



**Home of the
Pathfinders**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Walnutwood High School	34673303430501	May 7, 2025	August 14, 2025

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 School Site 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 Walnutwood High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components.....	5
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	14
Student Population	17
Overall Performance.....	19
Academic Performance	21
Academic Engagement	28
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1	34
Goal 2	37
Goal 3	41
Goal 4	44
Goal 5	47
Budget Summary	49
Budget Summary.....	49
Other Federal, State, and Local Funds.....	49
Budgeted Funds and Expenditures in this Plan	50
Funds Budgeted to the School by Funding Source	50
Expenditures by Funding Source.....	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source.....	50
Expenditures by Goal	51
School Site Council Membership.....	52
English Learner Advisory Committee (ELAC).....	53

Recommendations and Assurances 54
Instructions 55
Appendix A: Plan Requirements..... 62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements..... 65
Appendix C: Select State and Federal Programs 68

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 Walnutwood High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Walnutwood High School's plan to meet ESSA planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs is centered on equity, academic achievement, and whole-child support. The Single Plan for Student Achievement (SPSA) is developed collaboratively with staff, parents, students, and district leadership, and is directly aligned with district LCAP goals and ESSA priorities.

Key strategies include the implementation of a Multi-Tiered System of Supports (MTSS) for academic and social-emotional needs, professional learning communities (PLCs) focused on data-driven instruction and targeted math interventions such as boot camps for California Assessment of Student Performance and Progress (CAASPP) preparation. Walnutwood continues to expand access to Career Technical Education (CTE) through partnerships with other FCUSD schools and dual/concurrent enrollment opportunities, addressing college and career readiness indicators.

To support English Learners, our plan includes the development of a designated English Language Development (ELD) instructional model. We also leverage our diagnostic data and CAASPP results to guide instructional decisions and professional development priorities. Efforts to strengthen school connectedness include more in-person events, Positive Behavioral Interventions and Supports (PBIS) implementation, and increased Social Emotional Learning (SEL) supports.

The SPSA is continuously updated through mid-year data reviews and stakeholder feedback, ensuring alignment with ESSA, the LCAP, and other funding streams. This coordinated planning process ensures that resources are effectively allocated to improve academic outcomes and support all students, including those with disabilities, English Learners, and socioeconomically disadvantaged youth.

School Vision and Mission

Mission

Meeting individual needs, fostering self-esteem, and empowering lifelong learning and achievement.

Vision

Alternative individualized education for personal and academic achievement.

School & Community Profile

In addition to Walnutwood High School (WHS), there are twenty-one elementary schools, four middle schools, three traditional high schools, one charter school, one community day school, two continuation high schools, and one virtual academy in the Folsom Cordova Unified School District. WHS, with a post-Covid average of 218 students yearly, serves students in traditional Independent Study for grades 9-12, as well as serving students in two district programs: Adolescent Parent Program (APP) and Long-Term Independent Study (LTIS), where students are placed in the home for their educational setting. WHS is an open-entry-open-exit school.

Independent Study students typically meet with their teacher once each week for forty-five minutes. During that time teachers verify student homework, administer tests, give instruction, and provide new assignments. Students are primarily responsible for organizing their learning activities during the week. However, the teacher is available via e-mail or telephone to assist or advise students who are in need of help with their studies. Open access tutorials, staffed by a WHS instructor and or an instructional aide, are available for students desiring additional academic support. Chromebooks and supplemental computer programs plus internet access are available to all students. We have a team approach to support students if they miss two assignments or sessions. The counselor, Mental Health Specialist, and

Administrators take a supportive approach to assist students showing signs of lack of progress, or mental health concerns.

For many of our students, WHS is their school of choice where they attend, thrive, and make progress toward graduation. For others, WHS may not be their best option, but for a variety of reasons, it is their only option. Thus, we have a wide array of students from college-bound, self-motivated, and goal-oriented, to others who have not been successful anywhere else in their school career. We welcome them all and develop an individual education plan that best meets the needs of each student. For the 2024-2025 school year, we have a total of 47% that are considered unduplicated.

Some of our students participate in Long Term Independent Study; a program designed to address the needs of students who, for medical reasons, are unable to attend class at their home school. The District's Health Services validate the medical need and, in conjunction with the doctor's office, determine if the student is best served at home or at WHS. Our Adolescent Parent Program (APP) serves students who are pregnant or parenting. The school has an on-site Child Development Center to care for infants and toddlers while their parents are in class. Students in APP attend classes for four hours each day where they not only work on graduation requirements but also learn essential parenting skills. Our APP students, (both mother and father) range in age from 14-19 years old.

Starting the 2021-2022 school year, we included the Active Community Transition Training (ACTT) for two 18-22-year-old with severely handicapped adults who joined our campus. The educational focus of this program is to support these students with living independently, utilizing community-based instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site Council Meetings are scheduled in August/September, January/February, and May of each school year.
Parents teachers and students and community members.
Kimberly Walker, Principal Walnutwood HS
Mari Lowes, Teacher
Brooke Weingand Student
Jessica Cisneros-Elliott, teacher
Stacey Michelini, Parent
Simone Weingand, Parent

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.

N/A

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.

Based on the 2024 California Dashboard data, several student subgroups at Walnutwood High School require significant targeted support. Student performance in English Language Arts (ELA) is in the "red" performance category, with scores 202.4 points below standard. In mathematics, students are also in the "red" category, scoring 265.9 points below standard.

