</p> <p>Decreased Significantly -31.2 points</p> <p>51 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>11.1 points above standard</p> <p>Decreased -10.3 points</p> <p>173 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>19.6 points below standard</p> <p>Increased +9.7 points</p> <p>65 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	Less than 11 Students  2 Students	 Blue 70.7 points above standard Increased Significantly +15.8 points 69 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.9 points above standard Maintained +2.2 points 136 Students	73.9 points above standard Increased Significantly +58.5 points 13 Students	Less than 11 Students  2 Students	 Green 28.6 points above standard Decreased -9 points 224 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
34.1 points below standard Decreased -10.7 points 35 Students	51.4 points above standard Maintained -1.2 points 16 Students	34.9 points above standard Maintained +2.2 points 374 Students

**Conclusions based on this data:**

- Students with disabilities increased (+9.7 points) in 2022-23.
- English learners decreased significantly (-10.3 points) in 2022-23.
- English only students were 34.9 points above standard on the 2029 ELA Dashboard indicator, but ELs were -10.7 points below.

# School and Student Performance Data

## Academic Performance Mathematics

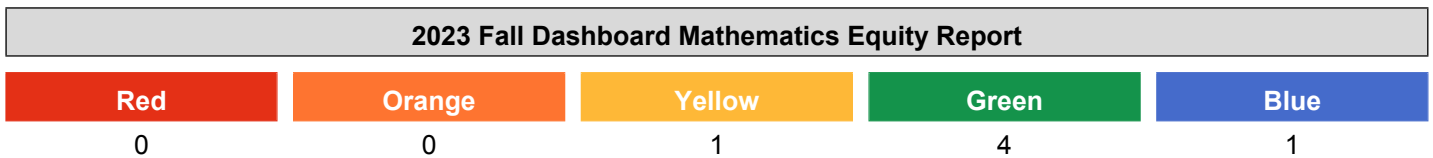
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 15.2 points above standard Increased +4.4 points 459 Students	<b>English Learners</b>  Yellow 16.1 points below standard Decreased Significantly -18.2 points 51 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 0.6 points below standard Increased +7.5 points 174 Students	<b>Students with Disabilities</b>  Green 22.4 points below standard Increased Significantly +34.4 points 65 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	Less than 11 Students  2 Students	 Blue 48.4 points above standard Increased +4.6 points  69 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 points below standard Increased +10.1 points  137 Students	7.8 points above standard Increased Significantly +17.8 points  13 Students	Less than 11 Students  2 Students	 Green 15.4 points above standard Maintained -1.9 points  224 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
31.2 points below standard Maintained +1.4 points  35 Students	17.1 points above standard Decreased -6.1 points  16 Students	16.2 points above standard Increased +5.1 points  375 Students

**Conclusions based on this data:**

1. 2023 Math Dashboard shows Walnut students were 4.4 points above standard overall.
2. English learners were 18.2 points below standard on the 2023 Math Dashboard.
3. Hispanic students increased by 10.1% on the Math Dashboard in 2022-23.

# School and Student Performance Data

## Academic Performance English Learner Progress

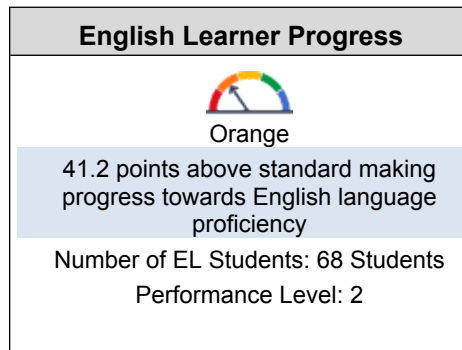
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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	18	4	24

#### Conclusions based on this data:

- 41.2% of ELs were making progress toward English language proficiency based on the 2023 ELPI.
- 22 ELs decreased at least one ELPI level on the 2023 Dashboard.
- 28 ELs maintained or increased at least one ELPI level on the 2023 Dashboard.

