



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary School	56 73759 6055917	August 28, 2025	September 17, 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 Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a comprehensive needs assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Language Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

At Walnut Elementary School, we are committed to fostering an inclusive and collaborative learning environment where students grow academically, socially, and emotionally. Rooted in a shared vision of equity and excellence, we believe all students deserve access to high-quality instruction, enrichment opportunities, and the social-emotional support needed to thrive. Our mission, "Academic Excellence for All in a Safe, Enriching Environment," guides every aspect of our work, ensuring that each student is nurtured and empowered to become a critical thinker, compassionate citizen, and lifelong learner. All stakeholder groups including staff, students, families, and community members, work together to prepare well-rounded, confident learners equipped for success in the 21st century.

Walnut Elementary is a neighborhood school located in Newbury Park, California, serving approximately 300 students in grades TK–5. We are proud of the welcoming, family-like atmosphere on our campus and the rich diversity of our multicultural student body. Our highest priorities are the academic achievement and social-emotional development of our students. The Walnut staff shares a collective belief in instructional excellence, high expectations for all, and the importance of building a strong foundation for lifelong learning.

As a Title I school, Walnut receives federal funding to support programs and resources that promote student success. This funding allows us to hire additional credentialed teachers who provide targeted academic interventions and enrichment. Our teaching staff collaborates regularly in Professional Learning Communities (PLCs) to analyze student data, engage in professional development, and plan responsive instruction that meets the academic and behavioral needs of all learners.

A key component of our academic support system is Wildcat WIN Time (What I Need), a dedicated intervention block for students in grades 1–5 who require additional academic support. During this 30–45 minute period, identified students participate in targeted, small-group instruction based on current assessment data. Literacy instruction is grounded in the Science of Reading, emphasizing foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Mathematics instruction during this time is aligned with the California Math Framework, focusing on conceptual understanding, problem-solving, and reasoning skills that build a strong foundation for grade-level success. English Language Learners receive designated support in both language and content development. In literacy, this includes oral language practice, academic vocabulary instruction, and reading comprehension strategies. In mathematics, English Language Learners are supported through structured academic talk, scaffolded problem-solving, and explicit instruction in math-specific language to help them access and engage with rigorous math content. Students

not receiving intervention engage in enrichment or independent learning activities that deepen understanding and extend learning. This differentiated, needs-based approach ensures every student receives the support or challenge they need to thrive.

Our visual and performing arts program enriches the core curriculum and is a source of pride at Walnut. Students benefit from weekly instruction in art, music, and dance provided by specialists. Creative opportunities also extend to the playground through our Create Club, where students can design and build using recycled materials during recess.

Walnut Elementary is a nurturing and structured learning community where students are taught to be safe, respectful, prepared, and kind. All staff have received training in CHAMPS, a Positive Behavior Intervention and Support (PBIS) framework that is consistently implemented across classrooms and common areas. Our Guidelines for Success are reinforced through campus-wide expectations. Students are recognized for acts of kindness during weekly schoolwide announcements and monthly Wildcat Pride assemblies and participate in activities that promote a positive, inclusive climate, including Inclusive Schools Week, Unity Day, and Kindness Week. Walnut is proud to be recognized as a 2024 Designated Kindness School.

We value the support of our broader community and maintain strong partnerships with local organizations, including the Assistance League of Conejo Valley, TO Arts, Kiwanis Club of Thousand Oaks, CSVP Senior Volunteers, Breathe Foundation for Artists, California Lutheran University Basketball, Steel Sports, Delta Kappa Gamma, St. Vincent de Paul, Light House, and Light Shine. These partnerships enhance student experiences by providing school supplies, sports equipment, technology, arts enrichment, and book donations. Many partners also support families in need during the holidays and assist with campus beautification efforts.

Finally, Walnut enjoys strong connections with schools in the Newbury Park cluster. We are especially proud to welcome back former students who return to volunteer from Sequoia Middle School and Newbury Park High School, demonstrating continued Wildcat pride and service to our learning community.

## Educational Partner Involvement

How, when, and with whom did Walnut Elementary 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

Walnut Elementary held multiple stakeholder meetings and planning sessions throughout the 2024-25 school year and in August of 2025, with the goal of including as many voices as possible in the review and updating process of our SPSA Plan.

-School Site Council (SSC): Time was dedicated at each monthly meeting of the 2024-25 school year to review sections of the current SPSA and monitor progress on goals. The 2025-26 SPSA was approved by the SSC on August 28, 2025. On September 19, 2024, updated state testing data was added to the plan. Progress monitoring began at the October 24, 2024, meeting, focused primarily on pre-assessment data (ELA achievement, Goal 1). SSC reviewed the status of progress on Goal 4, Family Engagement on November 21, 2024. SSC analyzed Walnut's SPSA Goal 3: Enrichment and Social-Emotional Supports on January 16, 2025 and data as presented on the California Dashboard. On February 20, 2025, the council dedicated time to review and discuss Goal 1, Improve Student Achievement English Language Arts, by analyzing student data and adopted intervention practices with a presentation by one of Walnut's Academic Specialists. On March 20, 2025, the council discussed budget adjustments to SPSA Goals 1, 2, and 3, specifically regarding intervention funding. SSC also reviewed benchmark data for Tri. 2 in order to monitor progress on Goals 1 and 2. On April 17, 2025, SSC discussed strengths and weaknesses of the 2024-25 SPSA, proposing new and adjusted action items. PDF copies of the 2024-25 SPSA were sent home with each SSC member, and members were asked to return the PDFs with suggestions, concerns, and ideas annotated in the margins. These documents facilitated discussion during the May 22, 2025, meeting, where adjustments to goals and action items were reviewed. Feedback on goals and action items was further analyzed by the principal, who made further adjustments to the updated SPSA based on the representative input. All members of School Site Council received a draft PDF version of the 2025-26 SPSA plan prior to the August 28, 2025 meeting. Updated Tri. 3 academic data was included. School Site Council reconvened on August 28, 2025, to finalize and approve the 2025-26 Walnut SPSA. Walnut's School Site Council is made up of teachers, classified staff, and parents, including representatives from District Advisory Committee (DAC), Special Education District Advisory Committee (SEDAC), Gifted and Talented Education District Advisory Council (GATE DAC), District English Language Advisory Committee (DELAC), African-American District Advisory Committee (AADAC), LGBTQ+ Advisory Council (LGBTQ+ AC), and PTA. All meetings were open to the public and welcomed public comments. Each meeting was publicized to all Walnut families through the newsletter and on the digital marquee.

-English Language Learner Committee (ELAC): ELAC met five times during the 2024-25 school year. SPSA information was shared and feedback was solicited on September 22, 2024, December 2, 2024, and February 24, 2025. An overview of the plan, including each goal, action item, and funding source, was presented to ELAC. The principal specifically asked for input regarding family engagement strategies during the 12/2/24 and 2/24/25 meetings to ensure that Goal 4, Family Engagement, was relevant to families of multilingual students. All academic data was reviewed with special attention to the progress of our EL/multilingual learners. The DELAC representative was a part of School Site Council discussions and was provided the opportunity to give specific feedback in regards to meeting the needs of EL/multilingual students. The May 30, 2025, meeting was primarily a celebration of all that had been accomplished during the school year, including recognition of student and parent achievement in school programs and parent education classes. The principal explained the importance of ELAC active participation in the EL Needs Assessment Survey to ensure their voices were influential in the 2025-26 SPSA Plan.

-Walnut Teaching Staff: The Walnut teaching staff was involved in analyzing the components of last year's SPSA plan and contributing ideas, budget requests, and goal areas for 2024-25. In December 2024 and March 2025, teachers were given the same set of data charts presented to School Site Council, which complemented their own classroom data from the previous year. In June 2025, teachers were sent data charts that reflected student outcomes from pre-assessment scores through Tri. 3 benchmarks. On March 26 and April 9, 2025, Walnut teachers collaborated in cross-grade-level teams to review current SPSA goals and propose revisions for 2025-26. Each team also submitted written proposals to the principal by the end of May 2025.

Our stakeholders' ideals, concerns, and priorities for the 2025-26 school year are represented in this final SPSA document, which was signed by voting members of Walnut's School Site Council on August 28, 2025. The School Site Council, ELAC, and the teaching/counseling staff will continue to review the SPSA and progress towards goals throughout the 2025-26 school year.

## 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.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

English Learner Progress (44.8%) fell in the red performance category for 2024-25. Goals were created to specifically monitor English Learner progress for English Language Learners. First, focus remained on direct instruction by integrating research-based English Language Development (ELD) instructional resources for all students. This includes providing targeted support through small-group instruction and specialized curricula tailored to students who are not showing adequate progress. Second, the school invested in professional development for teachers, offering them ongoing training in effective instructional strategies for English Learners, including how to integrate ELD standards into the core curriculum, incorporating Universal Design for Learning (UDL) instructional practices, and differentiating instruction to meet diverse student needs. Finally, the strengthening of Walnut's progress monitoring system by establishing a framework for frequent and ongoing assessment of EL student progress was established. This allowed educators to use both formative and summative assessments to promptly identify students in need of additional support and adjust interventions accordingly. Teachers and Academic Specialists engaged in Data Team Meetings each trimester to analyze progress and initiate MTSS protocols to promote English Learner progress.

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

Based on the California School Dashboard data, the Suspension Rate indicator reflects students with disabilities were two performance levels below the "all students" performance. For the English Language Arts indicator, English Learners were three performance levels below the "all students" group. The goals and action items were adapted for 2024-25.

Based on the California School Dashboard data, the Chronic Absenteeism indicator reflects students with disabilities were two performance levels below the "all students" performance. The goals and action items were adapted for 2024-25.

## **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Walnut Elementary 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	0.36%	0%	0%	1	0	0
African American	1.44%	1.05%	1.12%	4	3	3
Asian	7.19%	6.29%	7.81%	20	18	21
Filipino	1.44%	0.35%	0.37%	4	1	1
Hispanic/Latino	55.76%	58.04%	62.45%	155	166	168
Pacific Islander	0%	0%	0%	0	0	0
White	29.50%	30.42%	24.54%	82	87	66
Multiple/No Response	4.32%	3.85%	3.72%	12	11	10
<b>Total Enrollment</b>				278	286	269

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	69	41
Grade 1	52	36	40
Grade 2	49	48	35
Grade3	34	52	44
Grade 4	48	33	50
Grade 5	44	48	35
<b>Total Enrollment</b>	278	286	269

#### Conclusions based on this data:

1. The total student enrollment has decreased from 286 students in 2022-23 to 269 students in 2023-24.
2. The Hispanic/Latino student population has seen a steady increase, rising from 55.76% of total enrollment in 2021-22, 58.04% in 2022-23, to 62.45% in 2023-24. Conversely, the White student population has seen a significant decrease, falling from 30.42% in 2022-23 to 24.54% in 2023-24.
3. Enrollment numbers are not uniform across all grade levels. While some grades, like Grade 1 and Grade 4, saw an increase in students from 2022-2023 to 2023-2024, others, such as Kindergarten, Grade 2, and Grade 5,

experienced a decline. This suggests fluctuations in student retention or new student enrollment at different grade levels.

