



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Canyon Arts & Technology School	56739406109847	October 30, 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 Canyon Arts & Technology School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Walnut Canyon is not a Title 1 School.

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 Canyon Arts & Technology School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Walnut Canyon is not a Title 1 School.

MUSD Mission and Vision

Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments and connecting with every student every day.

Walnut Canyon Arts & Technology School Mission and Vision

Walnut Canyon School is committed to providing a thriving academic environment that integrates the arts and technology with diverse and creative learning experiences. Academic rigor empowers every member of the school community to reach high levels of achievement as determined by state and national standards. We are dedicated to providing a comprehensive support system that assures this outcome.

Educational Partner Involvement

How, when, and with whom did Walnut Canyon Arts & Technology 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

English Learner Advisory Committee (ELAC):

This committee met on September 25th, 2025. Parents were invited to attend by personal phone call, newsletter notices, website postings, school calendar, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in depth and received input from the parents in attendance each evening. Input received on the September 25th, 2025 meeting was provided to the School Site Council (SSC) on October 10th, 2025. Future meetings are scheduled on December, 4th, March 11th, 2026 and May 5th 2025 to gather input on progress toward the goals.

School Site Council (SSC):

This committee met on October 10, 2025 to review input from numerous stakeholders including parents, faculty, and English Learner Advisory Committee (ELAC). Parents were invited to attend by written invitation, personal phone call, school newsletter, website postings, school calendar. These meetings discussed the SPSA in-depth and received input from the parents in attendance. SSC conducted an annual review of the SPSA and participated in analysis of the data at these meetings. The SPSA was approved at the November 18, 2025 meeting. Future meetings are scheduled for February 24th, 2026 and May 26th, 2026 to continue to monitor, update and evaluate the plan.

Parent Teacher Association General Membership:

The Parent Teacher Association (PTA) General Association met on September 17, 2025. Parents were invited to attend by email, personal phone call, and postings on the school website. This meeting discussed the SPSA and received input from the parents in attendance. Input received was provided to the SSC on October 10, 2025. Future meetings are scheduled on December 18, 2025, March 18, 2026 and May 20, 2026 to gather input on progress toward goals.

Parent Teacher Association Executive Board:

The PTA Executive Board met on August 6th, 2025 and September 9, 2025. Parents were invited to attend by email, personal phone call, and postings on the school website. These meetings discussed the SPSA and received input from the parents in attendance each evening. Input received on the August 6th and October 7th meetings were provided to the SSC on October 10, 2025. Future meetings are scheduled on November 4th, 2025, December 2nd, 2025, January 15, 2025, February 3rd, 2025, March 3rd, 2025, April 14, 2025, May 5, 2025 and June 2nd, 2025 to gather input on progress toward goals.

Faculty Leadership Team:

The Site Leadership Team met September 9, 2025. An analysis of data was conducted to drive goals for this year's plan. Input received at these meetings was provided to the SSC on October 10, 2025. A follow up meeting was held on

October 21, 2025. Future meetings are scheduled on November 12, 2025, December 9, 2025, January 13, 2026, February 10, 2026, March 10, 2026, April 14, 2026, and May 12, 2026 to gather input on progress toward goals.

Faculty at Large:

The faculty met on August 14, 2025, September 2 & 16, 2025, and October 28, 2025. An analysis of data was conducted to drive goals for this year's plan. Input received at these meetings was provided to the SSC on October 10th 2025. Future meetings are scheduled on November 4 & 12, 2025, December 2 & 16, 2025, January 6 & 20 2026, February 3 & 17, 2026, March 3 & 17, 2026, April 7 & 21, 2026, May 5 & 19, 2025 to gather input on progress toward goals.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Walnut Canyon English Learner Progress fell into Red on the 2025 California School Dashboard. Walnut Canyon Chronic Absenteeism fell into Orange on the 2025 California School Dashboard. All other overall performance areas and groups remained in Green or Blue.

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.

English Learners were the only student group in both English Language Arts and Mathematics with performance levels below All Students.

Other Needs

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

English Learners students continue to perform significantly lower than All Students as evidenced by CAASPP data as well as report card data.

