



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Grove Elementary K-6 School	50712170118927	May 4, 2026	June 1, 2026

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 Grove Elementary K-6 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Walnut Grove Elementary K-6 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) outlines Walnut Grove Elementary School's comprehensive schoolwide program for the 2026–2027 school year. The 2026–2027 plan prioritizes the implementation of strategies designed to support the needs of all students, while intentionally allocating resources to address the needs of underserved student groups, with a particular focus on those identified in the lowest performance levels on the California Dashboard.

Walnut Grove's SPSA is aligned with the requirements of the Every Student Succeeds Act (ESSA) and the district's Local Control and Accountability Plan (LCAP). The school's goals and metrics are consistent with those outlined in the LCAP. Development of the plan is informed by a comprehensive needs assessment that includes an analysis of student academic performance data, with particular attention to students who are not meeting or are at risk of not meeting state academic standards.

The plan outlines evidence-based strategies to promote school improvement and describes how these strategies will ensure equitable access to high-quality instruction for all students and each student subgroup. It further details how Walnut Grove Elementary School will strengthen its academic program, increase effective learning time, and provide enriched and accelerated curriculum opportunities. The plan also addresses the needs of all students, with a focused emphasis on those at risk of not meeting state standards.

Through the budget review process, Walnut Grove's educational partners identified the need to prioritize the development of collective teacher efficacy, with a focus on equity for all students, through the implementation of a Multi-Tiered System of Support (MTSS). This priority will be supported through ongoing coaching and targeted professional development, with an emphasis on strengthening literacy instruction and ensuring the effectiveness of Tier 1 core instruction.

Educational Partner Involvement

How, when, and with whom did Walnut Grove Elementary K-6 School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Walnut Grove Elementary School engages a broad range of educational partners in the development, review, and refinement of the Single Plan for Student Achievement (SPSA) and the Annual Review Update. These partners include the school's Multi-Tiered System of Support (MTSS) teams, School Site Council (SSC), English Learner Advisory Committee (ELAC), certificated and classified staff, as well as input gathered from parent and student surveys.

Throughout the 2026–2027 school year, staff will collaborate regularly to analyze student and schoolwide data and to provide input as part of the SPSA planning process. These collaborative efforts will occur during monthly faculty meetings, weekly staff collaboration sessions, monthly MTSS tiered team meetings, and monthly Leadership/Guiding Coalition meetings.

Additionally, data analyses and staff feedback will be shared with families and community members during regularly scheduled ELAC and SSC meetings. Input from these groups will be actively solicited and incorporated into the SPSA development process. The Patterson Joint Unified School District Educational Services Department will provide ongoing consultation and support throughout this process.

Data reviewed by all educational partners will include multiple measures of student performance and engagement, such as i-Ready diagnostic assessments in English Language Arts (ELA) and Mathematics, California Assessment of Student Performance and Progress (CAASPP) results for ELA, Mathematics, and Science, English Language Proficiency Assessments for California (ELPAC) scores, attendance rates, and student behavior data.

All feedback will be carefully reviewed by SSC members and considered during the development and revision of the SPSA.

As part of the planning, review, and updating process, the following educational partner groups will be consulted through the meetings listed below:

1. SSC: 09/12; 10/06; 11/03; 12/01; 02/02; 03/02; 05/04
2. ELAC: 09/12; 11/14; 02/02; 03/02; 05/04
3. MTTs: Tier I/II/III: 08/18; 09/15; 10/20; 11/17; 12/15; 01/20; 02/17; 03/16; 04/14; 05/18
4. Guiding Coalition Meetings: 08/25; 09/22; 09/25; 10/27; 11/24; 12/22; 01/26; 02/23; 03/28; 04/27
5. Staff Meetings: 09/08; 10/06; 11/10; 12/08; 01/12; 02/09; 03/09; 04/20; 05/11

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.

A review of the California School Dashboard and local data identifies several areas requiring significant improvement, particularly in indicators with Red and Orange performance levels and where substantial gaps exist among student groups. Mathematics is the most critical area of need. Overall performance remains well below standard (78.6 points below), with Students with Disabilities in the Red category and English Learners and Socioeconomically Disadvantaged students in Orange. These results reflect significant achievement gaps and indicate that current supports have not yet produced sufficient acceleration.

In English Language Arts, overall performance is also below standard (54.1 points below), with English Learners and Students with Disabilities performing in the Orange category. Although there has been measurable growth, performance levels remain low, particularly for these student groups.

The Chronic Absenteeism indicator shows continued concern. While overall rates have declined, Socioeconomically Disadvantaged students and Students with Disabilities remain in Orange, and Homeless students have extremely high absenteeism rates (57.1%), indicating persistent barriers to consistent attendance.

Similarly, Science performance shows declining trends, with several student groups in the Orange range. While there are signs of improvement, including modest gains in achievement and reduced absenteeism, these efforts have not yet moved key indicators out of Red and Orange levels. Continued, targeted interventions are needed to address low performance and close persistent gaps, particularly for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

In response to identified areas of need, the School Plan for Student Achievement (SPSA) will prioritize strengthening Tier I core instruction in both English Language Arts and Mathematics through explicit, systematic, and standards-aligned teaching practices across all grade levels.

The plan will expand and refine integrated and designated English Language Development (ELD) to better support English Learners in achieving language proficiency and accessing core content. In addition, the school will continue to implement and enhance Tier II and Tier III intervention programs.

A comprehensive and responsive literacy program beginning in Kindergarten will be emphasized to strengthen foundational reading and writing skills for all students.

To address engagement and attendance concerns, the SPSA will include strategies to improve school climate and conditions, reduce chronic absenteeism, and decrease suspension rates through proactive behavioral supports and increased student engagement.