# 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	105	99	85	35.9%	37.8%	31.4%
Fluent English Proficient (FEP)	15	17	25	6.0%	5.4%	9.3%
Reclassified Fluent English Proficient (RFEP)	4	7	9	2.9%	2.4%	10.5%

### Conclusions based on this data:

1. Walnut's percentage of English Language Learners decreased in 2023-24, but these learners still makeup approximately 1/3 of the total student population.
2. The percentage of RFEP students went up significantly in 2023-24, leading to a blue indicator on the California Dashboard.
3. Since 2021-22, CVUSD elementary schools have implemented a new ELA/ELD curriculum to provide better alignment with current state ELD Standards.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52	48	35	50	47	35	50	47	35	96.2	97.9	100.0
Grade 4	35	48	48	32	48	47	32	48	47	91.4	100	97.9
Grade 5	50	39	46	49	39	45	49	39	45	98.0	100	97.8
All Grades	137	135	129	131	134	127	131	134	127	95.6	99.3	98.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2426.	2449.		24.00	23.40	34.3	34.00	36.17	28.6	18.00	31.91	*	24.00	8.51	*
Grade 4	2447.	2460.		9.38	25.00	34.0	34.38	14.58	25.5	25.00	31.25	27.7	31.25	29.17	*
Grade 5	2511.	2483.		30.61	20.51	*	18.37	17.95	31.1	20.41	28.21	31.1	30.61	33.33	22.2
All Grades	N/A	N/A	N/A	22.90	23.13	27.6	28.24	23.13	28.3	20.61	30.60	28.3	28.24	23.13	15.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.00	19.15		60.00	72.34		18.00	8.51	
Grade 4	18.75	27.08		59.38	60.42		21.88	12.50	
Grade 5	18.37	15.38		65.31	64.10		16.33	20.51	
All Grades	19.85	20.90		61.83	65.67		18.32	13.43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	17.02		64.00	70.21		26.00	12.77	
Grade 4	3.13	6.25		75.00	68.75		21.88	25.00	
Grade 5	32.65	20.51		46.94	41.03		20.41	38.46	
All Grades	16.79	14.18		60.31	61.19		22.90	24.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.00	12.77		80.00	76.60		14.00	10.64	
Grade 4	3.13	6.25		81.25	79.17		15.63	14.58	
Grade 5	20.41	15.38		69.39	69.23		10.20	15.38	
All Grades	10.69	11.19		76.34	75.37		12.98	13.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.00	12.77		60.00	78.72		16.00	8.51	
Grade 4	12.50	16.67		71.88	62.50		15.63	20.83	
Grade 5	18.37	12.82		71.43	58.97		10.20	28.21	
All Grades	19.08	14.18		67.18	67.16		13.74	18.66	

**Conclusions based on this data:**

1. The percentage of 4th grade students meeting or exceeding standards in reading and 3rd grade students in writing has increased. The overall percentage of students who exceeded the standard in reading increased from 19.85% in 2022-23 to 20.90% in 2023-24. The overall percentage of students who met or nearly met the standard in writing increased from 60.31% in 2022-23 to 61.19% in 2023-24.
2. The highest percentage of students scoring Above Standard was in the Reading category, at 20.90% for all grades. This contrasts with the lower percentages in other areas, such as Writing (14.18%) and Research/Inquiry (14.18%), indicating that Reading is a relative area of strength for Walnut students.
3. While the overall trend is positive, performance varies by grade level. For example, Grade 3 and Grade 4 both showed an increase in the percentage of students meeting or exceeding standards, with Grade 3 having a particularly strong performance and a low percentage of students not meeting the standard at 8.51%. However, Grade 5 saw a decline, with the percentage of students who did not meet the overall ELA standards rising to 33.33%.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52	48	35	49	48	35	49	48	35	94.2	100	100.0
Grade 4	35	48	48	35	48	47	35	48	47	100.0	100	97.9
Grade 5	50	39	46	49	39	45	49	39	45	98.0	100	97.8
All Grades	137	135	129	133	135	127	133	135	127	97.1	100	98.4

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2451.	2469.		26.53	25.00	37.1	38.78	52.08	37.1	18.37	20.83	*	16.33	2.08	*
Grade 4	2470.	2475.		20.00	12.50	25.5	22.86	35.42	34.0	37.14	33.33	31.9	20.00	18.75	*
Grade 5	2476.	2475.		16.33	12.82	20.0	14.29	20.51	26.7	26.53	25.64	*	42.86	41.03	*
All Grades	N/A	N/A	N/A	21.05	17.04	26.8	25.56	37.04	32.3	26.32	26.67	29.1	27.07	19.26	11.8

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.61	33.33		55.10	62.50		14.29	4.17	
Grade 4	25.71	20.83		54.29	54.17		20.00	25.00	
Grade 5	16.33	12.82		40.82	53.85		42.86	33.33	
All Grades	24.06	22.96		49.62	57.04		26.32	20.00	

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.57	29.17		53.06	64.58		18.37	6.25	
Grade 4	14.29	16.67		60.00	58.33		25.71	25.00	
Grade 5	12.24	7.69		46.94	56.41		40.82	35.90	
All Grades	18.80	18.52		52.63	60.00		28.57	21.48	

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.61	31.25		57.14	56.25		12.24	12.50	
Grade 4	14.29	20.83		68.57	68.75		17.14	10.42	
Grade 5	12.24	17.95		57.14	51.28		30.61	30.77	
All Grades	19.55	23.70		60.15	59.26		20.30	17.04	

**Conclusions based on this data:**

1. The percentage of all students who met the overall mathematical standards increased from 25.56% in 2022-23 to 37.04% in 2023-24.
2. The percentage of students scoring Below Standard in "Problem Solving & Modeling/Data Analysis" was the highest in 2023-24 among the three reporting categories at 21.48%, compared to 20.00% for "Concepts & Procedures" and 17.04% for "Communicating Reasoning." This indicates a need for increased focus on applied mathematical skills.
3. The percentage of all students not meeting overall mathematics standards decreased from 27.07% in 2022-23 to 19.26% in 2023-24.

# 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/eng/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
<b>K</b>	1401.6	1417.0	1406.3	1406.3	1421.2	1418.8	1390.2	1407.5	1376.7	30	31	22
<b>1</b>	1450.3	1465.8	1462.5	1450.6	1469.2	1472.9	1449.5	1461.7	1451.8	12	13	17
<b>2</b>	1481.6	1487.2	1478.7	1480.3	1479.0	1475.8	1482.6	1494.9	1481.1	18	13	17
<b>3</b>	1486.0	1500.4	1504.4	1493.9	1497.8	1497.9	1477.6	1502.5	1510.2	14	14	15
<b>4</b>	1525.7	1544.9	1495.4	1525.0	1553.5	1497.4	1526.0	1535.8	1493.1	14	11	11
<b>5</b>	1533.5	1542.8	*	1528.0	1532.1	*	1538.6	1553.2	*	19	11	6
<b>All Grades</b>										107	93	88

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
<b>K</b>	13.33	12.90	9.09	30.00	32.26	31.82	36.67	35.48	36.36	20.00	19.35	22.73	30	31	22
<b>1</b>	16.67	0.00	11.76	16.67	84.62	47.06	58.33	15.38	41.18	8.33	0.00	0.00	12	13	17
<b>2</b>	22.22	7.69	29.41	33.33	69.23	35.29	22.22	15.38	17.65	22.22	7.69	17.65	18	13	17
<b>3</b>	14.29	28.57	6.67	42.86	42.86	66.67	28.57	14.29	26.67	14.29	14.29	0.00	14	14	15
<b>4</b>	35.71	36.36	9.09	28.57	54.55	54.55	14.29	9.09	18.18	21.43	0.00	18.18	14	11	11
<b>5</b>	26.32	36.36	*	42.11	27.27	*	26.32	36.36	*	5.26	0.00	*	19	11	*
<b>All Grades</b>	20.56	18.28	14.77	32.71	48.39	44.32	30.84	23.66	28.41	15.89	9.68	12.50	107	93	88

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
<b>K</b>	23.33	12.90	9.09	26.67	35.48	36.36	30.00	35.48	36.36	20.00	16.13	18.18	30	31	22
<b>1</b>	16.67	15.38	35.29	25.00	76.92	35.29	50.00	7.69	29.41	8.33	0.00	0.00	12	13	17
<b>2</b>	38.89	15.38	35.29	22.22	46.15	29.41	27.78	38.46	17.65	11.11	0.00	17.65	18	13	17
<b>3</b>	42.86	50.00	40.00	35.71	35.71	40.00	7.14	0.00	13.33	14.29	14.29	6.67	14	14	15
<b>4</b>	50.00	63.64	36.36	21.43	36.36	27.27	14.29	0.00	18.18	14.29	0.00	18.18	14	11	11
<b>5</b>	52.63	36.36	*	42.11	45.45	*	0.00	18.18	*	5.26	0.00	*	19	11	*
<b>All Grades</b>	36.45	27.96	29.55	28.97	44.09	35.23	21.50	20.43	22.73	13.08	7.53	12.50	107	93	88

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
<b>K</b>		9.68	13.64		25.81	25.81		45.16	45.16		19.35	19.35		31	31
<b>1</b>		7.69	7.69		61.54	61.54		23.08	23.08		7.69	7.69		13	13
<b>2</b>		7.69	7.69		61.54	61.54		23.08	23.08		7.69	7.69		13	13
<b>3</b>		7.14	7.14		42.86	42.86		28.57	28.57		21.43	21.43		14	14
<b>4</b>		18.18	18.18		45.45	45.45		27.27	27.27		9.09	9.09		11	11
<b>5</b>		27.27	27.27		18.18	18.18		27.27	27.27		27.27	27.27		11	11
<b>All Grades</b>	11.21	11.83	11.83	24.30	39.78	39.78	41.12	32.26	32.26	23.36	16.13	16.13	107	93	93

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
<b>K</b>	23.33	19.35	4.55	56.67	67.74	77.27	20.00	12.90	18.18	30	31	22
<b>1</b>	33.33	23.08	47.06	58.33	76.92	52.94	8.33	0.00	0.00	12	13	17
<b>2</b>	38.89	30.77	29.41	50.00	69.23	52.94	11.11	0.00	17.65	18	13	17
<b>3</b>	50.00	21.43	26.67	42.86	64.29	66.67	7.14	14.29	6.67	14	14	15
<b>4</b>	57.14	72.73	36.36	21.43	27.27	54.55	21.43	0.00	9.09	14	11	11
<b>5</b>	21.05	36.36	*	73.68	54.55	*	5.26	9.09	*	19	11	*
<b>All Grades</b>	34.58	30.11	25.00	52.34	62.37	63.64	13.08	7.53	11.36	107	93	88

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
<b>K</b>	16.67	3.23	13.64	60.00	80.65	50.00	23.33	16.13	36.36	30	31	22
<b>1</b>	16.67	7.69	17.65	50.00	92.31	76.47	33.33	0.00	5.88	12	13	17
<b>2</b>	38.89	15.38	23.53	50.00	84.62	58.82	11.11	0.00	17.65	18	13	17
<b>3</b>	57.14	50.00	46.67	28.57	35.71	46.67	14.29	14.29	6.67	14	14	15
<b>4</b>	35.71	54.55	54.55	50.00	45.45	27.27	14.29	0.00	18.18	14	11	11
<b>5</b>	73.68	63.64	*	21.05	36.36	*	5.26	0.00	*	19	11	*
<b>All Grades</b>	38.32	25.81	31.82	44.86	66.67	50.00	16.82	7.53	18.18	107	93	88

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
<b>K</b>	13.33	9.68	9.09	66.67	70.97	63.64	20.00	19.35	27.27	30	31	22
<b>1</b>	16.67	15.38	17.65	58.33	76.92	52.94	25.00	7.69	29.41	12	13	17
<b>2</b>	16.67	15.38	11.76	61.11	76.92	64.71	22.22	7.69	23.53	18	13	17
<b>3</b>	7.14	7.14	13.33	42.86	50.00	66.67	50.00	42.86	20.00	14	14	15
<b>4</b>	21.43	27.27	0.00	50.00	63.64	72.73	28.57	9.09	27.27	14	11	11
<b>5</b>	26.32	36.36	*	52.63	36.36	*	21.05	27.27	*	19	11	*
<b>All Grades</b>	16.82	16.13	12.50	57.01	64.52	61.36	26.17	19.35	26.14	107	93	88

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
<b>K</b>	23.33	29.03	27.27	50.00	54.84	36.36	26.67	16.13	36.36	30	31	22
<b>1</b>	0.00	7.69	11.76	91.67	84.62	88.24	8.33	7.69	0.00	12	13	17
<b>2</b>	33.33	23.08	47.06	50.00	69.23	35.29	16.67	7.69	17.65	18	13	17
<b>3</b>	0.00	35.71	6.67	85.71	57.14	86.67	14.29	7.14	6.67	14	14	15
<b>4</b>	35.71	18.18	0.00	35.71	81.82	81.82	28.57	0.00	18.18	14	11	11
<b>5</b>	21.05	36.36	*	68.42	63.64	*	10.53	0.00	*	19	11	*
<b>All Grades</b>	20.56	25.81	21.59	60.75	65.59	61.36	18.69	8.60	17.05	107	93	88

**Conclusions based on this data:**

1. The percentage of students achieving the highest performance levels (Well Developed/Level 4) declined across most domains, with the exception of the Speaking and Oral Language domains in 2023-24, indicating a general decrease in high-level English language proficiency as compared to 2022-23 as reflected in the California Dashboard data.
2. Written language skills are an area of strength for K-2 students, with a notable increase in the percentage of students in grades K-2 performing at higher proficiency levels in 2023-24 as compared to 2022-23.

3. Kindergarten students showed a notable increase in the percentage of students reaching the "Well Developed" level in both the Speaking and Written Language domains.

# School and Student Performance Data

## Student Population

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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
269	52.4%	31.6%	0.0%
Total Number of Students enrolled in Walnut Elementary 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	85	31.6%
Foster Youth	0	0.0%
Homeless	34	12.6%
Socioeconomically Disadvantaged	141	52.4%
Students with Disabilities	34	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1%
American Indian	0	0.0%
Asian	21	7.8%
Filipino	1	0.4%
Hispanic	168	62.5%
Two or More Races	10	3.7%
Pacific Islander	0	0.0%
White	66	24.5%

### Conclusions based on this data:

1. The student body is predominantly Hispanic, with this group making up nearly two-thirds of the total enrollment at 62.5% in 2023-24.