Although the ELPAC scores are not assigned a performance color due to the small number of English Learners, the school observed a 22.2% increase in students making positive progress. Both ELA and math declined in overall performance compared to the previous year.

Preliminary 2024–2025 CAASPP results indicate a projected 2% decline in ELA proficiency and a 7% increase in math proficiency for students meeting or exceeding standards. Additionally, preliminary ELPAC data shows a 16% increase in students meeting or exceeding the standard.

Walnutwood also ranks in the "red" performance level for the College/Career indicator, primarily due to limited access to Career Technical Education (CTE), advanced coursework, and a high percentage of students enrolling in below-grade-level classes upon entry.

Walnutwood is addressing this area of need with strategies such as:

- Implementation of Math Boot Camps to provide targeted support before state testing.
- Development of a systematic intervention system as part of the schoolwide action plan, including more direct instruction and small group math labs to improve academic achievement.
- Professional Learning Communities (PLCs) are focusing on mastery of grade-level standards in both ELA and math.
- Increased instructional time and emphasis on data-driven instruction, especially through diagnostic tools like Edmentum and Renaissance platforms.
- Planned development of a schoolwide formative assessment system to ensure earlier identification and intervention for struggling students.

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.

Due to our small population of students, subgroups are not categorized by performance color. Implement PLC to review student learning.

Other Needs

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

Students in all grades (9-12) are assessed using Edmentum at least twice a year. This assessment measures achievement in math and English Language Arts.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Walnutwood High School. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.54%	1.01%	1.18%	1	2	2
African American	5.95%	4.02%	4.14%	11	8	7
Asian	4.32%	1.51%	1.78%	8	3	3
Filipino	2.70%	1.01%	0.59%	5	2	1
Hispanic/Latino	22.70%	21.61%	16.57%	42	43	28
Pacific Islander	0.54%	1.01%	0.59%	1	2	1
White	50.27%	60.8%	64.50%	93	121	109
Multiple/No Response	12.43%	8.54%	10.65%	23	17	18
Total Enrollment				185	199	169

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	1		
Grade 1		1	
Grade 2	1		
Grade 3		1	1
Grade 4			1
Grade 5	2		1
Grade 6	1		1
Grade 7		1	
Grade 8	1		
Grade 9	19	14	17
Grade 10	28	32	32
Grade 11	68	69	38
Grade 12	64	81	78
Total Enrollment	185	199	169

Conclusions based on this data:

1. On average, Walnutwood serves approximately 185 students at any given time, though this does not reflect the full scope of our fluctuating enrollment due to ongoing mid-year admissions and withdrawals. Intake data indicates an increasing number of students are enrolling due to mental health challenges, particularly anxiety.

Our Home and Hospital Program has seen a gradual decline in enrollment since the COVID-19 pandemic, decreasing from 32 students in the 2021–2022 school year to 26 students in 2024–2025. Enrollment trends remain consistent year over year, with noticeable spikes in October, January, and March, and a significant number of early senior graduations in December and April.
2. Grade-level enrollment over the past three school years has remained relatively stable, with a noticeable increase in the number of 12th-grade students. Enrollment in 10th grade has also seen a slight rise, growing from 28 to 32 students. Additionally, demographic trends show an increase in students identifying as White, while enrollment among other racial groups has declined.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	14	17	16	7.3%	7.6%	9.5%
Fluent English Proficient (FEP)	34	26	23	14.2%	18.4%	13.6%
Reclassified Fluent English Proficient (RFEP)				18.8%		

Conclusions based on this data:

1. The number of English Learner (EL) students at Walnutwood has declined over the past year. Due to our small EL population and the school's fluctuating enrollment, using percentages can be misleading; therefore, tracking the actual number of enrolled EL students provides a more accurate data point. This challenge is compounded by the transitory nature of our student body. Despite the low numbers, the needs of our EL students remain significant. Preliminary 2024–2025 ELPAC scores suggest that a notable number of students may qualify for reclassification in the coming year.
2. With primarily most of our EL students in our Adolescent Parent Program we have hired a Bilingual aide to support students and their families.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3			*			0			0			
Grade 4			*			*			*			
Grade 5	*			0			0					
Grade 6	*		*	0		0	0		0			
Grade 7	*	*	*	0	0	0	0	0	0			
Grade 8	*	*	*	0	*	0	0	*	0			
Grade 11	97	95	74	55	71	46	55	70	45	56.7	74.7	62.2
All Grades	103	99	81	55	72	47	55	71	46	53.4	72.7	58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*			*			*
Grade 8		*			*			*			*			*	
Grade 11	2562.	2565.	2548.	14.55	15.71	13.33	32.73	22.86	24.44	21.82	40.00	33.33	30.91	21.43	28.89
All Grades	N/A	N/A	N/A	14.55	15.49	13.04	32.73	22.54	23.91	21.82	39.44	32.61	30.91	22.54	30.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	21.82	27.14	17.78	47.27	51.43	62.22	30.91	21.43	20.00
All Grades	21.82	26.76	17.39	47.27	50.70	63.04	30.91	22.54	19.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	14.55	20.00	13.33	60.00	55.71	51.11	25.45	24.29	35.56
All Grades	14.55	19.72	13.04	60.00	54.93	50.00	25.45	25.35	36.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	12.73	11.43	13.33	60.00	78.57	77.78	27.27	10.00	8.89
All Grades	12.73	11.27	13.04	60.00	78.87	78.26	27.27	9.86	8.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	9.09	11.43	13.33	74.55	67.14	62.22	16.36	21.43	24.44
All Grades	9.09	11.27	13.04	74.55	66.20	63.04	16.36	22.54	23.91