Finally, the school will strengthen systems for monitoring implementation of academic standards, professional learning, and instructional supports, ensuring consistent evaluation and continuous improvement of instructional practices.

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.

A review of the California School Dashboard indicates that there are no state indicators where any student group is two or more performance levels below the “All Students” performance level.

Other Needs

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

In addition to Dashboard data, Walnut Grove staff and educational partners reviewed locally collected data, including i-Ready Diagnostic assessments in English Language Arts and Mathematics, as well as data from the California Healthy Kids Survey (CHKS) and SWIS behavior reports, to determine school site needs for the 2026–2027 school year.

Additionally, analysis of CHKS and SWIS data identified the need to improve student connectedness, engagement, and school climate. For the 2026–2027 school year, the school will implement targeted strategies to increase attendance rates, reduce suspension rates, and strengthen positive student relationships, ensuring a safe, supportive, and inclusive learning environment for all students.

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 Grove Elementary K-6 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.13%	%	1	1	
African American	2.87%	3.49%	3.34%	20	26	25
Asian	2.01%	2.02%	2.41%	14	15	18
Filipino	0.86%	1.61%	1.74%	6	12	13
Hispanic/Latino	85.24%	84.81%	85.16%	595	631	637
Pacific Islander	0.43%	0.40%	0.53%	3	3	4
White	5.16%	4.70%	4.28%	36	35	32
Multiple/No Response	1.15%	0.94%	0.94%	8	7	7
Total Enrollment				698	744	748

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		1	1
Kindergarten	97	117	97
Grade 1	98	97	118
Grade 2	98	103	100
Grade3	100	98	113
Grade 4	108	107	100
Grade 5	108	106	109
Grade 6	89	117	110
Total Enrollment	698	752	748

Conclusions based on this data:

1. There has been an increase in the student population numbers at the upper elementary grades, which is attributed to students returning from overflow schools and opening up a second English Only Strand; however, having class size reduction in lower grades continues to affect enrollment in upper grades especially in the Dual Program Strand.

2. Total enrollment has increased from 698 students in 2023/24 school year, to 752 students in the 2024/25 school.
3. The Hispanic/Latino population has had an increase from 595 in 2023/24 to 631 in the 2024/25 school year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	314	325	307	51.5%	44.9%	41.0%
Fluent English Proficient (FEP)	96	102	128	7.4%	13.8%	17.1%
Reclassified Fluent English Proficient (RFEP)	26	57		4.5%	8.6%	

Conclusions based on this data:

1. Walnut Grove continues to have a high percentage of the student population classified as English Learners (43.7%).
2. There was a 12% increase in reclassifications from the previous year, from 26 to 57 students in the 2024/25 school year.
3. The number of students classified as Fluent English Proficient has increased from 96 in 2023/24 to 102 students in the 2024/25 school 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	71	94	96	71	93	95	71	93	95	100.0	98.9	99
Grade 4	94	108	100	92	107	99	92	107	99	97.9	99.1	99
Grade 5	74	105	107	72	103	107	72	103	107	97.3	98.1	100
Grade 6	84	78	110	79	78	108	79	78	108	94.0	100	98.2
All Grades	323	385	413	314	381	409	314	381	409	97.2	99	99

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	2379.	2364.	2372.	16.90	9.68	10.53	14.08	15.05	21.05	26.76	20.43	18.95	42.25	54.84	49.47
Grade 4	2401.	2391.	2392.	9.78	8.41	11.11	11.96	16.82	6.06	18.48	18.69	26.26	59.78	56.07	56.57
Grade 5	2432.	2420.	2445.	11.11	3.88	3.74	15.28	15.53	29.91	16.67	25.24	17.76	56.94	55.34	48.60
Grade 6	2496.	2475.	2481.	13.92	15.38	7.41	22.78	14.10	21.30	30.38	29.49	36.11	32.91	41.03	35.19
All Grades	N/A	N/A	N/A	12.74	8.92	8.07	15.92	15.49	19.80	22.93	23.10	24.94	48.41	52.49	47.19

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	9.86	7.53	8.42	60.56	54.84	56.84	29.58	37.63	34.74
Grade 4	9.78	9.35	7.07	57.61	56.07	55.56	32.61	34.58	37.37
Grade 5	8.33	4.85	4.67	54.17	52.43	64.49	37.50	42.72	30.84
Grade 6	15.19	7.69	9.26	46.84	37.18	51.85	37.97	55.13	38.89
All Grades	10.83	7.35	7.33	54.78	50.92	57.21	34.39	41.73	35.45

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	8.45	5.38	6.32	46.48	46.24	45.26	45.07	48.39	48.42
Grade 4	7.61	4.67	5.05	41.30	36.45	47.47	51.09	58.88	47.47
Grade 5	8.45	3.88	4.67	46.48	40.78	58.88	45.07	55.34	36.45
Grade 6	13.92	15.38	3.70	50.63	50.00	62.96	35.44	34.62	33.33
All Grades	9.58	6.82	4.89	46.01	42.78	54.03	44.41	50.39	41.08

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	8.45	5.38	8.42	73.24	66.67	69.47	18.31	27.96	22.11
Grade 4	3.26	8.41	4.04	72.83	67.29	69.70	23.91	24.30	26.26
Grade 5	11.27	11.65	4.67	57.75	58.25	73.83	30.99	30.10	21.50
Grade 6	6.33	7.69	7.41	73.42	66.67	77.78	20.25	25.64	14.81
All Grades	7.03	8.40	6.11	69.65	64.57	72.86	23.32	27.03	21.03

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	8.45	4.30	9.47	61.97	54.84	56.84	29.58	40.86	33.68
Grade 4	6.52	7.48	2.02	65.22	51.40	60.61	28.26	41.12	37.37
Grade 5	11.11	6.80	6.54	51.39	55.34	59.81	37.50	37.86	33.64
Grade 6	12.66	12.82	7.41	65.82	52.56	66.67	21.52	34.62	25.93
All Grades	9.55	7.61	6.36	61.46	53.54	61.12	28.98	38.85	32.52

Conclusions based on this data:

1. Glow: Students in 4th grade during the 2023/24 school year outperformed the students in 4th grade in the 2022/23 school year with an increase of 3.49% from 21.74 % above grade level in 2022/23 school year to 25.23% above grade level in the 2023/24 school year.