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 Canyon Arts & Technology 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.21%	0.21%	0	1	1
African American	0.88%	1.04%	1.03%	4	5	5
Asian	7.08%	9.38%	6.79%	32	45	33
Filipino	0.44%	0.63%	0.62%	2	3	3
Hispanic/Latino	43.58%	38.75%	37.24%	197	186	181
Pacific Islander	0.66%	0.42%	0.41%	3	2	2
White	43.14%	43.96%	47.12%	195	211	229
Two or More Races	4.2%	5.63%	6.58%	19	27	32
Not Reported	0%	%	%	0		
Total Enrollment				452	480	486

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			47
Kindergarten	116	71	70
Grade 1	65	72	73
Grade 2	71	69	71
Grade3	71	72	72
Grade 4	74	76	73
Grade 5	55	73	80
Total Enrollment	452	480	486

Conclusions based on this data:

- Walnut Canyon has seen a slight increase in students for the 202-2025 school year with an enrollment count of 486.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	76	70	56	16.8%	14.6%	11.5%
Fluent English Proficient (FEP)	32	33	20	7.1%	6.9%	4.1%

Conclusions based on this data:

1. Walnut Canyon continues to have a decline in English Learners. With the most recent year 24-25 at 56 English Learners, consisting of overall 11.5% percent of the student population. This was a drop of 3 percent compared to the previous year.

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	73	72	71	72	71	70	72	71	70	98.6	98.6	98.6
Grade 4	73	75	72	71	75	71	71	75	71	97.3	100	98.6
Grade 5	54	72	79	53	71	79	53	71	79	98.1	98.6	100
All Grades	200	219	222	196	217	220	196	217	220	98.0	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2484.	2466.	2485.	55.56	38.03	45.71	20.83	25.35	32.86	9.72	22.54	11.43	13.89	14.08	10.00
Grade 4	2547.	2523.	2505.	60.56	49.33	39.44	19.72	24.00	25.35	9.86	10.67	16.90	9.86	16.00	18.31
Grade 5	2587.	2576.	2561.	56.60	49.30	41.77	22.64	30.99	36.71	16.98	8.45	10.13	3.77	11.27	11.39
All Grades	N/A	N/A	N/A	57.65	45.62	42.27	20.92	26.73	31.82	11.73	13.82	12.73	9.69	13.82	13.18

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	29.17	25.35	25.71	65.28	63.38	67.14	5.56	11.27	7.14
Grade 4	39.44	33.33	29.58	52.11	60.00	57.75	8.45	6.67	12.68
Grade 5	35.85	35.21	24.05	60.38	57.75	69.62	3.77	7.04	6.33
All Grades	34.69	31.34	26.36	59.18	60.37	65.00	6.12	8.29	8.64

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	43.06	32.39	50.00	44.44	47.89	45.71	12.50	19.72	4.29
Grade 4	52.11	33.33	32.39	36.62	54.67	56.34	11.27	12.00	11.27
Grade 5	52.83	54.93	36.71	43.40	38.03	60.76	3.77	7.04	2.53
All Grades	48.98	40.09	39.55	41.33	47.00	54.55	9.69	12.90	5.91

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	16.67	14.08	14.29	77.78	78.87	74.29	5.56	7.04	11.43
Grade 4	16.90	22.67	16.90	74.65	72.00	76.06	8.45	5.33	7.04
Grade 5	30.19	14.08	13.92	64.15	78.87	79.75	5.66	7.04	6.33
All Grades	20.41	17.05	15.00	72.96	76.50	76.82	6.63	6.45	8.18

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	34.72	26.76	27.14	61.11	69.01	64.29	4.17	4.23	8.57
Grade 4	43.66	32.00	23.94	46.48	64.00	61.97	9.86	4.00	14.08
Grade 5	32.08	36.62	31.65	62.26	56.34	60.76	5.66	7.04	7.59
All Grades	37.24	31.80	27.73	56.12	63.13	62.27	6.63	5.07	10.00

Conclusions based on this data:

- Using the CAASPP data from Spring of 2025, all students as well as all student groups performed better in ELA as compared to math. The overall percent of students who met and exceeded standard was 74% for all students. On the 2025 California Dashboard, Walnut Canyon was at a Green for its academic performance in both ELA and Math progress. According to 2024-2025 CAASPP ELA testing results, 79% of Grade 3 students met or exceeded standard as compared to 2023-2024 testing results where 63% of Grade 3 students met or exceeded standard. Walnut Canyon continues to outperform district, county and state results, and the percentage of students in third grade meeting standards increased by 16 percent.
- According to 2024-2025 CAASPP ELA testing results, 65% of Grade 4 students met or exceeded standard as compared to 2023-2024 testing results where 73% of Grade 4 students met or exceeded standard. Although Walnut Canyon continues to outperform district, county and state results, the percentage of students in fourth grade meeting standards declined by 8 percent.
- According to 2024-2025 CAASPP ELA testing results, 78% of Grade 5 students met or exceeded standard compared to 2023-2024 testing results where 80% of Grade 5 students met or exceeded standard. The percentage of students meeting and exceeding standards decreased slightly as well as the average scale score.