Conclusions based on this data:

1. The data highlights a clear need for systematic support in English Language Arts and math, as achievement levels in both subjects remain below standard and continue to decline.
2. From the above data, writing appears to be the greatest challenge for our students, with over 36% of our eleventh graders performing below the standard during the 2023-2024 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3			*			0			0			
Grade 4			*			*			*			
Grade 5	*			0			0					
Grade 6	*		*	0		0	0		0			
Grade 7	*	*	*	0	0	0	0	0	0			
Grade 8	*	*	*	0	*	0	0	*	0			
Grade 11	97	95	77	55	68	47	55	67	46	56.7	71.6	61
All Grades	103	99	84	55	69	48	55	68	47	53.4	69.7	57.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*			*			*
Grade 8		*			*			*			*			*	
Grade 11	2518.	2493.	2495.	1.82	4.48	2.17	14.55	5.97	2.17	18.18	14.93	21.74	65.45	74.63	73.91
All Grades	N/A	N/A	N/A	1.82	4.41	2.13	14.55	5.88	2.13	18.18	14.71	21.28	65.45	75.00	74.47

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	5.45	2.99	2.17	69.09	64.18	60.87	25.45	32.84	36.96
All Grades	5.45	2.94	2.13	69.09	63.24	59.57	25.45	33.82	38.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			*			*			*
Grade 8		*			*			*	
Grade 11	3.64	2.99	4.35	60.00	56.72	56.52	36.36	40.30	39.13
All Grades	3.64	2.94	4.26	60.00	57.35	55.32	36.36	39.71	40.43

Conclusions based on this data:

1. The data highlights a clear need for systematic support in English Language Arts and math, as achievement levels in both subjects remain below standard and continue to decline.
2. The data showcases a dramatic drop in proficiency coming out of COVID in the area of math overall.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*	*	1540.1	*	*	1506.5	*	*	1573.3	*	*	13
11	*	*	*	*	*	*	*	*	*	7	*	*
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										12	13	20

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*	*	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	23.08	10.00	18.18	30.77	30.00	54.55	38.46	35.00	18.18	7.69	25.00	11	13	20

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*	*	15.38	*	*	46.15	*	*	15.38	*	*	23.08	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	23.08	15.00	27.27	46.15	45.00	36.36	30.77	15.00	9.09	0.00	25.00	11	13	20

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*	*	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.69	10.00	9.09	30.77	25.00	54.55	46.15	40.00	36.36	15.38	25.00	11	13	20

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*	*	0.00	*	*	76.92	*	*	23.08	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.69	0.00	63.64	69.23	70.00	36.36	23.08	30.00	11	13	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*	*	38.46	*	*	38.46	*	*	23.08	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.64	76.92	30.00	36.36	23.08	45.00	0.00	0.00	25.00	11	13	20

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	23.08	15.00	63.64	46.15	55.00	36.36	30.77	30.00	11	13	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*	*	0.00	*	*	84.62	*	*	15.38	*	*	13
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	0.00	72.73	91.67	80.00	27.27	0.00	20.00	11	12	20

Conclusions based on this data:

1. The number of students tested each year is quite small (11 in 2021–2022, 13 in 2022–2023, and 20 in 2023–2024), making year-over-year comparisons difficult and statistically limited.
2. Writing remains a notable area of need, with only 8.33% of students reaching “Well Developed” in 2023–2024—an improvement from 0% in 2022–2023—while the majority, 80%, continue to score at the “Somewhat/Moderately Developed” level.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
169	47.9%	9.5%	0.6%
Total Number of Students enrolled in Walnutwood High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	9.5%
Foster Youth	1	0.6%
Homeless	2	1.2%
Socioeconomically Disadvantaged	81	47.9%
Students with Disabilities	29	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	4.1%
American Indian	2	1.2%
Asian	3	1.8%
Filipino	1	0.6%
Hispanic	28	16.6%
Two or More Races	18	10.7%
Pacific Islander	1	0.6%
White	109	64.5%

Conclusions based on this data:

- Nearly half of the student body (47.9%) is classified as socioeconomically disadvantaged, indicating a significant need for continued support services such as meal programs, academic interventions, and access to resources.

2. While 64.5% of students identify as White, the remaining 35.5% includes Hispanic (16.6%), Two or More Races (10.7%), African American (4.1%), and other racial/ethnic groups, highlighting the need for culturally responsive teaching and inclusive practices.
3. English Learners make up 9.5% of the student population, emphasizing the importance of targeted ELD instruction and supports for language development and academic success.

School and Student Performance Data

Overall Performance








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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Red	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. English Learner Progress and Chronic Absenteeism both show “No Performance Color” due to having fewer than 30 students in these categories, meaning performance cannot be rated at the state level. This lack of data emphasizes the small population size and highlights the importance of individualized student support and tracking.
2. Both English Language Arts and Mathematics are in the Red performance band, indicating the lowest level of performance statewide in these core academic areas.
3. The Graduation Rate is rated Green, indicating strong performance and consistent success in helping students earn their diplomas.