2. Grow: The percentage of students below standard increased in the areas of Reading by 7.37% and in Writing by 5.98% from the 2022/23 school year; which represents an opportunity for growth.
3. Equity: 6th grade students are at a significantly higher percentage below standard overall (29.49%) and in reading (55.135) compared to all other grade levels, representing an area of focus and attention on program implementation and strategies to ensure equitable outcomes for this grade level of students.

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	71	94	96	71	93	95	71	93	95	100.0	98.9	99
Grade 4	94	108	100	92	107	99	92	107	99	97.9	99.1	99
Grade 5	74	105	106	74	103	106	74	103	106	100.0	98.1	100
Grade 6	84	78	109	79	78	108	79	78	108	94.0	100	99.1
All Grades	323	385	411	316	381	408	316	381	408	97.8	99	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2400.	2383.	2386.	7.04	6.45	6.32	26.76	20.43	25.26	35.21	24.73	22.11	30.99	48.39	46.32
Grade 4	2413.	2400.	2413.	4.35	1.87	5.05	15.22	15.89	14.14	26.09	28.97	34.34	54.35	53.27	46.46
Grade 5	2409.	2422.	2433.	4.05	3.88	2.83	4.05	10.68	11.32	28.38	21.36	28.30	63.51	64.08	57.55
Grade 6	2449.	2445.	2432.	3.80	2.56	3.70	11.39	12.82	6.48	27.85	25.64	25.00	56.96	58.97	64.81
Grade 11															
All Grades	N/A	N/A	N/A	4.75	3.67	4.41	14.24	14.96	13.97	29.11	25.20	27.45	51.90	56.17	54.17

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	9.86	9.68	11.58	66.20	50.54	46.32	23.94	39.78	42.11
Grade 4	6.52	4.67	8.08	44.57	40.19	38.38	48.91	55.14	53.54
Grade 5	4.05	3.88	2.83	27.03	37.86	41.51	68.92	58.25	55.66
Grade 6	1.27	5.13	3.70	39.24	29.49	31.48	59.49	65.38	64.81
Grade 11									
All Grades	5.38	5.77	6.37	43.99	39.90	39.22	50.63	54.33	54.41

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	7.04	13.98	6.32	59.15	37.63	48.42	33.80	48.39	45.26
Grade 4	4.35	3.74	7.07	48.91	42.99	45.45	46.74	53.27	47.47
Grade 5	4.05	0.97	2.83	40.54	41.75	51.89	55.41	57.28	45.28
Grade 6	1.27	1.28	0.93	46.84	57.69	43.52	51.90	41.03	55.56
All Grades	4.11	4.99	4.17	48.73	44.36	47.30	47.15	50.66	48.53

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	8.45	6.45	14.74	64.79	59.14	53.68	26.76	34.41	31.58
Grade 4	8.70	2.80	8.08	47.83	47.66	53.54	43.48	49.53	38.38
Grade 5	5.41	1.94	3.77	51.35	52.43	50.94	43.24	45.63	45.28
Grade 6	5.06	3.85	4.63	62.03	58.97	50.93	32.91	37.18	44.44
All Grades	6.96	3.67	7.60	56.01	54.07	52.21	37.03	42.26	40.20

Conclusions based on this data:

1. Glow: Students in 3rd grade continue to outperform the students in all other grade levels with an overall performance of 26.88% met or exceeded standard in the 2023/24 school year.
2. Grow: The percentage of students below standard increased in 5th grade in the area of Problem Solving and Data Analysis in the 2023/24 school year to 57.28%, an increase of 1.87% from the previous 2022/23 school year(55.41%); which represents an opportunity for growth.
3. Equity: 4th and 5th grade students are at a significantly higher percentage below standard in Problem Solving and Data Analysis at 53.27% and 57.28% respectively and in communicating reasoning at 49.53% and 45.63% respectively, compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for these grade level of students.

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	1409.3	1414.0	1404.3	1416.9	1430.5	1412.3	1391.8	1375.3	1385.7	78	43	59
1	1443.2	1444.5	1431.3	1454.3	1458.2	1442.7	1431.4	1430.2	1419.6	28	45	40
2	1462.8	1454.7	1470.6	1462.9	1461.5	1478.3	1462.3	1447.3	1462.4	34	36	45
3	1500.1	1486.4	1481.2	1503.3	1495.4	1486.1	1496.2	1476.9	1475.7	38	49	40
4	1495.1	1496.9	1499.1	1491.1	1497.1	1496.2	1498.6	1496.1	1501.4	34	48	46
5	1505.0	1536.0	1519.5	1497.0	1554.5	1521.6	1512.4	1517.0	1517.0	40	40	38
6	1528.7	1496.1	1530.3	1522.8	1492.9	1533.8	1534.0	1498.9	1526.2	43	33	35
All Grades										295	294	303