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	73	72	71	72	71	70	72	71	70	98.6	98.6	98.6
Grade 4	73	75	72	72	75	71	72	75	71	98.6	100	98.6
Grade 5	54	72	79	53	72	79	53	72	79	98.1	100	100
All Grades	200	219	222	197	218	220	197	218	220	98.5	99.5	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2486.	2485.	2498.	48.61	46.48	48.57	22.22	26.76	31.43	15.28	19.72	11.43	13.89	7.04	8.57
Grade 4	2544.	2522.	2493.	54.17	41.33	16.90	23.61	30.67	33.80	15.28	17.33	39.44	6.94	10.67	9.86
Grade 5	2567.	2563.	2532.	47.17	47.22	32.91	24.53	20.83	22.78	18.87	18.06	26.58	9.43	13.89	17.72
Grade 11															
All Grades	N/A	N/A	N/A	50.25	44.95	32.73	23.35	26.15	29.09	16.24	18.35	25.91	10.15	10.55	12.27

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	55.56	47.89	55.71	33.33	45.07	41.43	11.11	7.04	2.86
Grade 4	62.50	45.33	19.72	29.17	40.00	60.56	8.33	14.67	19.72
Grade 5	41.51	47.22	26.58	52.83	44.44	51.90	5.66	8.33	21.52
Grade 11									
All Grades	54.31	46.79	33.64	37.06	43.12	51.36	8.63	10.09	15.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.61	45.07	41.43	38.89	47.89	51.43	12.50	7.04	7.14
Grade 4	48.61	37.33	22.54	37.50	48.00	69.01	13.89	14.67	8.45
Grade 5	35.85	38.89	32.91	52.83	47.22	43.04	11.32	13.89	24.05
All Grades	45.18	40.37	32.27	42.13	47.71	54.09	12.69	11.93	13.64

Communicating Reasoning 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	44.44	46.48	48.57	45.83	43.66	47.14	9.72	9.86	4.29
Grade 4	48.61	36.00	23.94	45.83	56.00	60.56	5.56	8.00	15.49
Grade 5	33.96	34.72	24.05	52.83	54.17	63.29	13.21	11.11	12.66
All Grades	43.15	38.99	31.82	47.72	51.38	57.27	9.14	9.63	10.91

Conclusions based on this data:

1. According to 2024-2025 CAASPP Math testing results, 80% of Grade 3 students met or exceeded standard compared to 2023-2024 testing results where 73% of Grade 3 students met or exceeded standard. The percentage of students in third grade meeting standards declined and the average scale score increased by 7 percent from the previous year.
2. According to 2024-2025 CAASPP Math testing results, 51% of Grade 4 students met or exceeded standard compared to 2023-2024 testing results where 72% of Grade 4 students met or exceeded standard. Walnut Canyon continues to out perform district, county and state results, however the percentage of students in fourth grade meeting math standards decreased by 21 percent as compared to the previous year.
3. According to 2024-2025 CAASPP Math testing results, 56% of Grade 5 students met or exceeded standard compared to 2023-2024 testing results where 68% of Grade 5 students met or exceeded standard. The percentage of students meeting and exceeding standards decreased by 12 percent as compared to the previous year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1401.4	1435.0	*	1415.6	1455.1	*	1368.0	1387.9	*	21	21	9
1	*	*	*	*	*	*	*	*	*	9	8	9
2	*	*	*	*	*	*	*	*	*	10	9	7
3	*	*	*	*	*	*	*	*	*	10	10	5
4	1517.6	*	*	1516.9	*	*	1518.1	*	*	14	8	6
5	*	*	*	*	*	*	*	*	*	4	8	6
All Grades										68	64	42

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		
	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
K	0.00	23.81	*	33.33	33.33	*	28.57	23.81	*	38.10	19.05	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	14.29	*	*	50.00	*	*	35.71	*	*	0.00	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	26.56	11.90	45.59	39.06	40.48	35.29	21.88	35.71	14.71	12.50	11.90	68	64	42

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		
	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
K	4.76	42.86	*	42.86	19.05	*	23.81	28.57	*	28.57	9.52	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	35.71	*	*	57.14	*	*	7.14	*	*	0.00	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.47	53.13	28.57	47.06	26.56	50.00	13.24	12.50	14.29	13.24	7.81	7.14	68	64	42

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		
	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
K	12.50	23.81	*	31.25	19.05	*	50.00	33.33	*	6.25	23.81	*	16	21	*
1	0.00	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11	*	*
2	0.00	*	*	61.11	*	*	11.11	*	*	27.78	*	*	18	*	*
3	8.33	*	*	8.33	*	*	50.00	*	*	33.33	*	*	12	*	*
4	0.00	*	*	33.33	*	*	40.00	*	*	26.67	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	15.63	7.14	30.88	29.69	21.43	30.88	28.13	40.48	33.82	26.56	30.95	68	64	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	28.57	*	71.43	61.90	*	19.05	9.52	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	21.43	*	*	71.43	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.59	48.44	30.95	69.12	43.75	61.90	10.29	7.81	7.14	68	64	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	42.86	*	61.90	47.62	*	28.57	9.52	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.82	51.56	45.24	52.94	42.19	40.48	13.24	6.25	14.29	68	64	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	14.29	*	85.71	57.14	*	14.29	28.57	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	14.29	*	*	57.14	*	*	28.57	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.35	12.50	4.76	63.24	51.56	47.62	29.41	35.94	47.62	68	64	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	38.10	38.10	*	14.29	28.57	*	47.62	33.33	*	21	21	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	21.43	*	*	50.00	*	*	28.57	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.12	28.13	21.43	51.47	54.69	54.76	29.41	17.19	23.81	68	64	42