2. Over half of the students are classified as Socioeconomically Disadvantaged (52.4%), and nearly a third are English Learners (31.6%) in 2023-24.
3. The data shows a concentration of students in two main groups: Hispanic (62.5%) and White (24.5%). Other racial and ethnic groups, such as African American, American Indian, Asian, and Pacific Islander, represent a very small percentage of the total student enrollment, with some groups having zero students.

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Green

##### English Learner Progress



Red

#### Conclusions based on this data:

1. Walnut's performance in Mathematics is strong, as indicated by the Green status. This suggests that students, on average, are meeting or exceeding the standards in this subject.
2. Both English Language Arts and Chronic Absenteeism are flagged as Yellow, indicating that they are areas that require attention. This status suggests that while performance isn't at the lowest level, there is a need for improvement in ELA proficiency and student attendance.

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3. The Red status for English Learner Progress indicates that English learners are not making sufficient progress toward English language proficiency, an area that requires immediate intervention and strategic support.

# School and Student Performance Data

## Academic Performance English Language Arts

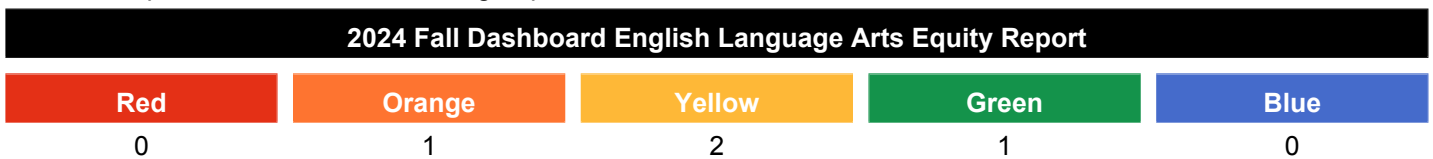
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This section provides number of student groups in each level.



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

All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>1.6 points below standard</p> <p>Maintained 0.9 points</p> <p>125 Students</p>	<p>Orange</p> <p>32.9 points below standard</p> <p>Declined 9.3 points</p> <p>41 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>0 Students</p>	<p>No Performance Color</p> <p>66.1 points below standard</p> <p>Increased 45.8 points</p> <p>16 Students</p>	<p>Yellow</p> <p>27.8 points below standard</p> <p>Increased 8.4 points</p> <p>65 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 80.0 points below standard Maintained 0.3 points 24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow 23.1 points below standard Increased 12.5 points 76 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Green 21.1 points above standard Declined 3.4 points 32 Students</p>

**Conclusions based on this data:**

1. All Students are Yellow, indicating they are 1.6 points below standard, with performance being maintained from the previous year. However, the English Learners group, classified as Orange, has seen a significant decline of 9.3 points, placing them 32.9 points below standard. While overall performance is stable, specific student populations are struggling, particularly English Language learners.
2. Both the Socioeconomically Disadvantaged and Hispanic student groups are rated as Yellow and are below standard. However, both groups show a small increase in their performance from the previous year. The Socioeconomically Disadvantaged student population increased by 8.4 points, while the Hispanic group saw an increase of 12.5 points.
3. The White student group is categorized as Green, the only group to be above standard by 21.1 points. However, this group's performance has declined by 3.4 points from 2022-23.

# School and Student Performance Data

## Academic Performance Mathematics

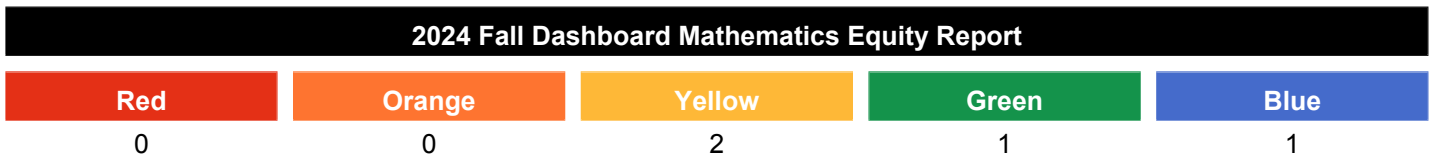
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>5.4 points below standard</p> <p>Increased 9.7 points</p> <p>126 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>23.6 points below standard</p> <p>Declined 6.9 points</p> <p>41 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>44.9 points below standard</p> <p>Increased 11.0 points</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>30.0 points below standard</p> <p>Increased 8.4 points</p> <p>65 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 70.1 points below standard Increased 10.5 points 25 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Hispanic</b></p>  <p>Green 22.4 points below standard Increased 6.6 points 76 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Blue 21.8 points above standard Increased 31.8 points 33 Students</p>

**Conclusions based on this data:**

1. The All Students group is rated yellow and is 28.4 points below standard. Performance is being maintained from 2022-23, meaning there has been no significant improvement or decline.
2. The Socioeconomically Disadvantaged student group showed the largest gain, with a significant increase of 25.3 points from 2022-23. This indicates that interventions for this group are having a notable positive impact on their academic performance, even though they remain below standard.
3. While the White student group is above standard, and is the only group to be rated Green, other groups like English Learners and Students with Disabilities are facing challenges. The English Learners are rated Yellow and are 93.4 points below standard, and Students with Disabilities are also Yellow, being 48.1 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 44.8% making progress. Number Students: 58 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 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			
<b>Decreased One ELPI Level</b> 12.1%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 43.1%	<b>Maintained ELPI Level 4</b> 1.7%	<b>Progressed At Least One ELPI Level</b> 43.1%

### Conclusions based on this data:

1. The data shows that 44.8% of the 58 English Learners are making progress. However, despite this nearly 45% of students progressing, the overall English Learner Progress indicator is rated as Red, signifying a need for improvement to meet established goals or standards.
2. 43.1% of Walnut's English Language Learners are maintaining lower ELPI levels (Levels 1, 2H, 3L, or 3H). This group is not regressing, but they are also not progressing, indicating a critical need for targeted interventions to help them advance to higher proficiency levels.
3. We will continue to prioritize designated instruction, provide training for teachers and intervention staff on best practices with the ELA/ELD standards-aligned Wonders curriculum, and maintain a higher number of hours for our bilingual paraprofessionals who support classrooms.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

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



















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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">21.3% Chronically Absent</td> </tr> <tr> <td>Declined 5</td> </tr> <tr> <td>286 Students</td> </tr> </table>	All Students	 Yellow	21.3% Chronically Absent	Declined 5	286 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">16.9% Chronically Absent</td> </tr> <tr> <td>Declined 12</td> </tr> <tr> <td>89 Students</td> </tr> </table>	English Learners	 Yellow	16.9% Chronically Absent	Declined 12	89 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Yellow															
21.3% Chronically Absent															
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">27.9% Chronically Absent</td> </tr> <tr> <td>Declined 20.7</td> </tr> <tr> <td>43 Students</td> </tr> </table>	Homeless	 Orange	27.9% Chronically Absent	Declined 20.7	43 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">26.8% Chronically Absent</td> </tr> <tr> <td>Declined 7</td> </tr> <tr> <td>157 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	26.8% Chronically Absent	Declined 7	157 Students
Foster Youth															
 No Performance Color															
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26.8% Chronically Absent															
Declined 7															
157 Students															

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>36.4% Chronically Absent</p> <p>Increased 12.4</p> <p>44 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>13% Chronically Absent</p> <p>Declined 2.7</p> <p>23 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>23.6% Chronically Absent</p> <p>Declined 4.9</p> <p>174 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>21.1% Chronically Absent</p> <p>Declined 5.8</p> <p>71 Students</p>

**Conclusions based on this data:**

1. Most student groups, including English Learners, Hispanic, Socioeconomically Disadvantaged, and White students, have seen a decline in their chronic absenteeism rates. School-wide and/or district-wide initiatives to improve attendance are having a positive effect.
2. Students with Disabilities have the highest chronic absenteeism rate at 36.4%, which is rated as Red, and their rate has increased by 12.4%. Similarly, students identified as Homeless have a high rate of 27.9%, rated as Orange, although their rate has declined by 20.7% from 2022-23 to 2023-24.
3. White students have an Orange rating with a 21.1% chronic absenteeism rate, which has declined. In contrast, Hispanic students have a lower rate of 23.6%, which has also declined, but they are rated Yellow. Asian students have the lowest rate at 13% and their rate has declined 2.7% from 2022-23 to 2023-24.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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.

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

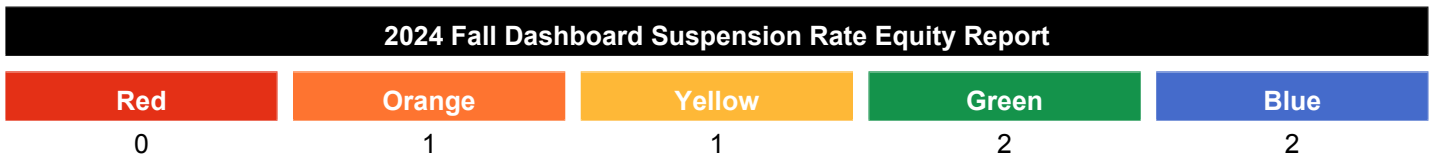
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1% suspended at least one day</p> <p>Declined 0.6%</p> <p>295 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>94 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 3%</p> <p>47 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 1.1%</p> <p>163 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>44 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>181 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.2%</p> <p>72 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate for All Students is 1%, which is rated as Green and has declined by 0.6%. This positive trend is mirrored across multiple student groups. Similarly, Homeless students and Socioeconomically Disadvantaged students also show declines in their suspension rates and are rated Green. This indicates that school-wide discipline policies are having a positive effect and are promoting a safer, more inclusive environment.
2. English Learners have a 0% suspension rate, which is rated Blue and has declined by 2.8%.
3. Walnut is committed to creating a positive school climate and implements school-wide positive behavior systems, school counseling, restorative practices, and direct instruction in social-emotional skills. Staff members are building their own capacity by building individualized behavioral systems in class, incorporating CHAMPS positive expectations, and implementing Universal Design for Learning. Our goal is to keep all students at school each day and address misbehavior as a learning opportunity.

# 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.

#### **Improve Student Achievement in English Language Arts**

English-Language Arts: For the 2025-26 school year, we are implementing multiple action steps so that our K-5th grade students meet or exceed state standards in English Language Arts according to the metrics stated below in Annual Measurable Outcomes.

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

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

### 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.

During the 2024-25 school year, K-5 students made progress in English Language Arts and met many of the goals established in last year's SPSA. Grades K-2 met overall 2024-25 SPSA goals in English Language Arts as measured by CVUSD benchmarks. However, grades 3 and 5 did not meet the goals as outlined in the 24-25 SPSA. Reading Lexile levels grew steadily over the course of the year, but they did not reach the goal of 70% of students in grades 3 and 5 reading in their grade-level band. We will continue to make a significant investment in targeted intervention across all grade levels, with special attention given to building reading Lexiles in grades 3-5.

#### Grades K-2:

For a summative look at student progress at the end of the school year, Walnut used the metrics/indicators listed in the 2024-25 SPSA. In Kindergarten, the goal was for 80% of students to meet or exceed benchmarks in phonics (letter identification and letter sounds). Overall, 83% of K students met this goal. All significant populations scored within 10 percentage points of the overall student population, with the exception of Students with Disabilities: SED: 67%. In grade 1, in order to meet the goal, 80% of students needed to meet or exceed benchmarks in phonics, blending sounds, high frequency words, and reading fluency. This goal was met, with 81% of students overall meeting all 4 essential standards. Results for our significant populations: SED: 73%; Hispanic/Latino: 77%; ELL: 82%; SWD: 42%; Homeless/Foster: 70%. It is interesting to note that for both Kindergarten and 1st grade, English Language Learners scored higher than the overall student population. Second grade students also met the rigorous metrics/indicators with 80% of students meeting the goal. Results for our significant populations: SED: 78%; Hispanic/Latino: 72%; ELL: 67%, SWD: 50%; Homeless/Foster: 95%.

#### Grades 3-5:

Our SPSA metric plan for grades 3-5 in ELA included Lexile (measured by SRM) and CAASPP data. Reading Lexile scores were monitored by School Site Council throughout the school year. Pandemic learning loss is most evident in 4th-5th grade reading Lexiles. The goal was that 70% of students overall in each grade level would be reading in the appropriate reading Lexile band by the end of the year. In grade 3, 69% of students met the goal. Results for our special populations: SED: 52%; Hispanic/Latino: 62%; ELL: 50%; SWD: 60%; Homeless/Foster: 56%. These scores show a greater discrepancy between the overall student population and our significant smaller populations, with only Hispanic students scoring within 10 percentage points of the overall score. Homeless/Foster nearly met with a 13 percent discrepancy. In grade 4, 45% of students met the goal, which is similar to 2022-23 results. Scores for our special populations: SED: 45%; Hispanic/Latino: 47%; ELL: 43%; SWD: 13%; Homeless/Foster: 5%. While these scores do not meet the SPSA goal, they do a slight increase over last year's scores in fourth grade, with the exception of SWD, which declined. In grade 4, only 38% of students overall met the goal, which is down approximately 20 percentage points from 2023-24. Results for our special populations: SED: 35%; Hispanic/Latino: 25%; ELL: 11%; SWD: 13%; Homeless/Foster: 0%. In grade 5, 43% of students overall met the goal. Scores for our special populations: SED: 38%; Hispanic/Latino: 29%; ELL: 17%; SWD: 10%; Homeless/Foster: 20%.