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	8.97	13.95	18.64	24.36	25.58	23.73	44.87	41.86	28.81	21.79	18.60	28.81	78	43	59
1	0.00	4.44	5.00	42.86	42.22	22.50	39.29	35.56	32.50	17.86	17.78	40.00	28	45	40
2	5.88	0.00	0.00	50.00	44.44	60.00	23.53	33.33	33.33	20.59	22.22	6.67	34	36	45
3	18.42	18.37	20.00	44.74	40.82	22.50	26.32	20.41	37.50	10.53	20.41	20.00	38	49	40
4	8.82	18.75	15.22	44.12	33.33	45.65	26.47	25.00	19.57	20.59	22.92	19.57	34	48	46
5	25.00	35.00	26.32	25.00	20.00	26.32	25.00	40.00	21.05	25.00	5.00	26.32	40	40	38
6	20.93	3.03	20.00	41.86	30.30	45.71	18.60	39.39	20.00	18.60	27.27	14.29	43	33	35
All Grades	12.88	13.95	14.85	36.61	34.01	34.98	30.85	32.99	27.72	19.66	19.05	22.44	295	294	303

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	6.41	20.93	18.64	34.62	27.91	28.81	34.62	32.56	22.03	24.36	18.60	30.51	78	43	59
1	7.14	26.67	22.50	46.43	35.56	27.50	39.29	26.67	25.00	7.14	11.11	25.00	28	45	40
2	11.76	19.44	26.67	50.00	41.67	48.89	17.65	19.44	20.00	20.59	19.44	4.44	34	36	45
3	42.11	46.94	32.50	36.84	28.57	42.50	7.89	10.20	5.00	13.16	14.29	20.00	38	49	40
4	29.41	41.67	39.13	41.18	33.33	32.61	20.59	6.25	6.52	8.82	18.75	21.74	34	48	46
5	35.00	57.50	44.74	32.50	25.00	23.68	15.00	15.00	13.16	17.50	2.50	18.42	40	40	38
6	39.53	18.18	48.57	30.23	45.45	31.43	16.28	21.21	8.57	13.95	15.15	11.43	43	33	35
All Grades	23.05	34.01	32.01	37.63	33.33	33.66	22.71	18.37	14.85	16.61	14.29	19.47	295	294	303

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		6.98	15.25		16.28	18.64		58.14	45.76		18.60	20.34		43	59
1		4.44	2.50		22.22	15.00		46.67	27.50		26.67	55.00		45	40
2		0.00	0.00		36.11	42.22		25.00	31.11		38.89	26.67		36	45
3		6.12	7.50		10.20	17.50		55.10	30.00		28.57	45.00		49	40
4		14.58	2.17		18.75	32.61		18.75	43.48		47.92	21.74		48	46
5		5.00	7.89		20.00	23.68		42.50	28.95		32.50	39.47		40	38
6	11.63	3.03	8.57	27.91	9.09	25.71	27.91	39.39	45.71	32.56	48.48	20.00	43	33	35
All Grades	7.12	6.12	6.60	25.08	18.71	25.08	37.63	41.16	36.63	30.17	34.01	31.68	295	294	303

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	15.38	20.93	15.79	66.67	69.77	73.68	17.95	9.30	10.53	78	43	57
1	35.71	22.22	35.00	60.71	64.44	45.00	3.57	13.33	20.00	28	45	40
2	27.27	22.22	26.83	57.58	63.89	68.29	15.15	13.89	4.88	33	36	41
3	26.32	28.57	21.05	60.53	53.06	57.89	13.16	18.37	21.05	38	49	38
4	38.24	35.42	28.26	52.94	47.92	54.35	8.82	16.67	17.39	34	48	46
5	37.50	35.00	20.00	40.00	57.50	65.71	22.50	7.50	14.29	40	40	35
6	30.23	3.03	16.13	55.81	60.61	64.52	13.95	36.36	19.35	43	33	31
All Grades	27.89	24.83	23.26	57.48	59.18	61.81	14.63	15.99	14.93	294	294	288

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	6.41	16.28	25.42	55.13	55.81	42.37	38.46	27.91	32.20	78	43	59
1	7.14	8.89	8.57	78.57	86.67	57.14	14.29	4.44	34.29	28	45	35
2	29.41	16.67	28.21	50.00	66.67	66.67	20.59	16.67	5.13	34	36	39
3	44.74	57.14	52.63	47.37	26.53	26.32	7.89	16.33	21.05	38	49	38
4	17.65	50.00	43.90	67.65	31.25	39.02	14.71	18.75	17.07	34	48	41
5	52.50	65.00	63.64	25.00	30.00	12.12	22.50	5.00	24.24	40	40	33
6	48.84	48.48	68.75	44.19	33.33	21.88	6.98	18.18	9.38	43	33	32
All Grades	27.80	37.76	39.71	51.53	46.94	38.99	20.68	15.31	21.30	295	294	277

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	6.41	6.98	8.47	74.36	69.77	69.49	19.23	23.26	22.03	78	43	59
1	10.71	13.33	5.13	46.43	57.78	33.33	42.86	28.89	61.54	28	45	39
2	11.76	0.00	4.55	58.82	63.89	61.36	29.41	36.11	34.09	34	36	44
3	7.89	4.08	7.89	47.37	40.82	36.84	44.74	55.10	55.26	38	49	38
4	2.94	10.42	6.52	47.06	43.75	60.87	50.00	45.83	32.61	34	48	46
5	7.50	5.00	6.06	50.00	57.50	45.45	42.50	37.50	48.48	40	40	33
6	13.95	3.03	12.50	41.86	27.27	37.50	44.19	69.70	50.00	43	33	32
All Grades	8.47	6.46	7.22	55.25	51.70	51.55	36.27	41.84	41.24	295	294	291

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	28.21	11.63	30.36	39.74	55.81	37.50	32.05	32.56	32.14	78	43	56
1	10.71	8.89	5.56	67.86	60.00	55.56	21.43	31.11	38.89	28	45	36
2	8.82	5.56	13.89	70.59	69.44	72.22	20.59	25.00	13.89	34	36	36
3	31.58	4.08	5.26	55.26	73.47	71.05	13.16	22.45	23.68	38	49	38
4	20.59	18.75	2.44	52.94	58.33	82.93	26.47	22.92	14.63	34	48	41
5	25.00	12.50	14.29	45.00	70.00	60.00	30.00	17.50	25.71	40	40	35
6	23.26	9.09	16.13	65.12	66.67	74.19	11.63	24.24	9.68	43	33	31
All Grades	22.71	10.20	13.55	53.90	64.63	63.00	23.39	25.17	23.44	295	294	273

Conclusions based on this data:

1. Glow: Of the 294 students tested, Walnut Grove had an increase in the level 4 performance in Oral Language of 10.96% from the previous year, from 23.05% in 2022/23 to 34.01% in the 2023/24 school year.