Conclusions based on this data:

1. According to the California Dashboard for 24-25, 39.4 % of our English Learners decreased at least one ELPI level, as compared to the year before when there was a 7.1% decrease.
2. Compared to our EOs, our ELs are performing 79.8 points below standard. This is a decline in performance and will be a focus area with our staff.
3. Compared to the EO counterparts, our ELs in math are 64.5 points below standard. This is a decline of 28.7 points.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
486	28%	11.5%	0.0%
Total Number of Students enrolled in Walnut Canyon Arts & Technology 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	11.5%
Foster Youth	0	0.0%
Homeless	3	0.6%
Socioeconomically Disadvantaged	136	28%
Students with Disabilities	59	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1%
American Indian	1	0.2%
Asian	33	6.8%
Filipino	3	0.6%
Hispanic	181	37.2%
Two or More Races	32	6.6%
Pacific Islander	2	0.4%
White	229	47.1%

Conclusions based on this data:

1. Although overall enrollment at Walnut Canyon is increasing, the numbers of English Learners and Economically Disadvantaged students continue to decline.

School and Student Performance Data

Overall Performance






The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Red		

Conclusions based on this data:

1. Based on the 2025 California School Dashboard, Walnut Canyon continues to be in the Green in the areas of Math and ELA. Walnut Canyon continues to do well in keeping the suspension rate at zero. However, Walnut Canyon saw a sharp decrease in English Learner Progress with only 27.3% of English learners making progress compared to 2024 when 61.9% of English learners made progress. As a result, Walnut Canyon will continue to focus resources on improving English Language Learner support through integrated and designated ELD.

2. Based on the 2025 California School Dashboard, Walnut Canyon decreased in chronic absenteeism progress. As a result, Walnut Canyon will also focus efforts on improving school wide attendance.

School and Student Performance Data

Academic Performance English Language Arts

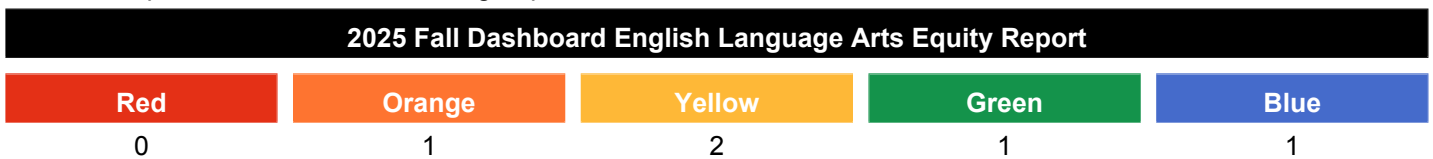
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>48.9 points above standard</p> <p>Declined 4.8 points</p> <p>220 Students</p>	<p>English Learners</p> <p> Orange</p> <p>12.8 points below standard</p> <p>Declined 7.1 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>4.9 points below standard</p> <p>Declined 18.9 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased 11.5 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>125.5 points above standard</p> <p>Increased 3.3 points</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>11.4 points above standard</p> <p>Declined 10.8 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>77.9 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>69.3 points above standard</p> <p>Maintained 0.8 points</p> <p>100 Students</p>

Conclusions based on this data:

1. Based on the 2025 California School Dashboard, Walnut Canyon continues to be above standard for all students in the area of Language Arts. However, English learners, students with disabilities, and socioeconomically disadvantaged students are performing below standard.

School and Student Performance Data

Academic Performance Mathematics

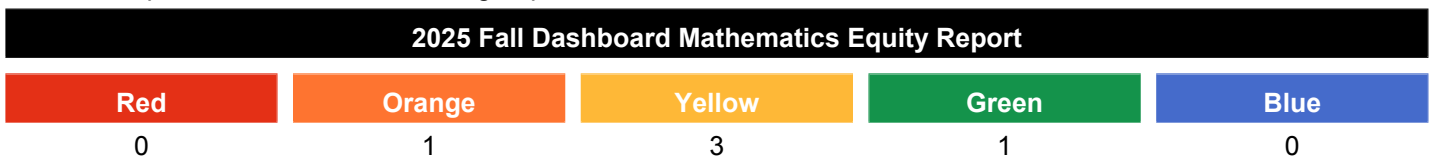
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>24.3 points above standard</p> <p>Declined 17 points</p> <p>220 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>23.8 points below standard</p> <p>Declined 9.1 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>18.9 points below standard</p> <p>Declined 18.5 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>56.2 points below standard</p> <p>Declined 26.5 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>107.3 points above standard</p> <p>Increased 4.9 points</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>5.2 points below standard</p> <p>Declined 14.9 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36.7 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>38.6 points above standard</p> <p>Declined 20.4 points</p> <p>100 Students</p>