Students in grades 3-5 took state CAASPP tests in May of 2024. SBAC data reveals: In grade 3, 60% of students overall met or exceeded ELA standards, which met the SPSA goal and is slightly higher than 2023. Scores increased from 11% to 43% for ELL, 33% to 50% for SWD, and 48% to 55% for Hispanic/Latino special populations in grade 3. In grade 4, 40% of students overall met or exceeded ELA standards, which showed a 4 percentage point decrease over 2023. Special populations displayed decreases from 14% to 0% for ELL, 39% to 25% for SED, and 33% to 21% for Hispanic/Latino special populations in grade 4. In grade 5, 39% of students overall met or exceeded ELA standards, which also reflects a decrease over 2023 scores.

## 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
80% of Kindergarteners will meet or exceed phonics benchmarks in letter recognition and letter sounds. Students in significant populations (Socioeconomically Disadvantaged SED, Hispanic/Latino, English Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall score for all students.	80% overall met this metric in June of 2025; SED: 94%, Hispanic/Latino: 86%, ELL: 100%, SWD: 100%, Homeless/Foster: 100%	80% in June of 2026
80% of 1st grade students will meet or exceed benchmarks in grade level phonics, blending sounds, high frequency words, and reading fluency as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.	96% overall met last year's metric in June of 2025; SED: 82%; Hispanic/Latino: 77%; ELL: 75%; SWD: 25%; Homeless/Foster: 70%	80% in June of 2026
75% of 2nd grade students will meet or exceed benchmarks in grade level phonics, reading accuracy, reading fluency, and high frequency words as measured by CVUSD benchmark assessments. Students in significant populations will score within 10 percentage points of the overall score for all students.	80% overall met last year's metric in June of 2025; SED: 79%; Hispanic/Latino: 72%; ELL: 67%, SWD: 71%; Homeless/Foster: 95%.	75% in June of 2026
70% of 3rd-5th grade students will perform within the expected grade-level Lexile band. Students in significant populations will score within 10 percentage points of the overall score for all students.	Percentages in June of 2025: 3rd grade: 69% overall, SED: 45%; Hispanic/Latino: 47%; ELL: 43%; SWD: 13%; Homeless/Foster: 5%. 4th grade: 38% overall, SED: 35%; Hispanic/Latino: 25%; ELL: 11%; SWD: 13%; Homeless/Foster: 0%. 5th grade: 43% overall, SED: 38%; Hispanic/Latino: 29%; ELL: 17%; SWD: 10%; Homeless/Foster: 20%.	70% of students in grades 3-5 reading within expected Lexile band by June of 2026
58% of 3rd and 50% of 4th & 5th grade students overall will meet or exceed standards in English Language Arts on the state CAASPP test. Students in significant populations will score within 10 percentage points of students overall.	CAASPP Data from spring of 2024: 3rd grade: 60% overall met or exceeded standards, SED: 48%, Hispanic/Latino 55%, ELL: 43%, SWD: 50%, Homeless/Foster: 0% 4th grade: 40% met or exceeded standards. SED: 25%, Hispanic/Latino 21%, ELL: 0%, SWD: 14%, Homeless/Foster: 0% 5th grade: 38% met or exceeded standards. SED:24%, Hispanic/Latino 24%, ELL: 0%, SWD:10 %, Homeless/Foster: 0%	58% of 3rd and 50% of 4th & 5th grade students meeting or exceeding standards overall, with a 10 scaled score points increase for students in special populations.

## 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	<p>ELA Intervention Program for grades 1-5, taught by credentialed academic specialists. Students will be pre-assessed by teacher at the beginning of the year and then placed by teachers into intervention groups based on data collected. Each trimester, assessment data will be analyzed and groups adjusted.</p>		<p>26,000            Title I            1000-1999: Certificated            Personnel Salaries            English Language Learners considered to be "at risk" meet regularly with credentialed academic specialist to monitor ELL Intervention progress with digital programs (IXL ELA)            20,286            OTRM            1000-1999: Certificated            Personnel Salaries            Credentialed Academic Specialists provide direct instruction to students 4 times per week during WIN Time. 45-minute sessions for grades 1-5 to provide greater support in reading, writing, and math.            5,714            Title I            1000-1999: Certificated            Personnel Salaries            Credentialed Academic Specialists provide direct instruction to students 4 times per week during WIN Time. 45-minute sessions for grades 1-5 to provide greater support in reading, writing, and ELD.            0            None Specified            Teachers collect initial data in grades K-5 in phonics, reading accuracy, fluency, and comprehension.            1,500            Title I            1000-1999: Certificated            Personnel Salaries            Dedicate banked time and staff meetings 3-4 times in the year to analyze ELA assessment data to monitor progress of groups. Specialists will join classroom teachers and the principal for 3 release days during the year to create new groups based on data and collaborative discussion (cost of substitutes</p>

		<p>listed). The goals and curriculum for each small group will also be set on these release days.</p> <p>0 None Specified 2000-2999: Classified Personnel Salaries ELD paraprofessionals support targeted English Language Learners during specific intervention classes to help students better access language objectives. Service provided during regular work hours, funded by the district.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Fund additional hours for intervention specialists to work 1-on-1 and/or in small groups with "at risk" students, including digital program monitoring, feedback, and support (site instruction funds)</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Students with Disabilities participate in Tier 2 interventions in addition to working on their IEP goals with the special education teacher, unless data indicates that Tier 2 intervention is not needed.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Release Time for TK-3rd grade teachers to administer 1-on-1 benchmark assessments at the end of each trimester. (Site Instruction funds)</p>
1.2	All students will have regular use of digital software designed to build reading and language skills at their instructional level.	<p>8000 Title I 4000-4999: Books And Supplies Purchase technology to promote grade-level appropriate ELA skills and enrichment including EdPuzzle, Lexia, Starfall, Mystery Writing, and Read Live.</p> <p>0 None Specified</p>

			<p>4000-4999: Books And Supplies</p> <p>Primary teachers will have access to ESGI to assess and monitor student progress in ELA standards. Upper grade teachers will have access to MasteryConnect to assess and monitor student progress in ELA standards.</p>
1.3	<p>Students designated as English Language Learners will receive ELD instruction daily. Students meeting specific criteria will also participate in EL Intervention.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Students learning English will receive direct instruction in English according to their most recent ELPAC level. Students identified as English-Only, RFEP, or IFEP will receive language enrichment using non-core curricular materials. (Personnel costs included under Action Item #1)</p> <p>0</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Students identified as newcomers, LTEL, at-risk, or with low ELPAC levels work 4 x per week on a digital program ( IXL ELA). The program is overseen and monitored by academic specialists (personnel costs included under Action Item #1).</p> <p>0</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Language Acquisition Team (LAT) meetings held to review progress of English Language Learners. Target standards analyzed, current interventions reviewed, new supports recommended for students deemed to be at-risk or LTEL.</p>
1.4	<p>Purchase and maintain technology hardware and teacher software used for instruction and intervention in ELA.</p>		<p>0</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>Grades 1-5 students will have access to IXL ELA to assess and monitor student progress in ELA standards.</p>
1.5	<p>Purchase print materials and other supplies to support Intervention and enrichment in ELA.</p>		<p>1000</p> <p>Title I</p>

			<p>4000-4999: Books And Supplies Print, digital, and supplementary materials to support the intervention program, including enrichment needs. Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students.</p> <p>0 None Specified None Specified Support teachers as these incorporate approved supplemental literature that represents diverse characters and authors.</p>
1.6	Purchase and maintain technology hardware and necessary supplies to support math instruction and intervention.		<p>5250 Title I 4000-4999: Books And Supplies Purchase hardware and necessary supplies needed to support and maintain existing technology and provide accessibility for all students.</p>
1.7	Provide after-school opportunities for students needing academic support or enrichment in English Language Arts		<p>0 None Specified None Specified Extended Learning Opportunity/Program offered to all unduplicated students free of charge. Daily ELA intervention and practice using research-based curriculum. All ELL, SED, and McKinney/Vento students invited to participate. Funded at district level.</p> <p>0 None Specified None Specified Principal monitors effectiveness of after school intervention and tutoring programs by tracking student data and meeting with instructors.</p> <p>0 None Specified None Specified Ensure full inclusion for students with disabilities who qualify for ELOP.</p> <p>0 None Specified None Specified Gate activities provided by Walnut GATE Facilitator and</p>

			CVUSD Student Services. (Walnut activities also provided as a lunch recess option)
1.8	Offer Professional Development for teachers in focus areas for the year, including Diversity, Equity, Inclusion, and Belonging (DEIB), Science of Reading, Arts/SEL Integration, best practices with Wonders ELA & ELD curriculum, and Universal Design for Learning (UDL).		<p>0 None Specified 1000-1999: Certificated Personnel Salaries District-provided Professional Development opportunities designed to promote student ELA achievement, DEIB, UDL, and SEL for all populations. Three dedicated PD days during the year.</p> <p>0 None Specified 5800: Professional/Consulting Services And Operating Expenditures SEL &amp; Arts Integration training for teachers with professional presenter (Partnership with TO Arts)</p> <p>0 None Specified None Specified Ongoing professional development on effective use of AI, IXL, MasteryConnect, and Seesaw.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries ELD Teacher Advisor provides PD for colleagues monthly during staff meetings on best practices for integrated and designated ELD.</p> <p>1,000 Title I None Specified Fund additional PD opportunities for teachers that align with LCAP and SPSA goals</p>
1.9	Provide additional supports for beginning English Language Learners and those determined to be at risk		<p>0 None Specified 2000-2999: Classified Personnel Salaries Bilingual paraprofessionals work under the direction of classroom teachers to support students with Emerging and Early Expanding ELPAC levels better access classroom instruction.</p>
1.10	Provide public speaking, collaboration, and leadership opportunities for students through Student Council		<p>0 None Specified None Specified</p>

			<p>Student Council meets at least monthly to engage in the democratic process at Walnut. The council is composed of elected officers and classroom representatives from grades 3-5. Student Council regularly participates in Wildcat Pride Assemblies, Awards Assemblies, and public speaking in classrooms &amp; over the public address system. (Site Instruction funds)</p>
1.11	Ensure all students are learning in the Least Restrictive Environment		<p>0 None Specified None Specified Maintain the current LRE statistics of 100% of students properly placed. 0 None Specified 1000-1999: Certificated Personnel Salaries Utilize the Special Education Teacher, School Psychologist, and the Speech &amp; Language Pathologist to provide high-level interventions to support students as they work on IEP goals. 0 None Specified None Specified Provide professional development for general education teachers in Universal Design for Learning strategies and Inclusion.</p>
1.12	Summer Programs, including Kindergarten Readiness		<p>0 Title I (0620) 1000-1999: Certificated Personnel Salaries Early Start program for students needing extra support before school starts. The 2-week program is taught by a classroom teacher and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. (Funded through district Title 1) 0 None Specified 4000-4999: Books And Supplies Purchase materials and basic supplies for each student. (Site Instruction funds)</p>

			<p>0 None Specified None Specified Analyze data and collaborate with teachers to identify students for CVUSD summer learning programs, including Summer Learning Camp hosted at Walnut. Follow-up with families and problem-solve to remove barriers to access.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Early back program for students identified as homeless and/or foster (district funded).</p>
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# 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.

Please see SPSA Progress Monitoring charts included in Attachments. These charts give a graphic representation of student progress towards SPSA ELA goals throughout 2023-2024, beginning with pre-assessments in September of 2023. They were reviewed by School Site Council and ELAC throughout the year. These stakeholder groups, along with teachers, also used this data at the end of the 2023-2024 school year to analyze last year's progress and adjust this year's goals accordingly. Last year's action items, including intervention groups, targeted professional development, digital support, supplemental support for ELL students, Kindergarten readiness, and time for data collection and analysis all worked to promote student growth in English Language Arts. Grades K-3 all met ELA goals as outlined in the 2023-24 SPSA. Grades 4 and 5 are still working to meet reading Lexile goals.

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

The implementation of our ELA/ELD program followed the structure outlined in the 2023-24 SPSA with only minimal adjustments made later in the year and approved by School Site Council. Based on Science of Reading training, the credentialed intervention specialists worked with the librarian to research more engaging and effective phonics readers for older students to use in Target Time. This expenditure led to an increase in the Print Materials budget for intervention.

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.

Changes in strategies/activities for 2024-2025: Teachers and credentialed intervention specialists did not see a significant benefit for students using Lexia English as opposed to Lexia itself, so Lexia English is no longer listed above. A non-credentialed academic specialist supported 4th and 5th grade classrooms in 2023-24, but this position is no longer funded in 2024-25 based on site budget changes.