School and Student Performance Data

Academic Performance English Language Arts

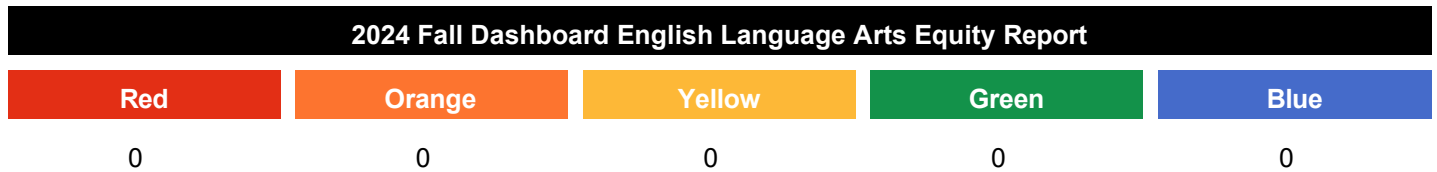
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>202.4 points below standard</p> <p>Declined 84.9 points</p> <p>47 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>190.6 points below standard</p> <p>Declined 86.2 points</p> <p>20 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 181.3 points below standard Declined 69.7 points</p> <p>28 Students</p>

Conclusions based on this data:

1. Student performance in ELA declined by 84.9 points from the previous year, indicating a substantial drop in achievement.
2. The socioeconomically disadvantaged student group scored 190.6 points below the standard and experienced a decline of 86.2 points, reinforcing the urgent need for targeted supports and interventions.
3. Most student subgroups had fewer than 11 students, so no performance color or full analysis is available, limiting detailed disaggregation. This reflects small sample sizes, which is common in alternative education settings, and emphasizes the importance of individualized monitoring.

School and Student Performance Data

Academic Performance Mathematics

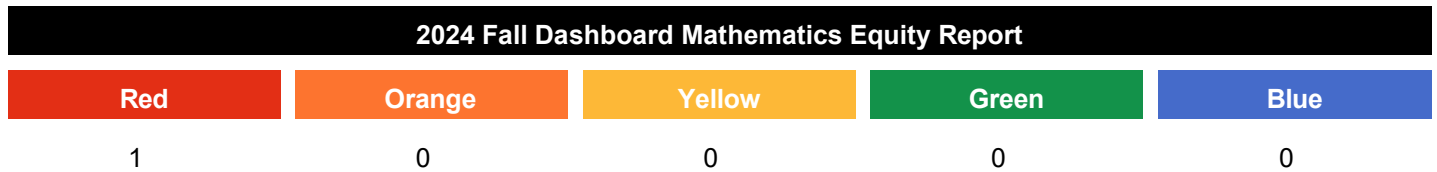
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>265.9 points below standard</p> <p>Declined 39.5 points</p> <p>51 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>266.7 points below standard</p> <p>Declined 31.2 points</p> <p>22 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Red</p> <p>252.6 points below standard</p> <p>Declined 34.9 points</p> <p>32 Students</p>

Conclusions based on this data:

1. Student performance in math declined by 39.5 points from the previous year, showing a downward trend in mathematics achievement.
2. Socioeconomically disadvantaged students scored 266.7 points below the standard and declined by 31.2 points, indicating a significant achievement gap and need for targeted supports.
3. Nearly all student subgroups (e.g., English Learners, Students with Disabilities, Homeless, Racial/Ethnic Groups) had fewer than 11 students tested, resulting in “No Performance Color” assigned. This again reflects the small population typical of alternative settings and the need for individualized tracking and interventions.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 22.2% making progress. Number Students: 18 Students	Long-Term English Learner Progress  No Performance Color 15.4% making progress. Number Students: 13 Students

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.

2024 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
27.8%	50%	0%	22.2%

Conclusions based on this data:

- 27.8% of EL students decreased at least one ELPI level, which is concerning and signals regression in language acquisition for a significant portion of the population.
- 50% of EL students maintained their current ELPI level without progressing, suggesting that many are plateauing and not advancing in their English skills over time.
- Given the independent study structure of Walnutwood High School, the data suggests that additional strategies are needed to ensure EL students remain engaged, understand the importance of the ELPAC, and have consistent access to language-rich environments and instruction.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

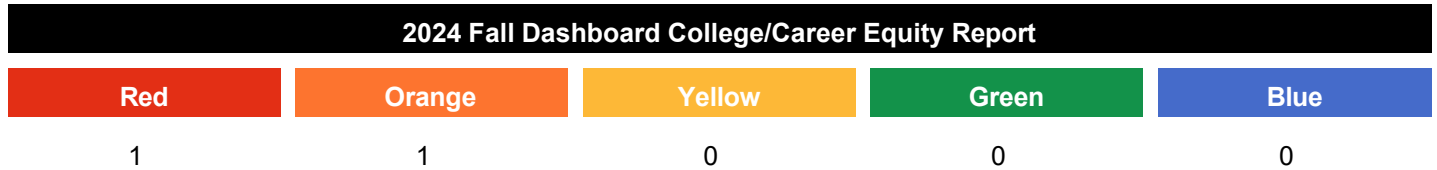
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>9.4 Prepared</p> <p>Declined 4.5</p> <p>96 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0 Prepared</p> <p>Declined 10.6</p> <p>44 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>5.6 Prepared</p> <p>Increased 5.6</p> <p>18 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 5</p> <p>18 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>13.3 Prepared</p> <p>Maintained 1.4</p> <p>60 Students</p>