Conclusions based on this data:

1. Based on the 2025 California School Dashboard, Walnut Canyon continues to be above standard for all students in the area of mathematics. However, English learners, students with disabilities, Socioeconomically disadvantaged students and our Hispanic students are performing below standard in mathematics.

School and Student Performance Data

Academic Performance Science

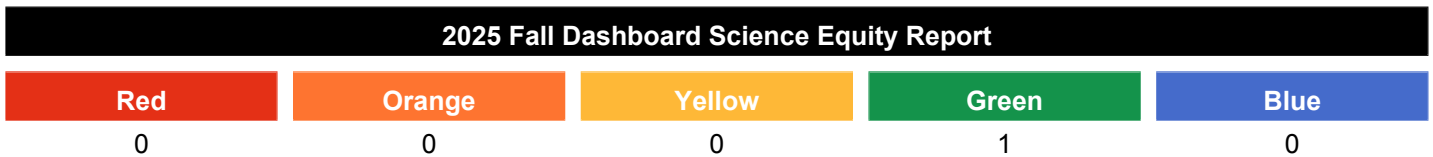
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>62.2 science points</p> <p>Declined 2.5 points</p> <p>79 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>53.9 science points</p> <p>Maintained 0.7 points</p> <p>20 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>45.5 science points</p> <p>15 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Green</p> <p>58.5 science points</p> <p>Maintained 0.1 points</p> <p>34 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>64.6 science points</p> <p>Declined 2.6 points</p> <p>37 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 27.3 making progress. Number Students: 33 Students	Long-Term English Learner Progress  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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 39.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 33.3%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 27.3%

Conclusions based on this data:

- Based on the 2025 California School Dashboard, only 27.3% of Walnut Canyon English learners progressed at least one ELPI Level, a sharp decline from the previous year which was at 61.9 percent. Additionally, 39.4 % of ELs decreased at least One ELPI level, as opposed to 7.1 percent from the previous year. As a result, Walnut Canyon will focus additional resources to support English learner progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.”












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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Orange </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">5.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 3.1</td> </tr> <tr> <td style="text-align: center;">487 Students</td> </tr> </table>	All Students	 Orange	5.3% Chronically Absent	Increased 3.1	487 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Orange </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">10.7% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 7.9</td> </tr> <tr> <td style="text-align: center;">56 Students</td> </tr> </table>	English Learners	 Orange	10.7% Chronically Absent	Increased 7.9	56 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Orange															
5.3% Chronically Absent															
Increased 3.1															
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Foster Youth															
 No Performance Color															
0 Students															
Homeless															
 No Performance Color															
Fewer than 11 students - No Data for Privacy															
4 Students															
Socioeconomically Disadvantaged															
 Orange															
14.2% Chronically Absent															
Increased 10.4															
141 Students															

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.2% Chronically Absent</p> <p>Increased 2.3</p> <p>73 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>9.9% Chronically Absent</p> <p>Increased 5.7</p> <p>181 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.1% Chronically Absent</p> <p>Increased 3.1</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>3% Chronically Absent</p> <p>Increased 1.6</p> <p>230 Students</p>

Conclusions based on this data:

1. Based on the 2025 California School Dashboard, the percentage of students overall chronically absent increased to 5.3 %.
2. Based on 2025 California Dashboard Data, the subgroup with the highest chronically absent rate was Socioeconomically disadvantaged at 14.2 %, followed by our ELs at 10.7 % chronically absent. We also have our Hispanic students with a chronic absenteeism rate of 9.9% followed by our students with disabilities with a 8.2% chronic absenteeism rate.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

2025 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

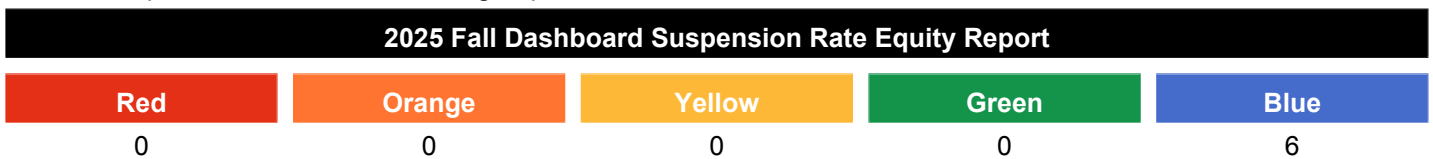
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained -0.2%</p> <p>493 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>57 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>145 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>74 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>185 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>232 Students</p>

Conclusions based on this data:

1. Based on the 2025 California School Dashboard, Walnut Canyon continues to have a very low level of student suspensions.