# 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.

#### **Improve Student Achievement in Math**

Mathematics: For the 2025-2026 school year, we expect our K-5th grade to develop their mathematics skills and meet or exceed state standards according to the metrics stated below in Annual Measurable Outcomes.

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

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

### 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.

Students in first grade exceeded the goals of the 2024-25 SPSA, while Kindergarten and second grade students made progress towards the 75% goal. and 4th grade missed the goal by just 1 percentage point (74% as opposed to 75%). Interestingly, 5th grade students overall met the 75% goal in Trimesters 1 and 2 but dropped to 62% in Trimester 3. Math benchmarks in grades 3-5 are distinct for each trimester and non-cumulative. Walnut built its math intervention team by adding focus groups in 2024-25 to support grades 1-5 students in math. Intervention details are listed below.

#### Grades K-2:

Summative results according to the 2024-2025 Walnut SPSA metrics/indicators: In Kindergarten, 75% of students needed to meet or exceed standards in counting, 1-to-1 correspondence, and recognizing numerals in order to meet the goal. 89% of Walnut's Kindergarten students overall met this goal. Results for significant populations: SED: 87%; Hispanic/Latino: 81%; ELL: 80%; SWD: 33%; Homeless/Foster: 100%. In Grade 1, 80% of students needed to meet or exceed standards in adding/subtracting fluently, adding/subtracting accurately, counting/reading/writing numbers, and solving word problems. 77% of Walnut first-graders met this goal. Results for significant populations: SED: 69%; Hispanic/Latino: 73%; ELL: 75%; SWD: 58%; Homeless/Foster: 73%. In Grade 2, 75% of students needed to meet or exceed standards in adding/subtracting fluently, solving word problems, and understanding numbers to 1,000. 81% of students met the goal. Results for significant populations: SED: 77%; Hispanic/Latino: 79%; ELL: 72%; SWD: 50%, and Homeless/Foster: 80%.

#### Grades 3-5:

In grades 3-5, Walnut used the all the metrics/indicators listed in the 2024-2025 SPSA, which focused on Trimester 3 math benchmark assessments and CAASPP data. Third grade had the highest numbers of students meeting or exceeding benchmarks at 77%, followed by fourth grade with 60%, and fifth grade with 47% overall. Our significant student groups in grade 3 scored within 10 percentage points of the overall student population, with the exception of SWD (although they did exceed the goal at 80%): Hispanic/Latino: 93%, English Learners: 100%, Socio-Economically Disadvantaged: 95%, SWD: 80%, and Homeless/Foster: 100%. In Grade 4, there was a greater discrepancy between the overall score and the scores of significant student groups: Hispanic/Latino: 48%, ELL 0%, SED 53%, SWD 50%, and Homeless/Foster 66%. The only significant student group to score within 10 percentage points of the overall 5th grade score was SED at 56%. Hispanic/Latino: 48%, EL: 33%, SWD: 30%, and Homeless/Foster: 40%.

Students in grades 3-5 took state CAASPP tests in May of 2025. Each grade level showed an increase in scores overall, with grades 3 and 4 meeting the SPSA goal. SBAC Math data reveals: Grade 3, 77% of students overall met or exceeded math standards, which is up by 12 percentage points compared with 2023. Special population data showed an increase in SWD from 50% to 80% in Grade 3 and 17% to 29% in Grade 4, ELL showed an increase from 44% to 71% in Grade 3 with a decrease in Grade 4 from 29% to 20%, and no change in Grade 5. In Grade 4, the percentage of students meeting or exceeding math standards increased from 43% to 48%. In Grade 5, the overall percentage of students meeting or exceeding math standards grew from 31% to 33%.

## 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
75% of Kindergarten students will meet or exceed benchmarks for counting, 1-to-1 correspondence, and recognizing numerals. Students in significant student groups (Socio-economically Disadvantaged SED, Hispanic, English Language Learners ELL, Students with Disabilities SWD, and Homeless/Foster) will score within 10 percentage points of the overall population.	67% of students overall met last year's metrics in June of 2025; SED: 55%; Hispanic/Latino: 81%; ELL: 80%; SWD: 33%; Homeless/Foster: 100%	75% or higher for students overall in June 2026
75% of students in Grade 1 will meet or exceed benchmarks for adding/subtracting fluently, counting/reading/writing numbers, adding/subtracting accurately, and solving word problems. Students in significant student groups will score within 10 percentage points of the overall population.	77% of students overall met last year's metrics in June of 2024; SED: 69%; Hispanic/Latino: 73%; ELL: 75%; SWD: 58%; Homeless/Foster: 73%	75% or higher for students overall in June 2026
75% of students in Grade 2 will meet or exceed benchmarks for adding/subtracting fluently, word problems, and understands numbers to 1,000. Students in significant student groups will score within 10 percentage points of the overall population.	81% of students overall met last year's metrics in June of 2024; SED: 77%; Hispanic/Latino: 79%; ELL: 72%; SWD: 50%, and Homeless/Foster: 80%.	75% or higher for students overall in June 2026
75% of students in grades 3, 4, and 5 will meet or exceed standards on the CVUSD math benchmark assessment as measured using mastery cut-points. Students in significant student groups will score within 10 percentage points of the overall population.	3rd Grade: 96% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2025. Hispanic/Latino: 93%, English Learners: 100%, Socio-Economically Disadvantaged: 95%, SWD: 80%, and Homeless/Foster: 100% 4th Grade: 74% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2024; Hispanic/Latino: 48%, ELL 0%, SED 53%, SWD 50%, and Homeless/Foster 66% 5th Grade: 62% of students overall scored 70% or higher on the Tri. 3 benchmark in June 2025. Hispanic/Latino: 48%, ELL 33%, SED 56%, SWD 30%, and Homeless/Foster 40%	70% or higher of students overall in grades 3-5 will meet or exceed math benchmarks in Tri 3. Students in significant groups will score within 10 percentage points of students overall.
65% of students in grade 3, 45% of students in grade 4, and 40% of students in grade 5 will meet or exceed standards on the state CAASPP assessment in math. Students in significant student groups will score within 10 percentage points of the overall student population.	CAASPP Data from spring of 2024: 3rd grade: 77% overall met or exceeded standards. SED: 74%, Hispanic/Latino 0%, ELL: 71%, SWD: 80%, Homeless/Foster: 0% 4th grade: 48% met or exceeded. SED: 30%, Hispanic/Latino 0%, ELL: 20%, SWD: 29%, Homeless/Foster: 0%	Grade 3: 65% or higher for students overall, within a 10 percentage point or less difference for our significant student populations. Grade 4: 45% or higher for students overall, within a 10 percentage point or

	<p>5th grade: 33% met or exceeded. SED: 24%, Hispanic/Latino 0%, ELL: 0%, SWD: 0%, Homeless/Foster: 0%</p>	<p>less difference for our significant student populations.</p> <p>Grade 5: 40% or higher for students overall, within a 10 percentage point or less difference for our significant student populations.</p>
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**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	<p>Students who are not meeting math benchmarks will receive MTSS Tier 2 math instruction with Academic Specialists. Specific skills will be targeted for intervention based on assessment data and input from classroom teachers.</p>		<p>24,000 Title I 1000-1999: Certificated Personnel Salaries Credentialed academic specialists will provide small group math intervention based on assessment data and teacher input. 0 None Specified 1000-1999: Certificated Personnel Salaries Credentialed Academic Specialists provide direct instruction to students 4 times per week during WIN Time. 45-minute sessions for grades 1-5 to provide greater support in math (funding reflected in Goal 1). 3800 Title I None Specified Dedicate school-wide teacher release time 3 x yearly to analyzing math benchmark assessment data to monitor student progress and identify students needing math intervention. 0 None Specified None Specified Students will receive core instruction from their grade level teachers, including differentiation based on individual needs. UDL strategies will be implemented to help all students engage with content, have appropriate options for representation of learning, and multiple means of action and expression in the</p>

			<p>general education environment.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Academic Specialists and Classroom Teachers collaborate regularly to ensure Tier 2 intervention is effective and groupings remain flexible and appropriate.</p>
2.2	All students will have regular use of digital software designed to build math skills at their instructional level. Additional digital programs will be used for targeted math intervention.		<p>1000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Students will have use of grade-level appropriate computer programs focusing on math skills, including Wayground, Starfall, and XtraMath. Each program is set to the students' individual skill levels. Students and teachers will also have access to Mystery Science.</p>
2.3	Provide after-school opportunities for students needing academic support or enrichment in math.		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Extended Learning Opportunity/Program offered to all unduplicated students free of charge. Daily math intervention and practice using research-based curriculum. All ELL, SED, and McKinney/Vento students invited to participate. Funded at district level.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>GATE activities sponsored by Walnut GATE facilitator and by CVUSD Student Services. (Walnut activities also provided as a lunch recess option)</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Ensure full inclusion for students with disabilities who participate in ELOP.</p>
2.4	Purchase and maintain technology hardware and necessary supplies to support math instruction and intervention.		<p>0</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Purchase hardware and necessary supplies needed to support and maintain existing technology and provide</p>

			accessibility for all students. (funding reflected in Goal 1)
2.5	Purchase print materials and other supplies to support Intervention and enrichment in math.		1000 Title I 4000-4999: Books And Supplies Print, digital, and supplementary materials to support the math intervention program, including enrichment needs. Supplies needed to effectively run intervention and enrichment programs, including supplies sent home with students.
2.6	Ensure all students are learning in the Least Restrictive Environment (math)		0 None Specified None Specified Maintain the current LRE statistics of 100% of students properly placed. 0 None Specified 1000-1999: Certificated Personnel Salaries Utilize the Special Education Teacher, the School Psychologist, and the Speech & Language Pathologist for high-level intervention to support students as they work on their IEP goals. 0 None Specified None Specified Provide professional development for general education teachers in Inclusion Practices and Universal Design for Learning (UDL). Costs of all PD listed in Goal 1.
2.7	Summer programs, including Kindergarten Readiness		0 Title I (0620) 1000-1999: Certificated Personnel Salaries The Early Start program for students needing extra support before school starts. The 2-week program is taught by a classroom teacher and focuses on Kindergarten readiness skills. Students will be identified in May/June based on teacher pre-assessments of enrolled students. Funded through District Title 1. 0 Title I (0620)

			<p>2000-2999: Classified Personnel Salaries</p> <p>ELD Paraprofessional provides additional language support for students in both programs. Translates materials as needed. Provides interpretation services for parents as needed. Funded through District Title 1.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Analyze data and collaborate with teachers to identify students for CVUSD summer programs, including Summer Learning Camp. Follow-up with families and problem-solve to remove barriers to access,</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Work to remove any barriers for students with disabilities to ensure full inclusion in summer programs</p>
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# 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.

Please see SPSA Progress Monitoring charts included in Attachments. These charts give a graphic representation of student progress towards SPSA Math goals throughout 2023-2024. They were reviewed by School Site Council and ELAC throughout the year. These stakeholder groups, along with teachers, also used this data at the end of the 2023-2024 school year to analyze last year's progress and adjust this year's goals accordingly. Last year's action items, including intervention groups, targeted professional development, digital support, supplemental support for ELL students, Kindergarten readiness, and time for data collection and analysis all worked to promote student growth in English Language Arts. Grades K-4 all met ELA goals as outlined in the 2023-24 SPSA. Grade 5 did not meet the benchmark or CAASP goal, although the overall math CAASPP scores were higher than in 2022-23

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

There were no major differences between the intended implementation or budgeted expenditures for Goal 2.

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.

Changes in strategies/activities for 2025-2026: The Kindergarten Academic Specialist will transition to Grades 1-5 due to decreased funding. Kindergarten students will be supported

# 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.

#### Enrichment and Social Emotional Development

Maximize student potential through academic, artistic, and social-emotional enrichment opportunities, intentionally seeking to provide equity for students in our special populations (English Language Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and those who are Homeless or in Foster Care).

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

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### 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.

Academic enrichment opportunities, as well as meaningful exposure to the arts, digital technology, and social-emotional learning, are an intentional part of our vision to provide equity for all students. Each opportunity is designed to level the playing field for students who do not come to school with the same amount of background experience in these areas. We also believe that all students deserve enriched learning experiences in order to develop as well-rounded human beings who can think deeply and make a positive contribution to their community. Our most recent parent survey data from both the School Site Council Survey showed that 98% of parents feel that Walnut's emphasis on the Arts is valuable for their children. 99% of parents said they believe their child's emotional skills are growing with support from teachers, the counselor, SEL specialists, and school-wide programs such as Bucket Filling and Stand Proud, and 99% of parents responded that they believe the overall school culture at Walnut is positive.