2. Grow: Walnut Grove had a decrease of 14.83% in the overall performance of students at levels 3 and 4 in the 2022/23 school year from 62.79% to 47.96% in the 2023/24 school year, providing an opportunity for growth and more targeted instruction in designated and integrated ELD.
3. Equity: Students in grades 4th and 6th have the highest percentage of students performing at Level 1 in the domain of Written Language with 47.92% and 48.48% respectively, which significantly higher than all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for these grade levels.

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
744	81.7%	43.7%	0.0%
Total Number of Students enrolled in Walnut Grove Elementary K-6 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	325	43.7%
Foster Youth	0	0.0%
Homeless	8	1.1%
Socioeconomically Disadvantaged	608	81.7%
Students with Disabilities	114	15.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.5%
American Indian	1	0.1%
Asian	15	2%
Filipino	12	1.6%
Hispanic	631	84.8%
Two or More Races	7	0.9%
Pacific Islander	3	0.4%
White	35	4.7%

Conclusions based on this data:

1. Glow: The Walnut Grove student population continues to grow significantly year over year, with an increase of 32 students for a total of 698 students enrolled, the most significant subgroups are still 45% English Learners and

89.1% of our student population are Socioeconomically Disadvantaged students, and increase from the previous year, and 18.9% are considered Students with Disabilities.

2. Grow: Our English Learner population of 45% continues to be much higher than the states average of 20%.
3. Equity: Students who are eligible for free or reduced priced meals (SED); or have parents/guardians who did not receive a high school diploma, represent 83.2% of our student population in 2022/23 school year to 89.15% in the 2023/24 school year, a significantly high percentage that requires focus and attention on ensuring equitable resources are provided to this specific subgroup.

School and Student Performance Data

Overall Performance

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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  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Glow: Although Walnut Grove had a decrease of 4.25% in academics from the 2022/23 school year in ELA from 28.8% in 2022/23 to 24.41% in the 2023/24 school year, Walnut Grove was able to maintain our performance at the "Yellow" level.
2. Grow: Our suspension rate continues to be in the "Yellow" level, representing an opportunity for growth and attention.

3. Equity: Our English Learner progress in overall performance is at the yellow level, representing an area of celebration for our English Learners in closing achievement gaps.

School and Student Performance Data

Academic Performance English Language Arts

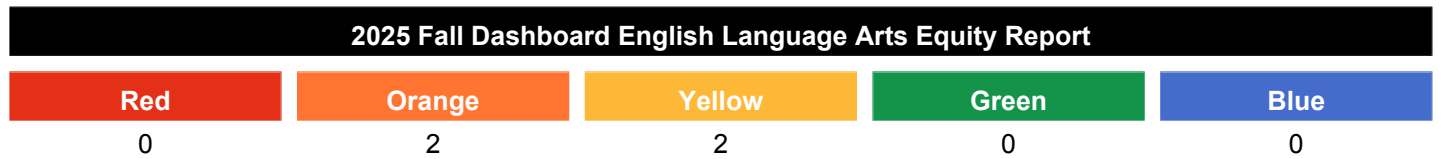
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
All Students  Yellow 54.1 points below standard Increased 13.6 points 394 Students	English Learners  Orange 73.1 points below standard Increased 11.3 points 197 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 60.2 points below standard Increased 14 points 321 Students

Students with Disabilities  Orange 105.6 points below standard Increased 11.2 points 79 Students	African American  No Performance Color 50.7 points below standard 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 58.8 points below standard Increased 12.2 points 336 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 17.6 points below standard Increased 23.5 points 19 Students

Conclusions based on this data:

1. Glow: Students recently reclassified English Learners, are outperforming all subgroups academically, scoring only 7.9 points below standard in the 2023/24 school year.
2. Grow: The English Learner population continues to score significantly lower with 84.4 points below standard, while the English Only population is scoring 41.1 point below standard in the 2023/24 school year, which represents an opportunity for growth for this specific group of students.
3. Equity: The English Learners and our Students with Disabilities continue to perform significantly below other student subgroups with 84.4 points and 116.8 points below standard respectively, representing an area of focus and attention on strategies to ensure equitable outcomes for these specific subgroup of students.