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.

Academic Achievement

Increase academic achievement so that all students are career/college ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

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.

Overall, CA Dashboard & CAASPP Data indicate that Walnut Canyon performed better in ELA as compared to Math. Math has been declining steadily in the past 2 years among all students with the most recent data showing 62% meeting or exceeding standards. English Learners will also be a focus for Walnut Canyon as only 27.3% progressed at least one ELPI level compared to 69% progressing towards English Language Acquisition the previous year.

The following are percent of students at WC, showing significant performance gaps among student groups:

ELA:

Multilingual Learners/ English Learners: 24% met or exceeded

Socioeconomically Disadvantaged Students: 54 % met or exceeded

Students with Disabilities: 35 % met or exceeded

Math:

Multilingual/ English Learners: 29% met or exceeded

RFEP students: 53% met or exceeded

Socioeconomically Disadvantaged Students: 42% met or exceeded

Students with Disabilities: 22% met or exceeded

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	<p>Year: 2024-2025 Data Source: CERS All Students: 74% met or exceeded 3rd Grade Students: 79 % met or exceeded 4th Grade Students: 65 % met or exceeded 5th Grade Students: 78% met or exceeded</p> <p>Multilingual Learners/ English Learners: 24% met or exceeded RFEP students: 87 % met or exceeded Socioeconomically Disadvantaged Students: 54 % met or exceeded Students with Disabilities: 35 % met or exceeded</p>	<p>Year: 2025-2026</p> <p>All Students: 76 % met or exceeded 3rd Grade Students: 82 % met or exceeded 4th Grade Students:68 % met or exceeded 5th Grade Students: 79% met or exceeded</p> <p>Multilingual/ English Learners: 26% met or exceeded RFEP students 90% met or exceeded Socioeconomically Disadvantaged Students: 56 % met or exceeded Students with Disabilities: 37 % met or exceeded</p>
Mathematics California Assessment of Student Performance & Progress (CAASPP)	<p>Year: 2024-2025 Data Source: CERS</p> <p>All Students: 62% met or exceeded 3rd Grade Students: 80% met or exceeded 4th Grade Students: 51% met or exceeded 5th Grade Students: 56% met or exceeded</p> <p>Multilingual/ English Learners: 29% met or exceeded RFEP students: 53% met or exceeded Socioeconomically Disadvantaged Students: 42% met or exceeded Students with Disabilities: 22% met or exceeded</p>	<p>Year: 2024-2025</p> <p>All Students: 65% met or exceeded 3rd Grade Students: 82% met or exceeded 4th Grade Students: 53% met or exceeded 5th Grade Students: 58% met or exceeded</p> <p>Multilingual/ English Learners: 31% met or exceeded RFEP students: 55% met or exceeded Socioeconomically Disadvantaged Students: 44% met or exceeded Students with Disabilities: 24 %met or exceeded</p>
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	<p>Year: 2024-2025 Data Source: Tri 3 Report Cards All Students: English Learners: Students with Disabilities: R-FEP Students: Hispanic Students: White Students: All Students by Grade Level 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade:</p>	<p>Year: 2025-2026 Data Source: Tri 3 Report Cards All Students: English Learners: Students with Disabilities: R-FEP Students: Hispanic Students: White Students: All Students by Grade Level 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade:</p>
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	<p>Year: 2024-2025 Data Source: Tri 3 Report Cards All Students:</p>	<p>Year: 2025-2026 Data Source: Tri 3 Report Cards All Students:</p>

	English Learners: Students with Disabilities: R-FEP Students: Hispanic Students: White Students: All Students by Grade Level 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade:	English Learners: Students with Disabilities: R-FEP Students: Hispanic Students: White Students: All Students by Grade Level 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade:
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2024-2025 Data Source: CA Dashboard 2025 Making Progress Towards English Language Proficiency District Data percentages by grade level: Number of students 33/ Percent of students: 11.5% ELs All students: 27.3% making progress towards English Language Proficiency 39.4 % decreased at least one ELPI level 33.3% Maintained ELPI Levels 27.3% progressed at least one ELPI level	Year: 2024-2025 Data Source: CA Dashboard 2025 Making Progress Towards English Language Proficiency District Data percentages by grade level: Number of students 41 / Percent of students: 18.7% ELs All students: 27.3% making progress towards English Language Proficiency 35% decreased at least one ELPI level 30% Maintained ELPI Levels 30% progressed at least one ELPI level
Reclassification Rate	Year: 2024-2025 Data Source: Data Quest 1.6% for all grades 2.8 % for Grade 3 4.1 % for Grade 4 3.8 % for Grade 5	Year: 2025-2026 Data Source: Data Quest TBD: Information has not been released by Data Quest