The importance of social-emotional learning is always a value at Walnut, and we recognize the necessity of direct instruction in SEL skills. We are also committed to providing social-emotional support to individual students and families when needed. We have implemented a Tier 2 social-emotional plan over the past four school years, which has allowed more students to work on social-emotional skills with supportive adults. In 2024-25, selected students participated in grade-level friendship groups facilitated by school counselors and full-time Mental Health Clinician. Our counseling and wellness rooms serve as an SEL hub for students, creating safe, inviting, and nurturing spaces for students. Beginning in 2024-25 our Mental Health Clinician is on campus five days a week to work with specific students at Walnut who needed Tier 2/3 intervention. Action items below list the different ways our school and district are working to increase social-emotional learning and support for students. Similarly, we remain committed to providing enrichment opportunities, including meaningful exposure to the arts, to provide equitable access for all of our students. In 2024-25, we continued our partnership with Newbury Park High School to provide our students with experiences from the NPHS Dance, Drama, and Music Departments. Our partnership with TO Arts allowed all grade levels to experience professional arts performances at the Bank of America Performing Arts Center. Walnut stakeholders were also aware of the need to offer more structured games during recesses. In response, our school contracted with Conejo Recreation and Parks District for twice-weekly lunch recess activities for several months during the year.

### 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
Academic enrichment provided during the school day for all grade levels	In 2024-25, students identified as working beyond grade level met 4 x weekly (grades 1-3) or 3 x weekly (grades 4-5) with credentialed teachers for enrichment during Target Time. The Kindergarten academic specialist also met twice weekly with small groups for enrichment.	In 2025-26, 1st-5th grade students identified as working beyond grade-level will receive enrichment instruction with credentialed teachers.
GATE activities will be provided at least monthly by Walnut's GATE Facilitator and CVUSD Student Services	In 2024-25, Walnut provided 8 in-person GATE activities during lunch recess, October-May	In 2025-26, Walnut's GATE Facilitator will provide monthly GATE activities during lunch recess and/or after school. Walnut will continue to promote CVUSD GATE activities, as well.
All students, TK-5, receive direct instruction in the arts, attend arts performances, have the opportunity to perform, and have access to arts and physical fitness opportunities during recess/after school	In 2024-25, students of all grade levels participated in 30-minute physical fitness classes twice weekly. Students in grades TK-3 had one dance/creative movement class per week as part of the PE program. Students in grades 4-5 had one trimester of dance instruction in addition to twice-weekly physical education with the PE teacher. Grades 1-5 participated in weekly music classes with a credentialed teacher. All students had monthly art classes with an art specialist. Multiple grade levels attended live performances at the Civic Arts Plaza. NPHS dance students came to Walnut to teach student-choreographed dances to TK-5th grade classes in the fall. Walnut partnered with CRPD to provide structured outdoor games during recess for grades 1-5.	In 2025-26, all students TK-3rd grade will have 30-minutes of dance class as part of their PE program. The dance classes will integrate academic content standards with VAPA dance standards. Students in grades 4 & 5 will have 45 minutes of dance class weekly for one semester in addition to two PE classes with the physical education teacher. All students will have a monthly art class and grades 1-5 will have weekly music class. All grade levels will have the opportunity to see at least one live arts performance at a local theater venue. Create Club, Counselor lunch activities, organized student clubs, and library activities will be available during select recesses and lunch. CRPD will provide structured outdoor games for grades 1-5 during recess.
Suspension rate below 2% to reflect positive/restorative discipline model	In 2024-25, our suspension rate was 1%, which was down 0.06% from 2023-24. Two of the two students met the McKinney-Vento criteria.	In 2025-2026, our goal is to have a 0% suspension rate, with no more than the 1% rate, reflecting progress made with school-wide positive behavior programs, Tier 2 SEL intervention, restorative practices, and direct instruction in SEL skills in the classroom.
Robust schoolwide SEL and PBIS initiatives	Our baseline school-wide initiatives from 2024-25 were Bucket Fillers, CHAMPS, Bullying Prevention (school-wide assembly, Unity Day, direct instruction), Inclusive Schools Week, The Great Kindness Challenge, Wildcat Pride Assemblies, and monthly themes (ex., Hispanic Heritage, Black History, Women's History).	School-wide initiatives in 2025-26 will include Bucket Fillers, CHAMPS, Unity Day (Bullying Prevention), Inclusive Schools Week, The Great Kindness Challenge, and monthly Wildcat Pride Assemblies
Minimum of 45 minutes of SEL lessons & activities weekly in each classroom	In 2024-25, teachers provided at least 30 minutes of direct instruction in social-emotional learning, including counselors' lessons and videos,	In 2025-26, all teachers will provide at least 45 minutes of Tier 1 social-emotional learning instruction per week, utilizing Sanford Harmony curriculum,

	Sanford Harmony lessons, community circles, recommended books, and Study Buddy activities.	counselor videos & activities, community circles, recommended children's literature, and Study Buddy activities.
Supports for Tier 1, 2, and 3 social-emotional needs. Goal of at least 20% of students receiving targeted SEL/wellness Tier 2 and/or Tier 3 interventions with 100% of students participating in Tier 1 intervention. Multiple layers of staff support in place between school counselor, Title 1 counselor, and mental health clinician.	In 2024-25, 27% of students received Tier 2 or 3 intervention from the school counselor and 10% received Tier 2 or 3 intervention from the mental health clinician. 100% of students participated in Tier 1 intervention through class lessons and activities.	In 2025-26, the mental health clinician will be on campus 5 days per week, the bilingual school counselor will be on campus 2 days per week, and the bilingual Title 1 counselor will be on site 2 days per week. A minimum of 20% of students will receive targeted Tier 2 or Tier 3 support. All students will participate in Tier 1 lessons with the school counselor as well as with their teachers.
Improve the chronic absenteeism rate by 2 percentage points	In 2024-25, the chronic absenteeism rate was 21.3%, 5 points improved from 2023-24. Walnut's overall ADA increased by 0.90% in 2024-25 over 2023-24.	Decreased chronic absenteeism rate of less than 20% in 2025-26, including students with disabilities and students classified as homeless/foster.
Decrease the percentage of English Language Learners who are chronically absent to 15% or less; address Differentiated Assistance/CA Dashboard	In 2024-25, 16.9% of ELL students were chronically absent, a decrease of 12% from 2023-24. By comparison, 28.8% of ELL students were chronically absent in 2023-24 and 26.3% of ELL students were chronically absent in 2022-23.	By June of 2026, the percentage of English Language Learners who are absent 10% or more school days will decrease to 15%.
Decrease the percentage of Students with Disabilities who are chronically absent to 30% or less; address Differentiated Assistance/CA Dashboard	In 2024-25, 36.4% of students with disabilities were chronically absent, an increase of 12.4% from 2023-24. By comparison, 24% of students with disabilities were chronically absent in 2023-24 and 32.5% of students with disabilities were chronically absent in 2022-23.	By June of 2026, the percentage of students with disabilities who are absent 10% or more school days will decrease to 30% or less.

## 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	Targeted Academic Enrichment Opportunities		0 Title I 1000-1999: Certificated Personnel Salaries Based on assessment data and classroom performance, 30-45 minute academic enrichment activities will be offered for students meeting and exceeding standards and needing extra challenge. Classroom lessons will offer greater depth & complexity (costs and funding covered in Goals 1 & 2). 6,000 Title I

		<p>None Specified  Provide supplemental enrichment opportunities, including field trips and related instructional materials, that are directly connected to academic standards and designed to enhance student learning. These experiences will help close opportunity gaps by giving underserved students equitable access to real-world learning that supports core instruction, builds background knowledge, and promotes college and career readiness.</p> <p>500  Title I  1000-1999: Certificated Personnel Salaries  Students identified as GATE will participate in enrichment activities provided by the Walnut GATE facilitator and/or CVUSD Student Services. At the site level, these opportunities are offered monthly during lunch recess or after school.</p> <p>500  Title I  4000-4999: Books And Supplies  Provide a budget for arts enrichment materials, supplemental curriculum, tools, and activities.</p> <p>0  None Specified  1000-1999: Certificated Personnel Salaries  CVUSD TOSAs work with classroom teachers and students to bring enrichment activities, such as coding and robotics.</p>
<p><b>3.2</b></p>	<p>School-wide assemblies, training, and incentives for character development and positive behavior.</p>	<p>0  None Specified  None Specified  Continue monthly "Wildcat Pride" assemblies to build community and emphasize Bucket Filling, inclusion, and kindness. Honor students for positive character choices as well as academic achievement at Awards Assemblies each trimester. Incorporate student council members to act out scenarios showing acts of</p>

		<p>kindness, good sportsmanship, etc.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Principal, counselors, and teachers will directly teach kindness, how to stand up for others, and how to get help in potential bullying situations.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Posters on campus with steps detailing how to get help in a bullying situation. Uniform complaint and reporting procedures explained to parents and easily identifiable on school website. "We Tip" signage on campus with access via student &amp; staff computers.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Recognize Kindness Week in January and re-register as a Kindness Certified School for 2025-26. Counselors hold lunch activities during Kindness Week and implement daily activities for students.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Recognize Unity Day on October 22 as part of National Bullying Prevention Month. Student Council will promote the event as a School Spirit Day. Students and staff wear orange in honor of Unity Day. Teachers will be provided with resources, including a slide show from the CVUSD elementary counselors.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Visuals on campus will support students' use of positive behavior strategies and problem-solving techniques, including CHAMPS, Bucket Fillers posters, PAWS, and school-wide bulletin boards. Teachers and principal will dedicate time to CHAMPS expectations during the first week of school.</p>
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			<p>and throughout the year for reinforcement. Walnut's Buddy Bench will continue to encourage kind interactions and problem solving during recess.</p> <p>500 Title I 4000-4999: Books And Supplies</p> <p>Purchase small, themed items as positive incentives to support PBIS on campus, including Bucket Filling, attendance, Kindness Week, and Inclusive Schools Week. PTA also participates in Theme Weeks.</p>
<p><b>3.3</b></p>	<p>Direct Instruction in social-emotional skills for all students, and a Tier 2 program to support students needing SEL intervention</p>		<p>0 None Specified None Specified</p> <p>School site dedicates the first week of school to lay the foundation for social-emotional learning routines. Incorporate community circles, "buddy up," and counselor videos on targeted Sanford Harmony SEL lessons. Principal visits all classrooms to review PAWS guidelines for success and share anti-bullying information.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries</p> <p>Classroom teachers will incorporate at least 45 minutes of direct SEL instruction each week, utilizing Sanford Harmony lessons, counselor videos and activity suggestions, community circles, books, and "buddy up" routines.</p> <p>0 None Specified 2000-2999: Classified Personnel Salaries</p> <p>A mental health clinician on site 5 days/week who will provide DIS counseling services, support teachers with strategies for dealing with escalated behaviors, and provide mental health support for students as needed.</p> <p>0 None Specified</p>

		<p>1000-1999: Certificated Personnel Salaries The school counselors will meet with students 1-on-1 or in small groups for Tier 2 and 3 social-emotional intervention. School counselors will provide Tier 1 instruction to grade levels and individual classrooms on topics such as emotional regulation, calming strategies, test readiness, and conflict resolution.</p> <p>500 Title I 4000-4999: Books And Supplies Purchase sensory items and other supplies for self-regulation to add resources to the Counseling and Wellness Rooms (SEL/mental health central locations on campus)</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries School counselor, along with team from Fulcrum and classroom teachers, will work with all 5th grade classes on the STAND PROUD character program.</p> <p>3,000 Title I 4000-4999: Books And Supplies Create outdoor grade-level garden spaces that provide students with hands-on SEL learning opportunities while promoting responsibility, empathy, and problem-solving. These spaces will foster collaboration, communication, and teamwork during recess and class activities, while also providing an alternative setting for teachers and counseling staff to support students' social-emotional growth.</p>
3.4	Enrichment clubs and activities related to the school motto: Dedicated to the BEAT2--Bringing Education, Arts, and Technology Together	<p>0 None Specified 1000-1999: Certificated Personnel Salaries Walnut Chorus will continue to provide an after school enrichment opportunity for students whose parents</p>