School and Student Performance Data

Academic Performance Mathematics

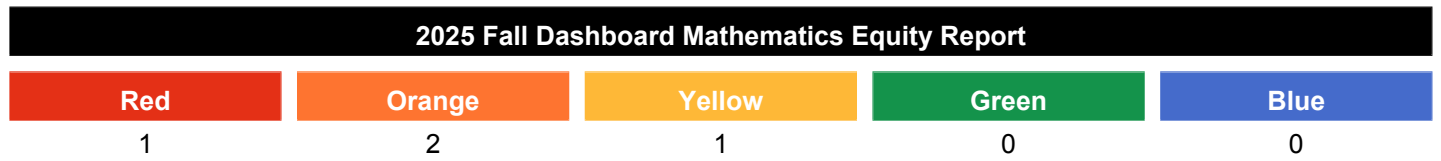
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
All Students  Yellow 78.6 points below standard Increased 3.2 points 396 Students	English Learners  Orange 92.8 points below standard Maintained 2.3 points 198 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 84.1 points below standard Maintained 1.4 points 323 Students

Students with Disabilities  Red 126.7 points below standard Maintained 1.3 points 79 Students	African American  No Performance Color 73.7 points below standard 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 80.6 points below standard Increased 3.2 points 337 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 39.5 points below standard Increased 8.2 points 19 Students

Conclusions based on this data:

1. Glow: One student subgroup, Hispanic/Latino scored in the "Yellow" performance level for the 2023/24 school year in Math.
2. Grow: Students reclassified as Fluent English Proficient scored 31.6 points below standard, which is a significant decrease of 54.8 points from the previous school year, which represents an opportunity for growth and follow up. Two student subgroups, our English Learners and Students With Disabilities continue to score in the "Red" performance level for the 2023/24 school year in Math.
3. Equity: Students classified as Students with Disabilities are scoring in the "Red" performance level, with a significant amount of 128 points below standard in the 2023/24 school year, which is a decrease of 7.4 points from the previous year, representing an area of focus and attention on strategies and interventions to ensure equitable outcomes for this specific student population group.

School and Student Performance Data

Academic Performance Science

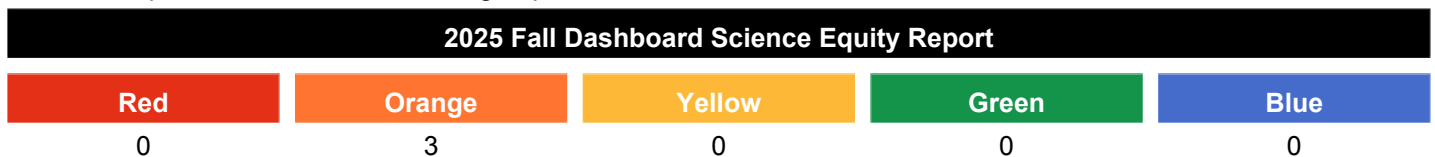
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
All Students Orange 40 science points Declined 3.4 points 103 Students	English Learners Orange 37.8 science points Maintained -0.2 points 53 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 38.9 science points Declined 3 points 87 Students

Students with Disabilities  No Performance Color 27 science points Declined 11.7 points 24 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 38.9 science points Declined 3.7 points 92 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Glow: English Learners maintained at an Orange level on the 2024-2025 CAST.
2. Grow: Hispanic and Socioeconomically Disadvantaged students who make up a great portion of our school population declined 3 or more points on the CAST results.
3. Equity: Focus on carving time for vertical alignment of standards in grades K-4 to ensure all standards are covered that appear in the CAST.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
45.9 making progress.	making progress.
Number Students: 242 Students	Number Students: 10 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3%	39.4%	1.3%	44.1%

Conclusions based on this data:

1. Glow: 44.9% or 247 students classified as English Learners are scoring in the "Yellow" performance level on the English Learner Progress Indicator.
2. Grow: 17% of our English Learner population decreased one ELPI level in the 2023/24 school year according the CA Dashboard data.
3. Equity: 22.5% or 47 students decreased one ELPI level in the 2022/23 school year, which is an increase of 5.5% from the previous year at 17%; this represents an area of focus and attention on strategies to ensure students are developing the English Language.

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.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students



Yellow

19.1% Chronically Absent

Declined 3.7

782 Students

English Learners



Yellow

17% Chronically Absent

Declined 7

353 Students

Long-Term English Learners



No Performance Color

8.3% Chronically Absent

0

12 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

57.1% Chronically Absent

Increased 23.8

14 Students

Socioeconomically Disadvantaged



Orange

21.4% Chronically Absent

Declined 2.9

644 Students

Students with Disabilities  Orange 31.9% Chronically Absent Declined 3.2 138 Students	African American  No Performance Color 17.2% Chronically Absent Declined 4.5 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 16.7% Chronically Absent Declined 16.7 18 Students	Filipino  No Performance Color 7.1% Chronically Absent 0 14 Students	Hispanic  Yellow 19.5% Chronically Absent Declined 3.2 656 Students
Two or More Races  No Performance Color 12% Chronically Absent Declined 4 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 19.4% Chronically Absent Declined 8.1 36 Students

Conclusions based on this data:

1. Glow: Three subgroups in "Yellow" the Hispanic/Latino with 19.5%, Whites with 19.4%; and English Learners with 17% of students in kindergarten through grade 6 who are absent 10 percent or more of the instructional days they were enrolled.
2. Grow: The overall percentage of students with a disability in kindergarten through grade 6 who are absent 10 percent or more of the instructional days they were enrolled in was at 31.9%, or orange performance, which represents an opportunity for growth.
3. Equity: Students who are socioeconomically disadvantaged student subgroup had an overall percentage of 21.4% chronically absent representing an area of focus and attention on strategies to ensure positive outcomes and increased attendance for these subgroup as they continue to be in the orange level.