# School and Student Performance Data

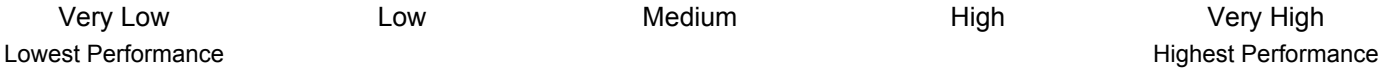
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

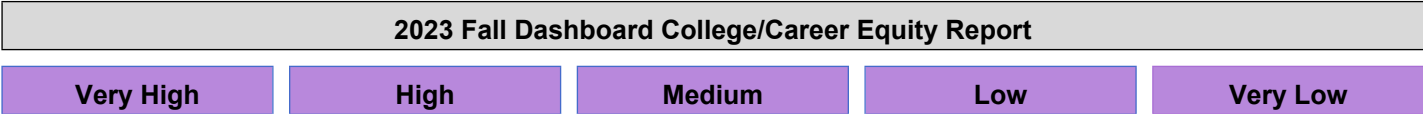
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

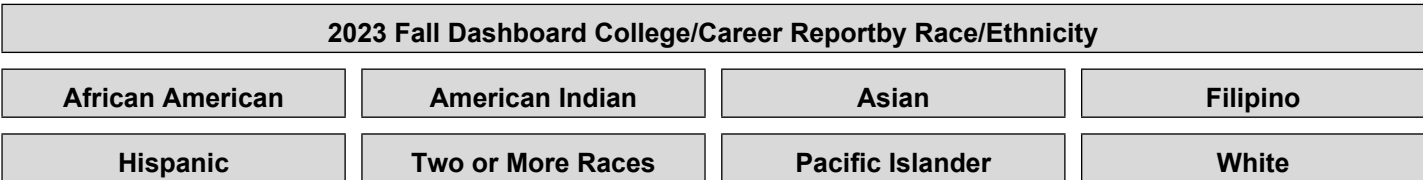
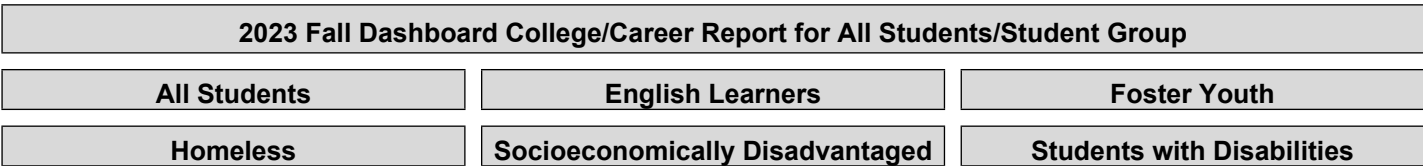
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



### Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

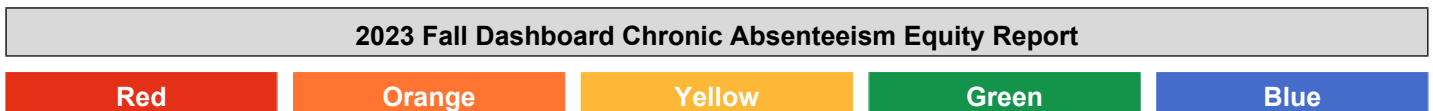
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 7.7% Chronically Absent Declined -2.9 843 Students	 Orange 11% Chronically Absent Increased 0.9 91 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 1 Student	 Yellow 10.7% Chronically Absent Declined Significantly -6.2 326 Students	 Green 8% Chronically Absent Declined -5.8 87 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">Green</p> <p align="center">5.9% Chronically Absent</p> <p align="center">Declined -0.5</p> <p align="center">135 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">14.2% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">254 Students</p>	<p align="center"></p> <p align="center">Green</p> <p align="center">5% Chronically Absent</p> <p align="center">Declined -6.4</p> <p align="center">40 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">4.8% Chronically Absent</p> <p align="center">Declined Significantly -5.4</p> <p align="center">400 Students</p>

**Conclusions based on this data:**

1. The percentage of chronically absent students declined 2.9% overall on the 2023 Dashboard.
2. Hispanic students were the subgroup with the highest percentage of chronically absent students.
3. English learners were the subgroup with the highest percentage of chronically absent students.