Conclusions based on this data:

1. Only 9.4% of students were classified as “Prepared”, placing WHS in the Red performance level. This reflects a decline of 4.5 percentage points from the previous year, signaling a downward trend in college/career readiness.
2. 0% of socioeconomically disadvantaged and Hispanic students were considered prepared, with both subgroups showing declines.
3. WHS has expanded Career Technical Education (CTE) opportunities by partnering with Kinney High School and Innovations Academy to offer pathways such as Culinary, Metals, Computer Science, and concurrent enrollment with other FCUSD sites.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>

Conclusions based on this data:

1. The school did not receive a performance level rating because fewer than 30 students were in each applicable group, preventing state reporting due to privacy concerns. This reflects the small and individualized nature of the student population typical in an independent study setting.
2. At Walnutwood, attendance is based on work completion and weekly teacher meetings, not traditional seat time, requiring alternative systems of monitoring student engagement.

School and Student Performance Data

Academic Engagement Graduation Rate

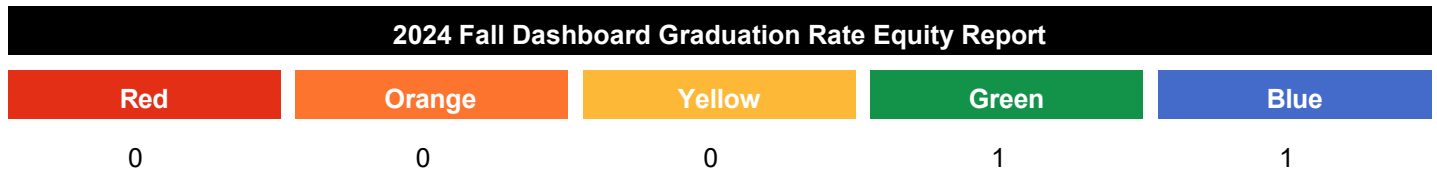
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>91.7% graduated</p> <p>Increased 8.8%</p> <p>96 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>93.2% graduated</p> <p>Increased 17.7%</p> <p>44 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>66.7% graduated</p> <p>Increased 13.7%</p> <p>18 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>88.9% graduated</p> <p>Increased 22.2%</p> <p>18 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>95% graduated</p> <p>Increased 5%</p> <p>60 Students</p>

Conclusions based on this data:

- 91.7% of all students graduated, placing WHS in the Green performance level, with an 8.8% increase from the prior year.
- Specific subgroups have increase: Hispanic students improved by 22.2%, reaching an 88.9% graduation rate. Students with disabilities increased their rate by 13.7%, though their graduation rate remains lower at 66.7%, indicating continued need for targeted support.

School and Student Performance Data

Conditions & Climate Suspension Rate

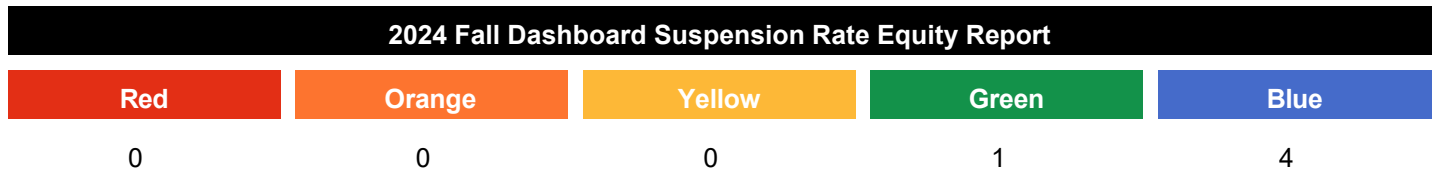
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>327 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>136 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>5.9% suspended at least one day</p> <p>Increased 5.9%</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>70 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>184 Students</p>

Conclusions based on this data:

1. Only 0.3% of all students were suspended, placing the school in the Green performance level, with many subgroups achieving Blue (highest performance).
2. While still very low, the overall rate increased by 0.3%, and socioeconomically disadvantaged students increased to 0.7%, though this still falls within the Green band.

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.

All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

Continue to update the curriculum to align with Common Core Standards and identify the Guaranteed and Viable Curriculum.

Increase access to A-G and CTE courses.

Increase 4-year Graduation rates.

Provide intervention support to students who are not meeting grade level standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

Increase student performance in math, and English Language Arts.

Increase CAASPP participation rate.

Increase graduation rates.

Increase attendance rates.

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
CAASPP Scores	2022-2023 CAASPP Scores ELA Standards exceed 13 % Standard Met 23 % Standard Nearly Met 32 % Not Met 30.% Math Standards exceed 2% Standard Met 2% Standard Nearly Met 21% Not Met 75%	At WHS, we consistently see significant fluctuations in test data due to low sample size and a large transient rate. Even with these barriers, we recognize that our students need additional support in academic performance and graduation rates. Increase math and English Language Arts scores by 5% in the met or exceeds standards. Continue to increase our CAASPP participation rate towards a target of 95%.
Intervention data	NA--beginning year	Develop a systematic intervention program that uses data from formative assessments to raise math and ELA proficiency.