School and Student Performance Data

Conditions & Climate Suspension Rate

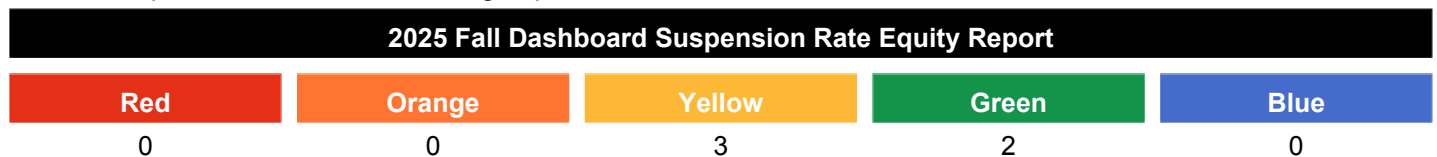
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Yellow 4% suspended at least one day Declined 3.4% 809 Students	English Learners  Green 3% suspended at least one day Declined 4.1% 369 Students	Long-Term English Learners  No Performance Color 16.7% suspended at least one day 12 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 6.7% suspended at least one day Declined 3.9% 15 Students	Socioeconomically Disadvantaged  Yellow 4.4% suspended at least one day Declined 3.4% 665 Students

Students with Disabilities  Yellow 4.3% suspended at least one day Declined 2.6% 139 Students	African American  No Performance Color 6.7% suspended at least one day Increased 2.3% 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 5.6% suspended at least one day Declined 11.1% 18 Students	Filipino  No Performance Color 0% suspended at least one day 14 Students	Hispanic  Yellow 3.8% suspended at least one day Declined 3.3% 680 Students
Two or More Races  No Performance Color 8% suspended at least one day Declined 3.1% 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 2.7% suspended at least one day Declined 4.6% 37 Students

Conclusions based on this data:

1. Glow: The percentage of students in the Students with Disabilities subgroup who have been suspended at least once in the 2022/23 school year was at 4.3%, yellow, a decline of 2.2% from the previous year.
2. Grow: The percentage of all students in kindergarten through grade 6 who have been suspended at least once in the 2022/23 school year was at 4.2%, orange, an increase of 1.2% from the previous year which represents an opportunity for growth.
3. Equity: The White student subgroup is Red, Very Low Performance, with 7.1% of students suspended at least once. The White student subgroup suspension data qualified Walnut Grove for ATSI.

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

Walnut Grove will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career 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.

Walnut Grove scored Red, or Very Low Performance, on CA Dashboard for the 2023/24 school year. WG did not meet the targets of 35.66% of students Meeting or Exceeded Standard for ELA, we only had 27.87% scoring Met or Exceeded. In Math, our target was 25.99% Met or Exceed, but we only had 18.38% of students at Walnut Grove Meet or Exceeded Standard for Math. 1.67% of Students With Disabilities (SWD) Met or Exceeded Standards on ELA, and 7.67% of SWD Met or Exceeded Standards on Math. 5.63% of English Learners (ELs) Met or Exceeded Standards for both ELA, and Math. The SPSA includes metrics to monitor the student's performance as well as includes strategies and activities to address schoolwide needs and the needs of students scoring Red, or Very Low Performance, on the CA Dashboard.

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 Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2024)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 (Source: CA Dashboard, 2024/25)	-All Students: 27.87% -English Learners: 5.63% -Homeless: No data, not a significant student subgroup. -Students with Disabilities: 7.84%	-All Students: 33.87% -English Learners: 11.63% -Homeless: No data, not a significant student subgroup. -Students with Disabilities: 13.84%
CAASPP Math: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 (Source: CA Dashboard, 2024/25)	-All Students: 18.99% -English Learners: 5.63% -Homeless: NA -Students with Disabilities: 4%	-All Students: 25.99% -English Learners: 12.63% -Homeless: 7% -Students with Disabilities: 11%
CAST: Percent of Students in Grades 5 Scoring a Level 3 or 4 (Source: ETS, 2024/25)	-All Students: 13.8% -English Learners: 2.78%	-All Students: 19.80% -English Learners: 7%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source:	-All Students (ELs): 44.9%	-All Students (ELs): 50.9%

CA Dashboard, 2024/25; LTEL ELLevation Growth Report, 2023)		
English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2024)	-All Students (ELs): 20% (57)	-All Students (ELs): 16.4%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide a coherent multi-tiered system of support that focuses on academic success for all students, including at risk subgroups by providing standards aligned instructional materials for all students and recognizing and rewarding students who demonstrate academic achievement.	All Students	8,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Instructional supplies/manipulatives/academic achievement rewards G101 & G105
1.2	Utilize Early Intervention aide to provide targeted intervention (reading and newcomer) to students performing below standards in K-6.	All Students	29,577 Title I 2000-2999: Classified Personnel Salaries Reading Intervention/Newcomer Support
1.3	Provide funding to hire an additional full time general education paraeducator to provide targeted reading intervention to students in the identified performance groups, both in English and Spanish.	All Students	12,323 Title I 2000-2999: Classified Personnel Salaries Reading Intervention/Newcomer Support
1.4	Provide Assistant Principal to support teachers with instructional strategies, professional development, classroom strategies, classroom materials, attendance, safety, and discipline etc.	All Students	32,074 Title I 1000-1999: Certificated Personnel Salaries AP to support PD, attendance, safety and discipline.
1.5	Benefits for paraeducators, S3, and AP position	All Students	31,280 Title I 3000-3999: Employee Benefits Benefits
1.6	State Testing Incentives	All Students	3,500 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Incentives G108
1.7	Visual Performing Arts Fieldtrips	All Students	3,840.00 LCFF: Local Control Funding Formula

Annual Review

SPSA Year Reviewed: 2025-26

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 Grove Elementary had one goal for academic achievement. The goal was to ensure all students are provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

There were 5 identified strategies/activities in the 2024/25 SPSA to meet this goal. 4 out of the 5 strategies were completed. 1 strategy was not completed. The following strategies were completed: 1.1 Provide a coherent multi-tiered system of support that focuses on academic success for all students, including at risk subgroups by providing standards aligned instructional materials for all students and recognizing and rewarding students who demonstrate academic achievement. 1.2 Utilize Early Intervention aide to provide targeted intervention (reading and newcomer) to students performing below grade level standards. 1.4 Provide Assistant Principal to support teachers with instructional strategies, professional development, classroom strategies, classroom materials, attendance, safety, and discipline, etc. 1.5 Provide benefits for paraeducators, S3, and Assistant Principal positions.