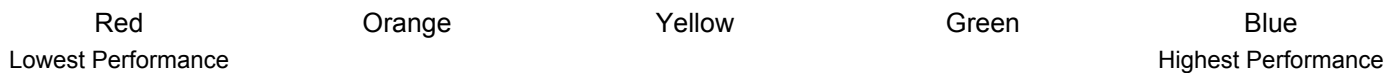
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

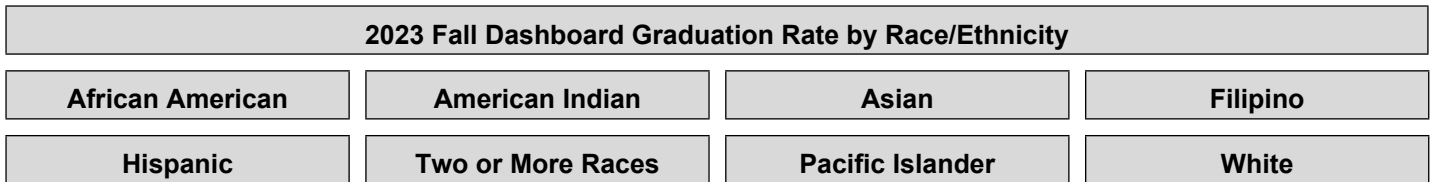
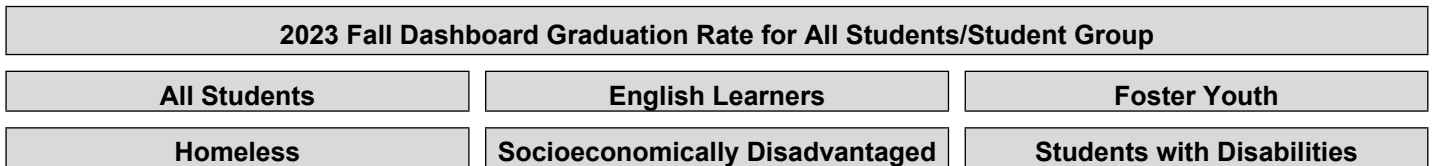
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

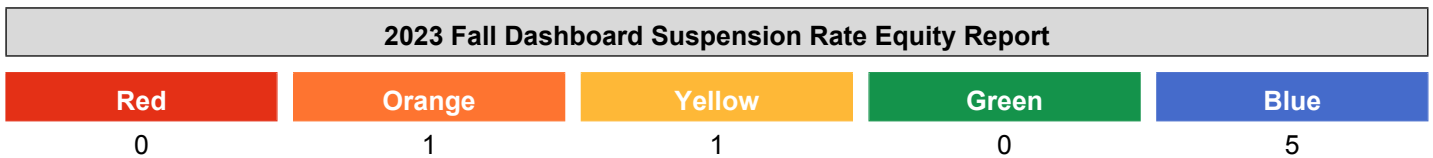
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0.2% suspended at least one day Maintained -0.1 847 Students	 Orange 1.1% suspended at least one day Increased 1.1 93 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 1 Student	 Yellow 0.6% suspended at least one day Increased 0.3 330 Students	 Blue 0% suspended at least one day Declined -1.1 88 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 135 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.4 257 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 40 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0.1 401 Students</p>

**Conclusions based on this data:**

1. Overall, all subgroups were "very low" on the suspension rate with the exception of students with disabilities.
2. SED students had a suspension rate of 0.6%.
3. English learners suspension rate was 1.1%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ela**  
Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Indicator	ELA Overall Dashboard 2023: Green	2024 ELA Overall Dashboard: Increase by at least 2 points.
iReady ELA, Diagnostic #2	59% of students assessed were at or above grade-level	Increase the number of students at or above grade-level on Diagnostic #2.
Math Indicators	Math Overall Dashboard 2023: Green	2024 Math Overall Dashboard: Increase by at least 1 point.
iReady Math, Diagnostic #2	48% of students assessed were at or above grade-level	Increase the number of students at or above grade-level on Diagnostic #2.
SBAC ELA	2023 Data: 32.9 points above standard.	2024 ELA SBAC: Increase by at least 2 points.
SBAC Math	2023 Data: 15.2 points above standard	2024 Math SBAC: Increase by at least 1 point.
CA Science Test	2023 Data: 56.52% Met or Exceeded Standard	2024: Increase by 5%.
Chronic Absenteeism	2023 Chronic Absenteeism Dashboard data was 7.7%	2024 Chronic Absenteeism overall should be reduced below the 2023 rate.
Reclassification	In 2022-23, 7.2% of EL students were reclassified.	Increase the percentage of EL students who are reclassified.
English Learner Progress Indicator	In 2023, 41.2% of ELs progressed towards English proficiency on the ELPI.	In 2024, the percentage of students progressing towards English language