		<p>choose to have them participate. This arts opportunity is fee-based but full or partial scholarships are available to those who request from CRPD. Students will have the opportunity to perform for their peers, their families, and in a large-scale performance at a District Music Festival. Grade 5 students will participate in Chorus, Band, and Strings during their weekly music class.</p> <p>4,700 Title I 2000-2999: Classified Personnel Salaries</p> <p>Create Club will be offered for arts enrichment as a recess option for students in grades 1-5, two days per week. The club will be overseen by a credentialed academic specialist. Create Club capitalizes on students' own creativity with various media. It is a supplement to direct art instruction provided in classrooms. The school counselor also consults with Create Club staff regarding ways to implement therapeutic aspects of artistic creation. Create Club uses mostly recycled materials, but there is a budget (private donation) for additional items needed.</p> <p>90 Title I 4000-4999: Books And Supplies</p> <p>The school librarian (IMT) facilitates Book Clubs and a Writing Club for students during lunch and recess throughout the year. Provide a budget for writing and artistic supplies for illustrations.</p> <p>0 None Specified None Specified</p> <p>Encourage official student-led clubs during lunch recess. Students present their written &amp; oral proposals to the principal before starting a club. Clubs must include all students who would like to</p>
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			<p>participate. In the past, this has included a sports club, a music club, an Eco Club, and a graphic arts club. Costs for any incidentals included in descriptor above.</p> <p>0 None Specified None Specified Regular book giveaways to all students; facilitated by school librarian and CV Assistance League Learn for Life program</p>
3.5	Art, Music, Dance, and Physical Fitness opportunities for all students		<p>0 None Specified 1000-1999: Certificated Personnel Salaries Credentialed music teacher provided by CVUSD will work with all 1st-4th grade students weekly.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries 5th grade students will select bands, strings, or chorus as their direct music instruction provided by district funding.</p> <p>0 Donations 2000-2999: Classified Personnel Salaries An academic specialist with qualifications in dance will provide weekly lessons in Walnut's dance studio for all students in grades TK-3. Lessons will focus on Visual &amp; Performing Arts Standards but will also integrate grade-level content standards. Dance teacher collaborates with classroom teachers on plans for integrated curriculum. Lessons provided with a DEIB lens. (Teacher funded by donation through PTA).</p> <p>0 Donations None Specified Partner with Dancing with Our Future Stars to provide weekly dance classes for students in grades 4 &amp; 5. These lessons will be a supplement to our regular PE program for half of the school year for each grade. Social skills and DEIB are combined with VPA standards in these lessons.</p>

			<p>The program is donated by DWOFS, (501c3 Nonprofit) 1,000  Title I  2000-2999: Classified  Personnel Salaries  An art specialist will meet with each class monthly to provide instruction in art techniques associated with a variety of artists. She will also help students honor different cultures through art. (Funding supplemented by PTA)  0  None Specified  1000-1999: Certificated  Personnel Salaries  Credentialed PE teacher provided by CVUSD will work with all 1st-5th grade students weekly. Classroom teachers will use this time for planning.  4,000  Title I  2000-2999: Classified  Personnel Salaries  A PE specialist will provide a second 30-minute PE class for students in grades TK-5. Classroom teachers will use this time for planning.  4,300  Title I  5800: Professional/Consulting Services And Operating Expenditures  Contract with CRPD to provide enrichment games during recess to build social skills, problem solving, collaboration, teamwork, and physical fitness.</p>
<p><b>3.6</b></p>	<p>Opportunities for students to experience drama, dance, and music as performers and audience members</p>		<p>0  None Specified  None Specified  All grade levels will present a musical performance at some point during the year. The performance theme will be linked to a grade-level content area, including science, social studies, or English Language Arts. Students will have the opportunity to learn performing arts skills, including choreography, stage blocking, enunciation, voice projection, public speaking, and set design. Costumes will be minimal and will be reused</p>

		<p>in successive years. Cost for any materials addressed in descriptor below.</p> <p>0 Donations 5000-5999: Services And Other Operating Expenditures Provide access to professional performing arts experiences at local venues, primarily the Civic Arts Plaza. (Funding by TO Arts)</p> <p>0 None Specified None Specified Partner with NPHS Dance, Music, and Drama Departments for options such as master classes, assemblies, and field trips.</p> <p>500 Title I 4000-4999: Books And Supplies Provide a budget for supplies, instruments, materials needed for arts and enrichment</p>
<p><b>3.7</b></p>	<p>Intentional actions to promote strong attendance for all students, with a focus on SWD and homeless students, and English Language Learners (based on CA Dashboard data and Differentiated Intervention)</p>	<p>0 None Specified 2000-2999: Classified Personnel Salaries School office staff will contact families daily when there is an absence. Offer support and problem-solving to reduce attendance barriers.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Principal and attendance liaison run chronic absence reports weekly. Title 1 counselor also watches for patterns and helps reach out to families for follow-up support. Attention paid to significant populations (ELD, Hispanic, SED, SWD, and Homeless/foster). Parents notified with phone calls, emails, Chronic Absence letters, and School Attendance Review Board (SARB) letters. School Attendance Review Team (SART) meetings held at site level to support parents and correct chronic absence issues in an attempt to avoid SARB.</p>

			<p>0 None Specified 2000-2999: Classified Personnel Salaries School Outreach Specialist contacts families recognized as McKenney-Vento and/or Foster every 2 weeks to encourage attendance and offer any support needed.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries Title 1 Counselor meets individually with students. Holds regular "Sunshine Club" meetings to motivate students and provide positive reinforcement for good attendance, including arriving at school on time each day.</p> <p>0 None Specified None Specified Parent education on the importance of regular school attendance given at Title 1 and ELAC meetings. This is also addressed in the school newsletter and with a flyer sent home digitally. Use Attendance Works free materials as well as information provided by Title 1 counselor.</p> <p>537 Title I 4000-4999: Books And Supplies School-wide Attendance Awareness campaigns, including attendance incentives, a spirit week in September and weekly class trophies for primary and upper grade with the highest attendance percentage.</p> <p>0 None Specified None Specified Incorporate a reward system into weekly Bucket Filler drawings that rewards being on time to school all week. (Cost of incentives included above)</p> <p>0 None Specified None Specified School social worker and principal will pull data regularly</p>
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			to follow attendance based on special populations, with an emphasis on English Language Learners, Students with Disabilities, and homeless/foster students.
3.8	Promote a culture of inclusion		<p>0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Honor Inclusive Schools Week in December. Form a team to plan a variety of experiences for students, including the principal, counselor, librarian, SEDAC representative, and Theme Weeks Coordinator from PTA. Kickoff with a Wildcat Pride Assembly.</p> <p>0 None Specified None Specified Promote theme months (Ex., Hispanic Heritage Month, Pride Month, Jewish Heritage Month, Black History Month, AAPI Month, Women in History Month, etc.) in classrooms and in parent/community communications. Utilize District-provided slide shows with resources.</p> <p>0 None Specified None Specified Ensure that all students are learning in the Least Restrictive Environment and are fully included in general education classes. Utilize the Learning Center as a high-level intervention to support students as they work on IEP goals.</p> <p>0 None Specified None Specified Utilize digital messaging and bulletin board space on campus as a reminder of SEL themes.</p> <p>0 None Specified None Specified Direct instruction in classrooms to foster understanding and</p>

			<p>appreciation of all people and their cultures, languages, and abilities. Intentional focus on Diversity, Equity, and Inclusion during staff meetings.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Utilize outdoor seating as a UDL strategy to promote engagement and access.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Involve Student Council in planning and promoting activities</p>
<b>3.9</b>	Academic specialists and materials to support students demonstrating Tier 2 and 3 behavioral challenges (as needed)		<p>0</p> <p>Other</p> <p>4000-4999: Books And Supplies</p> <p>Support materials including visual charts/prompts, sensory items, and calming items to promote self-regulation. (costs included in SEL budget above)</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Utilize Behavior MTSS process to monitor progress and brainstorm ideas to support students and teachers. A secondary goal is to reduce or eliminate exclusionary discipline choices, such as removal from class or suspension.</p> <p>4,500</p> <p>0TRM</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Academic specialist provides push-in support in the classroom to help all students access curriculum, including those demonstrating Tier 2 or Tier 3 behavioral challenges.</p>
<b>3.10</b>	Professional Development for teachers as they support arts integration, enrichment, and/or behavioral/social-emotional success		<p>0</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>PD to support social-emotional education goals, including staff meeting presentations by the school counselor and professional development provided by the CVUSD Mental Health team.</p>

# 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 and action items proposed in Goal 3 for 2024-2025 were generally implemented as planned. The Peace Room was an active SEL hub throughout the year, and a Wellness Clinician joined the staff five days per week throughout the school year. The principal, counselors, and wellness clinician worked together by meeting weekly to form an effective communication process and best serve students' social-emotional needs. The partnership with Newbury Park Dance, Drama, Orchestra, and Chorus continued in 2024-25, providing students with a greater exposure to performing arts as well as inspiring them to be active participants in their career as CVUSD students.

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

The only significant differences were the new goal and action items to address Differentiated Assistance status for ELL and students with disabilities attendance and district funds.

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.

In 2025-2026, the addition of SEL grade level gardens will further support student SEL development and needs. These garden spaces will serve as supplemental enrichment opportunities that enhance core instruction by providing hands-on, real-world learning aligned to academic standards in science, literacy, and math. The gardens will also strengthen social-emotional skills such as collaboration, responsibility, and problem-solving. For underserved students who may have limited access to outdoor learning, agriculture, or enrichment opportunities outside of school, the gardens provide equitable access to experiences that broaden background knowledge and promote engagement.

# 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.

#### **Family Engagement, Outreach, and Communication**

Build trust and provide avenues for family involvement and outreach, strengthening the home-school connection for all families with special consideration given to our significant student populations.

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

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

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

Our goal at Walnut is always to support all families and help them maintain a sense of belonging in the school community. It continues to be extremely important to build family engagement opportunities and help meet physical as well as mental health needs. We will provide clear, accessible communication so that all families know what is happening at school and how to participate. Families will need information about overall curriculum, including the English Language Arts, Math, and English Language Development curriculum for grades TK-5, as well as digital programs to help support their students. They also need to feel connected through volunteer and leadership opportunities, community-building events, and parent/guardian education classes. As always, families need a voice in decision-making that affects their children's safety, academic success, and social-emotional stability. This year's goals reflect our commitment to meeting these needs to the best of our ability.

In 2024-25 parents exercised leadership and service through three governing bodies: PTA, School Site Council, and the English Learner Advisory Council (ELAC). Although PTA executive board meetings remained virtual, School Site Council and ELAC meetings were conducted in-person meetings for 2024-25. Meetings were advertised through the digital newsletter, email, and the marquee. PTA helped to fund assemblies and field trips, music, art, and PE, and family events. Our English Learner Advisory Council met five times during the year, including one meeting in conjunction with the other schools in Newbury Park. All ELAC officers in 2024-25 were bilingual in English and Spanish. While parents who speak other languages attend ELAC as well, the majority of participants speak Spanish as their primary language. Walnut multilingual parents were offered weekly English classes at Walnut and regular parent education conferences in Spanish through the CVUSD Outreach Program. Information about the Title 1 program was shared at Back to School Night, and an informational class was held for parents of identified GATE students. Community-building events were well-attended, including International Night, which featured an array of foods contributed by families, and a Bollywood performance. Family Reading Night returned and featured local park rangers to support our theme of "Camp Read-a-Lot". Book fairs were offered twice during the year, along with a large-scale book giveaway before Winter Break and the final week of school. Additional community events are listed below. Regular parent communication was provided through the digital newsletter in Spanish & English, emails, texts, paper flyers, the website (including the Digital Backpack for flyers), and a social media presence on Facebook and Instagram. The position of "social media manager" in 2024-25 helped to make our social media platforms more engaging. Many of our families needed support from community resources and bilingual school staff in 2024-25, so we will maintain a higher number of work hours for our school outreach specialist, bilingual facilitator, and bilingual paraprofessional. Our school outreach specialist is skilled at building relationships with community partners who share resources with our families.