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	Academic Intervention (LCAP 1.1) Targeted Learning Time provides students reading interventions, grade level reading skills, and enrichment 4x a week for an hour per grade level. TK-5 students are served in homogeneous groups by grade level according to their individual needs in language arts: reading intervention, ELD, or enrichment. These are fluid groups: students are moved among the groups as they progress. Classroom teachers and the principal use student achievement data for state testing, classroom and grade level common assessments to group students by common learning needs. Student data from standards-aligned assessments is continually reviewed during monthly/weekly PLC meetings	At Risk Students: any student not performing at grade level in ELA or Math. English Learners/ Multilingual Learners	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	giving teachers information to drive their instruction and to move students between groups as needed		
1.2	Student Academic Monitoring (LCAP 1.5) SST (Student Success Team) team meets monthly to monitor progress of at risk students, come up with an intervention plan, and provide teachers with necessary supports to help the student. We have selected research-based intervention programs to use at each level. First, Students are provided preventative interventions at the classroom level. Next, if students are not making the expected progress then targeted small group instruction (RTI) is provided. Some students receive individualized instruction in reading on the computer program Moby Max. Students who have already mastered grade level standards are provided enrichment and opportunities to extend or accelerate learning. High ability students have project based activities to expand their learning. MTSS staff as needed. Subs will be provided for teachers during the time. Magic School AI- allows teachers to differentiate based on student grade level and using standard aligned materials	At Risk Students	2202 LCFF - Supplemental 0000: Unrestricted
1.3	District Office bilingual TOSA to support implementation of effective strategies of working with our English Learners including integrated and designated ELD. Support serving our English Learner families. Newcomers are supported with Rosetta Stone.	English Learners	0 None Specified
1.4	Broad Course of Instruction / School of Distinction (LCAP 1.13) All students including English Learners, Low-Income students, and students with disabilities are exposed to a broad course of instruction through Walnut Canyon's performing/visual arts and music programs and STEAM.	All Students	35000 LCFF - Supplemental
1.5	Purchase IXL site license for 350 students including targeted grade levels, second and third grade, for additional support in math and English language arts.	At-Risk Students; any student not performing at grade level in ELA or Math.	5775 Parent-Teacher Association (PTA) None Specified
1.6	Add additional hours (2 per week) to clerical techs to analyze student data, assist in the creation of intervention groups, and parent outreach of at-risk students. Data driven collaboration to develop goals for students in ELA & Math	At-Risk Students; any student not performing at grade level in ELA or Math.	4677 LCFF - Supplemental
1.7	Add additional five hours per week to Rtl para to be available to support at-risk students at all grade levels.	At-Risk Students; any student not performing at grade level in ELA or Math.	4295 LCFF - Supplemental
1.8	Teacher release time for grade level teams to meet to review students data, identify groupings and strategies, and evaluate program effectiveness. Release time paid for through PTA	At-Risk Students; any student not performing at grade level in ELA or Math.	2092 Parent-Teacher Association (PTA) None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.9	Train and support current MTSS staff as well as replenish reading intervention program, SPIRE, consumable materials for all grades. Heggerty In service quarterly support & training on Multitudes Screening for literacy. In service quarterly support through ELLevation sessions for 3-5 th grade teachers, staff will be compensated for their attendance.	At-Risk Students; any student not performing at grade level in ELA or Math.	843 LCFF - Supplemental
1.10	Provide translation during back to school night and conferences to remove language barriers.	All Students/ Multilingual Learners/ English Learners	165 LCFF

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.

All of the strategies/activities were effectively implemented and continued to yield overall high academic results. However, a deeper analysis of the data reveals the English Learner and Socio-economically disadvantaged student groups are falling behind their EO counterparts in academic achievement and chronic absenteeism. The strategies will continue to be implemented but will focus on supporting these two student groups.

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 and the budget expenditures.

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.

The goals in this plan will remain the same. The changes to the implementation of the strategies will focus on supporting and monitoring the student groups with the highest needs.

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.

Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

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.

Based on the 2025 California School Dashboard, the percentage of students overall chronically absent increased to 5.3 %. The subgroup with the highest chronically absent rate was Socioeconomically disadvantaged at 14.2 %, followed by our ELs at 10.7 %. We also have our Hispanic students with a chronic absenteeism rate of 9.9% followed by our students with disabilities with a 8.2% chronic absenteeism rate.