		proficiency on the ELPI is above 41.2%.
Healthy Kids Survey	The 2023-24 survey found: 88% of students felt "school connectedness." 79% have a caring adult in school 84% parent involvement in schooling 87% social-emotional learning supports	Increase the percentages in each of the categories of the CHKS data.
Number of Counseling Referrals as of May 1st	117 referrals to Counseling services as of 5/1/24	Address the needs of all students requiring school counseling.
Number of Referrals to CARE Program as of May 1st.	19 Referrals to CARE as of 5/1/24	Address the needs of all students requiring CARE services.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic achievement for all students by strengthening our MTSS model and mitigating learning loss.	All students	78080 General Education  2,529 LCAP SPED support  2,500 ESS
1.2	Promote college & career readiness and 21st-century skill development through participation in the Walnut elective program & other magnet-specific programs.	All students	8,360 General Education  0 Theme Support LCAP Goal 3/Action 18
1.4	Identify obstacles towards reclassification for English learners and provide support to help them meet this goal.	All students	6,000 General Education  5,000 ESS
1.5	Promote positive character development through ongoing school-wide activities, including monthly Kindness activities, Character Trait recognition, Toolbox education, No Bully & Positive Behavior Intervention Supports (PBIS) implementation.	All students	13,261 General Education  2,735 ESS

			1,300 Mandated Costs
1.6	Utilize the school-based counselor & TUSD C.A.R.E. program to provide tiered social-emotional support to students.	All students	2,600 General Education

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The strategies and activities for Goal 1 were implemented as intended. A heavy emphasis was placed on supporting students with gaps in their learning and providing greater social-emotional support so students can access the curriculum. In response, efforts were focused on providing effective embedded interventions during the school day. We also made strong progress with implementing PBIS school-wide. Overall, SBAC and Dashboard data showed small increases compared to 2022 data, which was reassuring that our efforts were having a positive impact on students.

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

ELPI data on the 2023 Dashboard shows that ELs declined in their overall progress. Additionally, the number of ELs who decreased at least on ELPI level increased from 18.4% in 2022 to 32.4% in 2023. We have seen an increase in the number of ELs at Walnut that require more intensive support, and we are not yet providing support to meet their needs.

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.

Place a greater focus on effective ELD Instruction. Also, there is a continued focus on Math instruction at Tier I and Tier II.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Indicator	2023 Dashboard: Blue	2024 Dashboard: Reduce or Maintain suspension rate
Total Number of Suspensions	Total suspensions in 2023: 2	In 2024, reduce or maintain the number of suspensions.
Total number of office referrals for Inappropriate Behavior as of 5/1/24	59	Continue to implement PBIS school-wide as a means to decrease inappropriate behavior referrals.
Extra-Curricular Participation	2023-24 extracurricular participation demographic data vs. school enrollment data for 2022-23:  White: 67% vs. 64% Hispanic: 30% vs. 29% Asian Indian: 11% vs. 13% Black or African American: 2% vs. 2%  SPED: 17% vs. 7%	In 2024-25, the demographic data of students participating in extracurricular activities will reflect the demographic makeup of our entire student population.
Kindergarten Enrollment Data	2024 Incoming Kinder Data by Race/Ethnicity:  White: 60% Asian Indian: 12% Asian: 8% Black/African American: 3% Am. Indian or Native Alaskan: 4%	In 2025, continue to create a diverse school that reflects our larger community.

	Not Answered: 11%	
	Hispanic or Latino: 32%	

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Review established practices, events, and activities to ensure student equity and inclusion.	All students	5,000 General Education  0
2.2	Provide study trip opportunities to enhance learning experiences for all students.	All students	6,727 Study Trips LCAP Goal 3/Action 11

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This school year, we saw the greatest level of normalcy in school activities and events since the pandemic. These activities are popular amongst our students, who often look forward to participating. As a result, student engagement levels tend to be high, as reflected in our high attendance and low suspension and expulsion rates.