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	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	3963 LCFF - Supplemental 2000-2999: Classified Personnel Salaries support aide 1496 LCFF - Supplemental 3000-3999: Employee Benefits support aide
1.2	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	6701 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development-Conferences
1.3	Provide 9th grade students and students not meeting attendance requirements with assignment agendas to support work completion and attendance.	9th grade students and students not meeting attendance requirements.	450 LCFF - Supplemental 4000-4999: Books And Supplies assignment agendas
1.4	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices to ensure accurate academic monitoring and equitable grading practices.	unduplicated students	0 None Specified None Specified Grading practices

1.5	Establish a data system to closely monitor the progress of students who enroll later in the school year, particularly those enrolling after January.	unduplicated students	0 None Specified None Specified progress monitoring
1.6	Purchase online curriculum to support A-G specialized courses	All students	1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online Curriculum
1.7	Partner with Kinney and Innovations Academy to increase CTE offerings	All students	0 None Specified None Specified CTE courses
1.8	Purchase supplies for CTE courses, as needed	Students enrolled in CTE courses	0 LCFF - Supplemental 4000-4999: Books And Supplies CTE supplies
1.9	Supplies and materials to support student and parent engagement, increasing attendance and academic performance, A-G and graduation rates.	Unduplicated students and other students at risk of not graduating	1250 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

Because of the unique requirements and demands of the independent study model, there is a need for more formal teacher training and mentoring on how to support gaps in learning and intervention strategies. Focus for this goal is centered around supporting students' academic achievement. access to a broad course of study, and professional development for teachers in monitoring student progress.

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

Fluctuating enrollment and the placement of incoming students in below grade-level courses make it challenging to implement intervention strategies consistently from start to finish.

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.

During the 2023-2024 school year, we strengthened our student on-boarding process. We found that students who enroll after January continue to struggle, even with these added supports. During the 2024-2025 school year, we added a Testing Bootcamp that provided additional instruction in math to targeted students in effort to support their math achievement on the CAASPP assessment. We will continue to work with our attendance and engagement teams to support mid-year enrolling families and address positive attendance and work completion.

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.

Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3,5 and 6)

Increase attendance rates

Increase graduation rates

Provide intervention support to students who are not meeting grade level standards

Increase SEL training and social activities on campus

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Improve attendance and graduation rate. Many students are coming to WHS due to social emotional needs and high absence rates. Both of these challenges affect a student's ability to attend school and master skills.

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
Graduation rates and attendance	2024-2025: Graduation Rate: 88.17% (15% were graduating juniors) 2024-2025: Attendance Rate Yearly Average:87.17%	<p>Accurately determining our graduation rate is challenging due to the highly transient nature of our student population. We develop individualized plans to support each student's graduation goals. Some students choose to return to their comprehensive high school to complete graduation requirements, while others transition to Adult School upon turning 18—even if this occurs during their senior year. These transitions are not reflected in our official graduation rate.</p> <p>In an independent study program, attendance is based on the completion of assigned work. If a student does not complete all weekly assignments—regardless of their grade or demonstrated mastery—they do not receive full, positive attendance. By emphasizing attendance, we not only improve attendance rates but also enhance student outcomes and increase graduation rates.</p>
CHKS moderate /low opportunities for participation	While we saw an increase in extracurricular activities, many parents and students reported that the students had not attended any school social events. Among those who did participate, students expressed enjoyment. Notably, only 36% of students reported feeling disconnected from school on the annual California Healthy Kids Survey (CHKS)—a significant improvement from the 2023–2024 school year, indicating that more students are beginning to feel a stronger connection to school. Although school disconnectedness remains a common challenge in independent study programs, staff recognize the need to continue expanding social events, activities, and supports that foster positive social-emotional well-being.	Increase of school activities and SEL instruction.

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	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	3963 LCFF - Supplemental 2000-2999: Classified Personnel Salaries support aide 1496 LCFF - Supplemental 3000-3999: Employee Benefits support aide
2.2	Provide 9th grade students and students not meeting attendance requirements with assignment agendas to support work completion and attendance.	9th grade students and students not meeting attendance requirements.	450 LCFF - Supplemental 4000-4999: Books And Supplies assignment agendas
2.3	Supplies and materials to support student and parent engagement, SEL, increasing attendance and academic performance, A-G and graduation rates.	Unduplicated students and other students at risk of not graduating	1150 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies 100 LCFF - Supplemental 5900: Communications Postage
2.4	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	6701 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development-Conferences
2.5	Increase school events to promote SEL growth, school connectedness, and increase attendance rates	Unduplicated students and other students at risk of not graduating	3000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures student activities
2.6	Bilingual aide for bilingual students in the Adolescent Parenting Program	Bilingual students in the Adolescent Parenting Program	District Funded 2000-2999: Classified Personnel Salaries bilingual aide District Funded 3000-3999: Employee Benefits bilingual aide

Annual Review

SPSA Year Reviewed: 2024-25

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.

Walnutwood High School implemented targeted strategies to improve student engagement, attendance, and graduation rates, particularly for underserved populations. Key actions included hiring bilingual aides, providing assignment

agendas, increasing school events, and offering SEL-focused professional development. These efforts contributed to improved attendance (rising from 84% to 87%) and a decrease in student-reported disconnectedness, as shown in CHKS data. While challenges remain due to the independent study model, the strategies have been effective in fostering a more connected and supportive school environment.