## 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
Offer parent/family education classes and parent/guardian informational meetings	In 2024-25, we held twice-weekly English as a Second Language (ESL) and parenting classes, a GATE parent class, and a Title 1 informational night.	Parent Education classes and informational meetings will be held at least monthly in 2025-2026.
Design community-building activities for families that build a sense of connection and belonging--at least 5 (every other month)	In 2024-25, we held multiple family events including our Back to School Social the day before school started, Monster Mash, International Dinner, Family Reading Night, ELAC Reclassification Celebration, Dance Showcases in May, live performances of grade-level musicals, Volunteer Tea, and Picnic in the Playground. Families were also invited to volunteer for the Fun Run and Field Day. PTA sponsored or helped sponsor several of these events.	We will provide at least 5 community-building events for families in 2025-26.
Offer classes and programs that particularly target the needs of our Spanish-speaking community--at least one per month	In 2024-25, Walnut increased the frequency of English classes from once to twice weekly. Guest speakers were invited to provide mini-educational sessions during ELAC. All Spanish-speaking Walnut parents were encouraged to participate in the online and in-person conferences sponsored by CVUSD Outreach.	We will continue twice-weekly English classes, continue to implement a parenting program, offer mini educational sessions during ELAC, and partner with CVUSD Outreach to provide a variety of learning options for our Spanish-speaking families.
Sponsor and join with district/community partners to provide tangible supports such as food, clothing, extra school supplies, digital devices, and Internet access for families.	In 2024-25, our School Outreach Assistant formed multiple connections with community resources. We worked with Assistance League of Conejo Valley, Safe Passage, PTA, DKG, St. Vincent de Paul, and other individual donors to meet tangible needs for families. We also partnered with Student Services to provide services and good for students identified as Homeless and/or Foster Youth, including transportation assistance and access to the CVUSD Community Closet. Multiple families were sponsored during the holidays through our Adopt-a-Family program in partnership with groups mentioned above, and Target gift cards (privately donated) were provided throughout the year as needed.	We expect to increase our partnership with community groups and increase our own capacity through PTA & Outreach to respond to tangible needs year-round. We will keep a supply of gift cards for groceries and a closet stocked with school supplies and clothing/shoes for distribution as needs arise.
Maintain the 2024-25 frequency and variety of family communications to keep everyone informed and connected. Continue to utilize the social-media manager (teacher).	The Smore digital newsletter, "What's Up Walnut?", was published every-week and was viewed an average of 500 times with each installment. The accessibility feature was emphasized at the top of each newsletter, and parents were encouraged to select their preferred language. The Walnut	Maintain a weekly Smore digital newsletter, use regular text and email communication, utilize the social media manager to coordinate with CVUSD Communications and maintain Walnut's social media platforms, use paper flyers as well as digital communication for

	<p>Facebook page has 581 followers, and Instagram grew to 307 followers. We made the choice to deactivate Twitter/X. The digital marquee is kept current and runs a display every weekday until 7:00 p.m. The principal and office staff send out informational emails and text reminders to families through the Blackboard system, and we continue to use paper flyers for PTA events. The Digital Backpack on our Walnut School website offers approved flyers for community events.</p>	<p>PTA events and Walnut parent education classes.</p>
<p>Maintain additional hours of bilingual services throughout the day to support parents/guardians as well as students, with additional funds allocated for translation/interpretation for evening parent events.</p>	<p>In 2024-25, hours for the School Outreach Assistant, bilingual facilitator, and the bilingual paraprofessionals were maintained at the level of 5.25 hours per day.</p>	<p>Hours for these positions will be maintained for another year at 5.25 hours per day. Additional hours will be budgeted for the Outreach Assistant, bilingual facilitator, and bilingual paraprofessionals to translate/interpret during evening events and to assist families with questions, enrollment, special projects, IEPs and 504 meetings as needed.</p>
<p>Utilize the school counselor, wellness clinician and Title 1 counselor to provide social-emotional direct support and training to families as well as students</p>	<p>In 2024-25, the school counselors, including our bilingual counselor, and wellness clinician, regularly reached out to students' families rather than just the students themselves. The counselors connect with parents by phone for coaching and collaboration.</p>	<p>The school counselors will continue reaching out to families in support of students' mental health, collaborate with the principal regarding appropriate parent outreach classes to build SEL capacity, and communicate with each other at least weekly to ensure effective service for students and families.</p>
<p>School Outreach Assistant, bilingual facilitator, attendance clerk, and Title 1 counselor will regularly reach out to families by phone and email to support with academic access, attendance support, and family resources. Each staff member will be aware of Walnut's need to improve chronic absenteeism rates.</p>	<p>In 2024-25, the Outreach Assistant contacted all families categorized as Foster or McKinney-Vento every-other week to provide check-in support. The attendance clerk made personal phone calls and sent emails to the families of any absent students who had not called in, and the Title 1 social worker offered services to families struggling with attendance. A Sunshine Group was held to motivate and support students who were chronically absent, and SART meetings were held with parents.</p>	<p>The Outreach Assistant will contact all families categorized as Foster or McKinney-Vento every-other week. Attendance clerk will maintain personal contacts with families to investigate absences, and the Title 1 counselor &amp; principal will offer supports for families struggling with attendance. Title 1 counselor will hold weekly Sunshine Club meetings to offer small group counsel and positive reinforcement as students seek to improve their attendance. Campus-wide awareness campaigns will be held and information will be sent home to all families emphasizing the importance of good attendance.</p>
<p>Maintain the Parent/Family Space where parents/guardians can gather for classes, activities, volunteer opportunities, and to connect with the School Outreach Assistant.</p>	<p>In 2024-25, Room H-19 was designated as a Parent/Family Space. The room was dedicated for this purpose, including as a private place for families to meet with the Outreach Assistant, during the school day.</p>	<p>In 2025-26, the Parent/Family Space will be prioritized and dedicated to Parent/Family use only during the school day.</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
4.1	School Outreach Assistant		<p>0 District Funded 2000-2999: Classified Personnel Salaries Facilitate communication between families and the school. Connect families with community resources. Organize parent education classes. Participate in and help plan ELAC (English Learner Advisory Council) meetings to build leadership among ELL parents and ensure topics are relevant to the community. Provide translation of home/school written communication and interpretation at parent meetings and classes (Spanish/English).</p> <p>0 None Specified 2000-2999: Classified Personnel Salaries Collaborate with CVUSD Outreach Team during scheduled meetings</p> <p>0 Other 2000-2999: Classified Personnel Salaries School to fund additional hours for Outreach Assistant for special evening or weekend events.</p> <p>0 Title I 2000-2999: Classified Personnel Salaries Organize parent education classes specifically for our Spanish-speaking families, including English classes.</p> <p>0 Title I 2000-2999: Classified Personnel Salaries Check in with McKinney-Vento families bi-weekly. Offer support with any attendance barriers.</p>
4.2	Parent Education opportunities and Family Engagement events		<p>500 Title I</p>

			<p>None Specified Present parent education classes in Spanish and English, including academic, social-emotional, and safety topics. Title 1 informational meeting each fall. Provide Child Care for parent education classes (unrestricted site funds) 0</p> <p>None Specified None Specified Collaborate with PTA to provide community-building events outside school hours, such as Monster Mash, International Dinner, Family Reading Night, and Picnic in the Playground. 0</p> <p>Other 2000-2999: Classified Personnel Salaries Provide interpretation for Spanish-speaking families at parent education classes. (unrestricted site funds) 0</p> <p>None Specified None Specified Hold GATE Parent Meetings designed to educate parents in effective ways to promote their students' academic and emotional growth, as well as informing parents of Walnut's GATE program. 0</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures Spanish-speaking parents will be invited to conferences and classes provided through CVUSD Outreach, including English classes. 0</p> <p>None Specified None Specified Invite families to grade-level musical performances and other arts performances, including Chorus, Band, Strings, and Dance Showcases 0</p> <p>None Specified None Specified Parent education regarding the importance of regular</p>
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			<p>attendance to promote academic as well as social success. Clarity will be provided on when students are too sick to attend school, and why it is important to schedule specialist appointments and family trips during non-school times. Principal will speak about this topic at back-to-school orientations, Back to School Night, Title 1 meetings, and ELAC. Supporting flyers and newsletter articles will be shared at least 3 times during the year.</p> <p>1000 Title I 4000-4999: Books And Supplies</p> <p>Provide age-appropriate literature highlighting diverse career paths, college readiness materials, and hands-on supplies for classroom projects, presentations, and interactive events to support College and Career Week activities.</p>
4.3	Provide additional translation and interpretation for Spanish-speaking parents		<p>0 Other 2000-2999: Classified Personnel Salaries</p> <p>When translation or interpretation is needed outside of the regular hours of the Parent Outreach Assistant, Bilingual Facilitator, or ELD Paraprofessionals, they will be provided with additional compensation for providing this vital service. This includes translation for PTA, ELAC, and Site Council as well as 504 meetings. Translation for IEP meetings is funded by the District. (unrestricted site funds)</p>
4.4	Create and distribute Walnut digital newsletter regularly, emphasizing accessibility feature for multiple home languages		<p>0 District Funded None Specified</p> <p>Use Smore.com Educators' Package to create a weekly school e-newsletter entitled "What's Up at Walnut?" or "Que Pasa Walnut?" Accessibility feature will translate the newsletter into multiple languages. PTA section will be included. Use</p>

			<p>Principals' Message for parent education. The newsletter will be posted on the Walnut website, and a link will be emailed and texted to all families in English &amp; Spanish.</p> <p>0 None Specified None Specified Include link to Walnut website's Digital Backpack for district-approved community flyers</p>
4.5	Keep parents informed of school programs and events		<p>0 None Specified None Specified Keep parents informed of school events by maintaining the Walnut Website and digital marquee, distributing weekly e-newsletter, using the Blackboard Email and Text system, and sending home printed flyers. Student Council and PTA create temporary banners for gates/hallways.</p>
4.6	Provide parents and the community with an inside glimpse into Walnut's programs through social media, utilizing a social media manager (teacher)		<p>0 None Specified None Specified Share photos and verbal descriptions of Walnut's academic, artistic, technological, and social programs through current Facebook and Instagram accounts. Student-identifying information will not be included. Parents are given the opportunity to opt out if they would not like their child's picture shown. Principal collaborates with Social Media Manager to maintain Instagram and Facebook.</p>
4.7	Maintain sense of connection with the principal through in-person visibility at drop-off and dismissal, school events, the Walnut newsletter, emails/texts, and overall availability		<p>0 None Specified None Specified Parent feedback will indicate a high level of satisfaction regarding communication and a strong sense of connection with the principal. This will be measured by an increase in positive responses on the annual school climate survey, with at least 90% of parents agreeing or strongly agreeing.</p>
4.8	Build and foster relationships with community partners to offer resources to families		<p>0 None Specified None Specified</p>

		<p>Continue donation programs at the holidays, such as Adopt-a-Family with PTA, St. Vincent de Paul, D2 Giving, and Light Shine.</p> <p>0 None Specified None Specified Partner with DKG and St. Vincent de Paul to maintain additional school supplies for students to have at home and at school</p> <p>0 None Specified None Specified Continue partnership with Conejo Valley Assistance League for Operational School Bell (clothing) and Read for Life (free books) programs.</p> <p>0 None Specified None Specified Foster trusting relationships with parents &amp; community members who wish to donate items directly to students, such as CSVP (teddy bears), DKG (school supplies), and parents who have donated grocery gift cards and comfort items such as stuffed animals.</p>
4.9	Maintain a Parent/Family Space on campus	<p>0 Donations None Specified Maintain a space on campus, other than the front office, where parents can gather regularly for classes, activities, and volunteer opportunities. It would also be a place to build connections. School personnel will team with community partners to repaint and decorate the space.</p> <p>0 None Specified 2000-2999: Classified Personnel Salaries The School Outreach Assistant will be based in the front office especially in the mornings, then Room H-19 to provide a welcoming space for parents/guardians.</p> <p>0 None Specified 1000-1999: Certificated Personnel Salaries</p>

			The Title 1 counselor will be available in the mornings once per week.
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# 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 2024-25 goals and action items were carried out as intended.

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

The addition of Walnut's Annual College and Career Week in 2025-26 will help expose students to a wide range of future opportunities, foster goal setting, and promote a college and career ready mindset.

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

Although Walnut did not have to use school site funds for the parent/guardian programs offered in 2024-25, we will earmark SPSA funds again for this purpose to prevent any barriers to scheduling family engagement 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	\$130,677.00
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 (\$)
Title I	\$105,891.00

Subtotal of additional federal funds included for this school: **\$105,891.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
OTRM	\$24,786.00
District Funded	\$0.00
Donations	\$0.00
None Specified	\$0.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00
Title I (0620)	\$0.00

Subtotal of state or local funds included for this school: **\$24,786.00**

Total of federal, state, and/or local funds for this school: **\$130,677.00**

# 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
None Specified	0	0.00
4EEF	0	0.00
OTRM	24,786	0.00
Title I	105,891	0.00
0860	0	0.00
	0	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
OTRM	24,786.00
District Funded	0.00
Donations	0.00
None Specified	0.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	105,891.00
Title I (0620)	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,000.00
2000-2999: Classified Personnel Salaries	14,200.00
4000-4999: Books And Supplies	22,877.00

5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	4,300.00
None Specified	11,300.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	OTRM	20,286.00
2000-2999: Classified Personnel Salaries	OTRM	4,500.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	Donations	0.00
5000-5999: Services And Other Operating Expenditures	Donations	0.00
None Specified	Donations	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
1000-1999: Certificated Personnel Salaries	Title I	57,714.00
2000-2999: Classified Personnel Salaries	Title I	9,700.00

4000-4999: Books And Supplies	Title I	22,877.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,300.00
None Specified	Title I	11,300.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	0.00
2000-2999: Classified Personnel Salaries	Title I (0620)	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,750.00
Goal 2	29,800.00
Goal 3	30,627.00
Goal 4	1,500.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tammy Farhit	Principal
Jamie Ayers	Classroom Teacher
Alissa Floyd	Classroom Teacher
Bobbi Ross-Neier	Classroom Teacher
Maria Elena Lukasiewicz	Other School Staff
Kelly Niebergall (GATE DAC Rep)	Parent or Community Member
Kristan Delmarty (DAC Rep)	Parent or Community Member
Sumera Qureshi (SEDAC Rep)	Parent or Community Member
Brenda Tocay (DELAC Rep)	Parent or Community Member
Magaly Williams (AADAC Rep)	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.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Representative

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 August 28, 2025.

Attested:

	Principal, Tammy Farhit on 8-28-25
	SSC Chairperson, Alissa Floyd on 8-28-25

# 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](mailto: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](mailto: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 as 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](mailto: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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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/>

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