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

We have not done a strong job of celebrating and recognizing the diversity on our campus. As the data shows (Hispanic: 30% & Asian Indian: 11%), we have a significant number of Hispanic and Asian Indian students on our campus, but have very little to no celebrations on our campus for these students.

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

As we review site data, particularly demographic data, we aim to ensure equitable access to extracurricular activities and events for all subgroups on our campus. Additionally, we need to find additional ways to celebrate and recognize the diversity on our campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ed Rounds data	Site administrators visited on average one classroom per day.	Site administrators visit on average one or more classrooms per day.
Physical Fitness Test	In 2022-23, the percentage of students in grade 5 participating in the PFT: Aerobic Capacity: 100% Ab Strength: 100% Trunk Extension: 100% Upper Body Str: 100% Flexibility: 100%	In 2023-24, maintain 100% participation rates.
English Language Arts Indicator	ELA Overall Dashboard 2023: Green	2024 ELA Overall Dashboard: Increase by at least 2 points.
Math Indicators	Math Overall Dashboard 2023: Green	2024 Math Overall Dashboard: Increase by at least 1 point.
English Learner Progress Indicator	In 2023, 41.2% of ELs progressed towards English proficiency on the ELPI.	In 2024, increase the percentage of students who are progressing towards English language proficiency on the ELPI above 41.2%.
CA Science Test	2023 Data: 56.52% Met or Exceeded Standard	2024 CA Science Test Data: Increase by 5%.
Summative ELPAC: Overall % at Level 4	20.04% of students assessed were overall a Level 4.	Increase the number of students scoring Level 4.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Engage staff in relevant professional development and utilize the adopted curriculum to ensure student mastery of learning goals.	All students	5,000 General Education  5,427 Mandated Costs
3.2	Strengthen staff understanding of the PLC process, ensure collaboration around the four essential questions, and engage students in learning cycles around priority standards/skills.	All students	8,000 General Education  10,555 Site Collaboration
3.5	Engage students in STEAM learning experiences that develop 21st-century skills and prepare them for secondary and post-secondary education and careers.	All students	7,539 General Education  12,265 ESS

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year we again ensured all students had access to the district-adopted curriculum: K-5 ELA- Wonders, 6 ELA- Springboard, K-6 Math- Eureka Math. Additionally, site administration visited, on average, at least one classroom per day to monitor the instruction on campus.

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

We need to increase the use of district-adopted curriculum during the school day. Teachers share they supplement the core-curriculum with supplemental materials to better address the essential standards. ELPI data on the 2023 Dashboard shows that ELs declined in their overall progress. Additionally, the number of ELs who decreased at least on ELPI level increased from 18.4% in 2022 to 32.4% in 2023. We have seen an increase in the number of ELs at Walnut that require more intensive support, and we are not yet providing support to meet their needs.

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 emphasis needs to be placed on effective ELD instruction, particularly during Designated ELD 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 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent-Teacher Conference Participation	In 2023, 99% of families participated in a parent-teacher conference.	Goal: Maintain or increase the number of families participating in a parent-teacher conference in 2024.
Social Media Engagement	The Walnut Elementary Facebook page had 1,152 followers, and the Instagram page had 874 followers as of 5/1/24.	Goal: Increase the number of page likes on Facebook and Instagram by 5/1/2025.
School Site Council & ELAC	During the 2023-24 school year, there were 4 SSC/ELAC meetings held, during which a total of 14/24 (58%) parents participated.	In 2024-25, increase parent participation in SSC/ELAC meetings to 100% for all meetings.
Total number of parent events and total number of parent participation	32 parent events with an estimated 4,266 in attendance (does not include PTO events)	Maintain or increase parent engagement opportunities on our school campus.
Number of Community Liaison Outreach to Families	As of May 1, there were 293 entries in Aeires for CL outreach to families	Increase Community Liaison outreach to Walnut families.
Number of home visits by Community Liaison	There was "1" home visit this year.	Make CL home visits, as needed, to support families.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Increase opportunities for parent participation in the school community.	All students	6,000 General Education
4.2	Implement a Community Liaison to help facilitate parent involvement on campus and improve communication with all stakeholders.	All students	4,000 General Education

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Parent volunteers and their participation in the learning process has been an important part of our school community since its founding. This year, 99% of families participated in parent-teacher conference meetings. Additionally, the PTO was able to hold many of its usual activities and in turn fundraise dollars that were donated back to our school.