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

Fluctuating enrollment also directly impacts full-time employees which can limit our ability to provide A-G options to our high school students. We also see a large increase of at-risk students after January. These students come with extreme attendance and academic deficiencies.

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.

Planned strategies and activities for the 2025-2026 school year will continue to prioritize instruction, professional development, increased student engagement activities, and targeted intervention and supports to meet the needs of our highest at-risk learners.

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.

All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2,4 and 7)

Increase student achievement through standards and curriculum alignment, along with strengthening tier 1 and tier 2 instruction.

Provide professional development to support the academic success of students not meeting standards.

Increase attendance rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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.

Increase CTE offerings.

Increase A-G completion rate.

Provide additional professional development for staff in strengthening instructional practices and Social Emotional Learning.

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
<p>CTE offerings</p> <p>Increase A-G completion rate.</p> <p>Increase instructional practices in math, English Language Arts, and Social Emotional Learning.</p>	<p>CTE 2023-2024 year: -1 CTE offering through a partnership with Kinney High School -Students are able to concurrently enroll at a comprehensive site to participate in that school's CTE offerings.</p> <p>CTE 2024-2025 year: -2 CTE offerings through a partnership with Kinney High School -1 CTE offering through a partnership with Innovations Academy</p> <p>2024-2025 Increase instructional practices: currently, teachers provide tier 2 (intervention) instruction during their weekly 45-minute session or request the student come in at another time during the day. At this time, we do not have a system to measure how well this current practice is supporting student outcomes. By using the 15-Day Challenge, we will create a system of data that highlights strong instructional practices.</p> <p>Social-Emotional Learning: Student needs continue to increase each year. During the 2024–2025 school year, referrals for mental health support decreased by 6% in the fall semester but rose again in the spring semester compared to the 2023–2024 school year. This trend highlights the ongoing and growing need for Tier 1 Social-Emotional Learning (SEL) instruction to proactively support all students.</p>	<p>Increase the amount of CTE options through concurrent enrollment partnerships with other alternative education sites and comprehensive sites.</p> <p>Increase A-G completion rates and CAASPP performance scores through creation of systematize intervention plan in the areas of math, writing, and dedicated ELD instruction.</p> <p>Create a data system to closely monitor the progress of students who are enrolled in dedicated intervention classes.</p> <p>Decrease in mental health referrals.</p>

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	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	3963 LCFF - Supplemental 2000-2999: Classified Personnel Salaries instructional aide 1496 LCFF - Supplemental 3000-3999: Employee Benefits instructional aide

3.2	Supplies and materials to support student and parent engagement, SEL growth, increasing attendance and academic performance, A-G and graduation rates.	all students	1250 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies
3.3	Purchase supplies for CTE courses, as needed	Students enrolled in CTE courses	LCFF - Supplemental 4000-4999: Books And Supplies CTE supplies
3.4	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	6701 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development, Conference
3.5	Trainings to support trauma informed practices, Panorama, and SEL	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures SEL, Panorama, and trauma informed practices training
3.6	Purchase online curriculum to support A-G specialized courses	All students	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online Curriculum
3.7	Partner with Kinney and Innovations Academy to increase CTE offerings	All students	0 None Specified None Specified CTE courses

Annual Review

SPSA Year Reviewed: 2024-25

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.

Walnutwood aims to achieve this goal through expanding access to high-quality instruction, increasing course offerings, and improving student outcomes through targeted interventions and professional development. We also collaborate with Kinney High School and Innovations Academy to offer additional CTE courses.

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

Fluctuating enrollment made it challenging to implement intervention strategies for some students from start to finish.

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.

During the 2025-2026 school year, we will continue to strengthen our student intervention practices to increase our academic and graduation outcomes.

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.

Provide a safe, healthy and positive school environment where students feel connected and thrive (State Priority 1 and 6)

Maintain schools in good repair.

All students, including English Learners, must have access to curriculum that is aligned to the state standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of 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.

Increase graduation rates with appropriate curriculum. Students are coming to WHS for Independent Study for a variety of reasons such as Social Emotional and Health needs. We need to align curriculum to comprehensive sites to increase our ability to support graduation rates and rates of students who enroll in A-G courses. We need to increase our opportunities for CTE pathways and VAPA options. Our Adolescent Parent Program ranges from 60-90% EL students.

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
Induction program	All new teachers will complete the induction program.	100% completion
Williams Act- verification audit that students have access to curriculum and materials	100% compliance	100% compliance
English Learner (EL) enrollment in the Adolescent Parent Program (APP)	2023-2024: 50% 2024-2025: 36%	Our goal is to increase educational performance by 5% in English Language Arts, math, and the ELPAC.
Evaluations	TalentEd evaluation system will be used to ensure all staff are evaluated.	All teachers on evaluation this year will complete the evaluation cycle.