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
Percentage of Students Chronically Absent	Year: 2024-2025 Data Source: CA School Dashboard 5.3% Chronically Absent	Year: 2025-2026 Data Source: CA School Dashboard
Percentage of Students Suspended or Expelled One or More Times	Year: 2024-2025 Data Source: CA School Dashboard 0% Suspended 0% Expelled	Year: 2025-2026 Data Source: CA School Dashboard 1% or less Suspended 1% or less Expelled
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2024-2025 Data Source: Parent Survey	Year: 2025-2026 Data Source: LCAP Parent Survey Maintain % or Higher
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-2025 Data Source: Parent Survey %	Year: 2025-2026 Data Source: Parent Survey Maintain % or Higher

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	Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice positive behavior supports and interventions to reduce disciplinary actions. All new teachers will be trained on CHAMPS.	All Students	0 District Funded
2.2	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement. Provide translation during parent engagement activities to remove language barriers.	All Students & Multilingual Learners	165 LCFF - Supplemental
2.3	District Foster Youth and Homeless Liaisons to support student needs.	Foster Youth & Homeless	0 LCFF
2.4	Comprehensive Approach to Health and Wellness (LCAP 2.7) Full time counselor at the site and the implementation of the digital version of Second Step as a Tier 1 social emotional learning program.	All Students	0 District Funded
2.5	Schoolwide implementation of Parent Square Communication through principal, office staff, counselor, and at least 20% of teachers. Ensure that wherever possible materials/ communication is provided in a language concordant manner.	All Students	
2.6	Schoolwide implementation of Emotional Intelligence Lighthouse focusing on managing emotions, growth mindset, empathy, conflict resolution, and standing up for others. Each theme kicks off with a schoolwide assembly. Teachers follow up with a grade level PLC. Activities support the theme through art, music, drama and literature.	All students	5,000 Parent-Teacher Association (PTA)

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.

Walnut Canyon will implement an attendance incentive to promote positive attendance through monthly assemblies. In addition, providing short term independent study contracts for absences over two days and communication through SIA Attendance will be used to improve the attendance rate as well as decrease the percentage of chronically absent 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 activity requiring the use of funds from this goal is for parent and family engagement. Combined with our ELAC committee, WC hosted a Loteria night and a craft night. The funds intended were enough to support the activities.

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.

The only addition to this goal for the 2024-2025 school year is the implementation of the schoolwide Emotional Intelligence Lighthouse. We will evaluate its effectiveness with measuring office referrals.

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.

Maintaining 21st Century Learning Environments

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

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.

While goal 3 is a maintenance goal, Walnut Canyon will continue to ensure that there is a safe and clean learning environment with access to internet.

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
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-2025 Data Source: Parent Survey %	Year: 2025-26 Data Source: Parent Survey Maintain % or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2024-25 Data Source: Parent Survey %	Year: 2025-26 Data Source: Parent Survey Maintain % or Higher

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	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted curriculum, to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to	All Students	0 District Funded

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
	ensure that teachers are appropriately assigned, to the greatest extent possible.		
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded
3.5	Engage in District Wide Facilities Master Plan for future bond initiative	All Students	0 District Funded

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.

Walnut Canyon continues to improve in the area of safety. All staff attended the Active Assailant training in the fall and we continue to hold four lockdown drills annually. School Site Council, ELAC and staff contribute to the Comprehensive School Safety Plan and evaluate it annually.

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

None

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.

Walnut Canyon will continue to put safety as a priority for all students.

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.

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
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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
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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.

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.

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
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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
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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.

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,214.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$165.00
LCFF - Supplemental	\$47,182.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$12,867.00

Subtotal of state or local funds included for this school: \$60,214.00

Total of federal, state, and/or local funds for this school: \$60,214.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	165.00
LCFF - Supplemental	47,182.00
None Specified	0.00
Parent-Teacher Association (PTA)	12,867.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,202.00
None Specified	7,867.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	165.00
	LCFF - Supplemental	44,980.00
0000: Unrestricted	LCFF - Supplemental	2,202.00
	None Specified	0.00
	Parent-Teacher Association (PTA)	5,000.00
None Specified	Parent-Teacher Association (PTA)	7,867.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,049.00
Goal 2	5,165.00

Goal 3

0.00

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
Yalda Jamal	Principal
Yolande Gasbeck	Classroom Teacher
Lilian Junsay	Classroom Teacher
Kylie Beswick	Classroom Teacher
Paola Reyes	Other School Staff
Shana McMorran	Parent or Community Member
German Chatsky	Parent or Community Member
Marisa Magana	Parent or Community Member
Libby Bays	Parent or Community Member
Katrina Aguon	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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/25.

Attested:



Principal, Yalda Jamal on 11/18/25

SSC Chairperson, Elizabeth Bays on 11/18/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such 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.

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/>

Updated by the California Department of Education, October 2023