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

The percentage of parent representatives on our SSC and ELAC that attend meetings declined this year. The data shows that during the 2023-24 school year, there were 4 SSC/ELAC meetings held, during which a total of 14/24 (58%) parents participated. There is no indication as to why this number decreased.

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.

As the Community Liaison establishes herself in the school community, continue to engage her in more regular communication with families as a means to provide support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number of safety-related meetings as of 5/1/24.	Number of PBIS Meetings: 9 Number of Campus Supervisor Meetings: 4	Maintain or increase safety-related meetings as a means to ensure a safe school campus.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ensure health tech coverage during the entire school day along with campus supervision during events outside of the school day to ensure a safe and secure campus.	All students	12,058 Safety LCAP Goal 2/Action 7  15,000 ESS
5.2	Continue regular safety meetings and training. Support implementation of programs such as PBIS, No Bully, and Digital Citizenship.	All students	

## Annual Review



## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

PBIS implementation has gone better than expected this year. We recently were recommended to apply for Bronze-level recognition by SCOE. Our new PBIS store was a success with students, and more teachers are using the Do Good ticket system than in years past. Additionally, we are in the early stages of rolling out the SWIS behavioral management tracking program.

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

We continue to experience many incidents in which students are engaged in appropriate behavior. Most cases involve comments that are racial or sexual in nature, and others involve physical contact (pushing, pulling, punching, etc). The data shows that 86% of students feel safe and/or very safe at 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.

Although we have increased education on positive behavior this year, more work needs to be done to review acceptable behavior with students. Additionally, we need to implement more restorative practices.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$219,936.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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

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
ESS	\$37,500.00
General Education	\$143,840.00
LCAP SPED support	\$2,529.00
Mandated Costs	\$6,727.00
Safety LCAP Goal 2/Action 7	\$12,058.00
Site Collaboration	\$10,555.00
Study Trips LCAP Goal 3/Action 11	\$6,727.00
Theme Support LCAP Goal 3/Action 18	\$0.00

Subtotal of state or local funds included for this school: \$219,936.00

Total of federal, state, and/or local funds for this school: \$219,936.00

# 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
ESS	37,500.00
General Education	143,840.00
LCAP SPED support	2,529.00
Mandated Costs	6,727.00
Safety LCAP Goal 2/Action 7	12,058.00
Site Collaboration	10,555.00
Study Trips LCAP Goal 3/Action 11	6,727.00
Theme Support LCAP Goal 3/Action 18	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ESS	37,500.00
	General Education	143,840.00
	LCAP SPED support	2,529.00
	Mandated Costs	6,727.00
	Safety LCAP Goal 2/Action 7	12,058.00
	Site Collaboration	10,555.00
	Study Trips LCAP Goal 3/Action 11	6,727.00
	Theme Support LCAP Goal 3/Action 18	0.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
122,365.00
11,727.00
48,786.00
10,000.00
27,058.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Sumeet Singh	Principal
Natalie Adamzadeh	Parent or Community Member
Maria Araujo	Parent or Community Member
Monika Mabe	Parent or Community Member
Josef Givargis	Parent or Community Member
Gina Klikna	Parent or Community Member
Helen Ghahramany	Parent or Community Member
Tracee Farlinger	Other School Staff
Robin Young	Classroom Teacher
Lori Quillen	Classroom Teacher
Susan Clipper	Classroom Teacher
Sandi DeRose	Classroom Teacher

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**

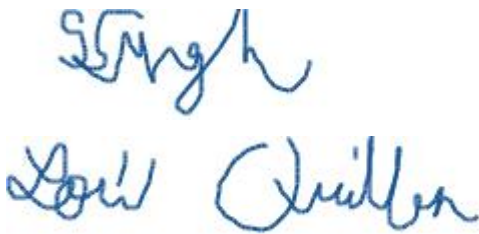
**Committee or Advisory Group Name**

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 May 16, 2024.

Attested:



Principal, Sumeet Singh on 5/16/2024

SSC Chairperson, Lori Quillen on 5/16/2024