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	Complete all required evaluations and provide timely feedback to all staff using TalentEd and in-class observations to support improvement in culturally responsive instructional strategies.	All students	None Specified None Specified evaluations
4.2	Bilingual aide for bilingual students in the Adolescent Parenting Program	Bilingual Students in the Adolescent Parenting Program	District Funded 4000-4999: Books And Supplies bilingual aide
4.3	Purchase a new playground for the Adolescent Parenting Program's Daycare	Adolescent Parents	District Funded 4000-4999: Books And Supplies Playground
4.4	Trainings to support trauma informed practices, Panorama, and SEL	Students with SEL needs	District Funded 5000-5999: Services And Other Operating Expenditures Panorama, trauma informed practices training
4.5	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	3962 LCFF - Supplemental 2000-2999: Classified Personnel Salaries instructional aide 1495 LCFF - Supplemental 3000-3999: Employee Benefits instructional aide
4.6	Supplies and materials to support student and parent engagement, increasing attendance and academic performance, A-G and graduation rates.	Unduplicated students and other students at risk of not graduating	1250 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies
4.7	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	6701 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development, Conference
4.8	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.	All students	0 None Specified None Specified Grading practices

Annual Review

SPSA Year Reviewed: 2024-25

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 are designed to address both academic and social-emotional needs, especially for our high-risk and underserved populations. While some challenges remain—particularly around student engagement and graduation tracking due to transient enrollment—the combination of additional personnel, resources, and targeted training contributed meaningfully to improving student support and school climate.

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

Many families choose Walnutwood High School specifically for its adaptable structure, which can result in fluctuating enrollment, attendance and inconsistent participation in planned activities. This makes it challenging to fully implement some strategies as originally intended, particularly those requiring ongoing student engagement or long-term interventions.

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.

Given the ongoing increase in mental health, academic, school connectedness, and attendance-related concerns, there will be an enhanced focus on Tier 1 Social-Emotional Learning (SEL) supports and trauma-informed practices. This includes expanding professional development and increasing student access to schoolwide SEL opportunities.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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



Budget Summary

Complete the 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,538.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)
LCFF - Supplemental	\$59,538.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$59,538.00

Total of federal, state, and/or local funds for this school: \$59,538.00

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
LCFF - Supplemental	59,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	59,538.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	15,851.00
3000-3999: Employee Benefits	5,983.00
4000-4999: Books And Supplies	5,800.00
5000-5999: Services And Other Operating Expenditures	28,804.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
5900: Communications	100.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,851.00
3000-3999: Employee Benefits	LCFF - Supplemental	5,983.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,800.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	28,804.00

5800: Professional/Consulting Services And Operating Expenditures
5900: Communications
None Specified

LCFF - Supplemental
LCFF - Supplemental
None Specified

3,000.00
100.00
0.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
14,860.00
16,860.00
14,410.00
13,408.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Walker	Principal
Jessica Cisneros-Elliott	Classroom Teacher
Brooke Weingand	Secondary Student
Stacey Michelini	Other School Staff Parent or Community Member
Ann Botsford	Other School Staff
Simone Weingand	Parent or Community Member

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
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Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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

Other: School Site Council

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 7, 2025.

Attested:



Principal, Kimberly Walker on 5/7/25



SSC Chairperson, Kimberly Walker on 5/7/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**SCHOOL SITE COUNCIL MEETING
AGENDA / MINUTES**

Walnutwood High School

Date: 5/7/25

Time: 3:00 pm

Location: Teams

1. Call to Order - Introductions

Meeting was called to order at 3:03

Members Present:

- *Kimberly Walker- principal*
- *Ann Botsford- ast. principal*
- *Jessica Cisneros-Elliott-teacher*
- *Brooke Weingand-student*
- *Simone Weingand-parent*
- *Stacey Michelini-parent*

Quorum established with six members in attendance.

Introductions: Introduce newly elected members to the council. They are filling vacancies of site members who have completed their two year term of service.

2. Previous Meeting Minutes – [2.5.25 WHS SSC Agenda-Minutes](#)

3. Public comment- *none*

4. Unfinished Business- *none*

5. New Business:

a. **Welcome and Introductions**

a. **Updates**

- *WASC Visit*
- *Alt Ed Reimagining Future Plan*
- *Upcoming Events:*
 1. *Senior Picnic: 5/22/25*
 2. *Graduation: 5/27/25*
 - a. *83 students (13 juniors)*
 3. *25-26 Welcome Back Event: 8/7/25*

■ *Feedback: none*

b. **25-26 SPSA and Budget Plan**

■

■ *Feedback:*

1. *Jessica: great addition to the list, regarding adding instructional materials. We had experiences this year where we needed whiteboard, and other consumable materials and that would be very helpful.*
2. *Jessica: agendas: don't have the data to support the increase in the budget for the agendas. There are other ways to create the agendas for free.*
3. *Mari: agree with Jessica about the agendas*
4. *Mari: question regarding the license fee for the specialty course. Will 1,000 be enough? I know with Edgenuity, there can be extra fees.*
5. *Jessica: How many people does the \$2000 support for CCIS?*
 - a. *1 person*

- b. *If we would like to have more than 1 person attend, we are able to move money from the PD area to support an additional person to attend the CCIS conference.*
6. *Jessica: still concerned about not having the hard numbers regarding who wanted the agendas. I don't want to be the sticking point.*
7. *Mari: If we need to leave it, then that is fine, but I too don't want to be a sticking point.*
8. *Brooke: From a student perspective, students may not really use them. They either don't use them or they lose them.*

■ *Vote:*

1. *Motion: Ann Botsford*
2. *Second: Mari*
3. *Yay: 6*
4. *Nay: 0*

6. Adjournment/Next Meeting – 3:35

Minutes respectfully submitted by: *Kimberly Walker*

Signature: Kimberly Walker

Date: 5/7/25

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**