Not completed – 1.3 Provide funding to hire an additional full time general education paraeducator to provide targeted reading intervention to students in the identified performance groups, both in English and Spanish. Walnut Grove was unable to hire an additional full time general education paraeducator and continued functioning with 2.5 paraeducators.

Walnut Grove utilized the MTSS process to review assessment data, determine student needs, and plan targeted interventions and supports within the school day focused on ELA, Math, socioemotional, behavior, and language needs. Walnut Grove provided 1 full time and 2 part time paraeducators to provide academic interventions and newcomer support to identified students. Walnut Grove updated, maintained, and enhanced instructional schedules, materials, supplies, and technological tools to increase access to high quality instruction, including the purchase of curriculum and supplies for a Spanish/English reading intervention program.

Walnut Grove met 3 of the 6 identified metrics in the 2024/25 SPSA to meet this goal. 1 of the 6 metrics was partially completed, 3 were completed, and 2 were not completed.

Metric 1 was to provide access to standards aligned instructional materials to 100% of students. This metric was met.

Metrics 2, 3, and 4 outlined the desired performance outcome for all students to score met or exceeded on the CAASPP test in the areas of ELA, MATH, and CAST (Science), with an increase of 6% in ELA, 7% in Math, and 5% in CAST. Walnut Grove fell short in this outcome for all three content areas, thus not meeting all three metrics.

Metric 5 outlined the desired English Learner Progress, which was to increase by 7% the percent of English Learners who increased at least 1 ELPI level or remained at ELPAC level. The metric was met, with a total of 48.4% meeting this metric.

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

To meet this goal, some of the strategies have been condensed based on budget allocations.

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.

No changes are being made the current goal. For the metrics the baseline percentage will change to reflect our current status.

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.

Student and Staff Safety and Wellness

Walnut Grove will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff, including actions to continue to decrease the suspension rate for the White student subgroup.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

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.

According to the California Healthy Kids Survey data for 2024/25 as well as the California Dashboard and our Aeries Student Information System, there was a clear indication that Walnut Grove needs to focus on Chronic Absenteeism, Suspension Rates, and School Connectedness/Staff Working Environment. According to the CA Dashboard: Chronic Absenteeism is at 22.7% for all students at WG. 22.7% of Hispanic students, 24.3% SED students, 35.1% of SWD, 27.5% of White students and 24% of English Learners are chronically absent, although there was decrease in percentages for all subgroups, they are still high. According to the CA Dashboard: Suspension Rates for all students at WG were at 7.3% overall. Our White students were at 7.3%, 7.1% for ELs, 7.1% for Hispanic/Latino students, 47.8% for SED, and Students with Disabilities were at 7%. This is a significant increase of suspensions for all students and subgroups, being our greatest area of need. WG had no school expulsions. Additionally, WG qualified for ATSI for White student subgroup for Suspension Rate of 7.3%. The SPSA includes metrics to monitor very low performance as well as includes strategies and activities to address schoolwide needs and the needs of students scoring Red, or Very Low Performance, on the CA Dashboard.

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
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2025)	93.34%	95.0%
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2024/25)	22.7%	19%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2024/25)	7.3%	3%
Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2024/25)	0%	0%
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time"	* School Connectedness: 68% * Social and Emotional Learning Supports: 73%	* School Connectedness: 75% * Social and Emotional Learning Supports: 75%

or “Yes, all of the time”, or, “Agree” or “Strongly Agree” on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (Source: CHKS, 2024/25)	* Anti Bullying Climate: 71%	* Anti Bullying Climate: 75%
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2024/25)	Staff Working Environment: * Supportive and inviting place for staff to work. 75% * Promotes trust and collegiality among staff. 68% * Is a safe place for staff. 89% * Promotes personnel participation in decision-making that affects school practices and policies. 71%	Staff Working Environment: * Supportive and inviting place for staff to work. 80% * Promotes trust and collegiality among staff. 75% * Is a safe place for staff. 95% or higher * Promotes personnel participation in decision-making that affects school practices and policies. 80%
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2024/25)	Student Learning Environment: * This school is a supportive and inviting place for students to learn. 84% * This school is a safe place for my child. 86% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs. 83%	Student Learning Environment: * This school is a supportive and inviting place for students to learn. 94% or higher * This school is a safe place for my child. 90% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs. 85%
Tiered Fidelity Inventory (TFI) (Source: TFI, 2024/25)	Tier 1: 90% Tier 2/3: 73%	Tier 1: 90% or higher Tier 2/3: 90%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2024/25) White Student Subgroup	7.3% Suspension rate	Decrease by 3%

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	MTSS-Academics, Behavior, SEL, Attendance- Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being, behavior, and attendance for students and staff by providing incentives to encourage participation and attendance.	All Students	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Attendance/Behavior incentives G202
2.2	Continue with the PBIS program implementation, student rewards, and training for all Staff.	All Students	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies assemblies, class presentations, restorative circles, mental health support materials (G204)
2.3	PBIS w/ Emotional Support- Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying overseen by and S3.	All Students	24,102 Title I 2000-2999: Classified Personnel Salaries

			S3 Salary to provide emotional support.
2.8			

Annual Review

SPSA Year Reviewed: 2025-26

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 Grove's 2024/25 SPSA site goal was to cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff, including actions to continue to decrease the suspension rate for the White student subgroup.

Walnut Grove completed 3 out of 3 strategies outlined in the 2024/25 SPSA. Strategy 2.1 MTSS-Academics, Behavior, SEL, Attendance - Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being, behavior, and attendance for students and staff by providing incentives to encourage participation and attendance. Strategy 2.2 Continue with the PBIS program implementation, student rewards, and training for all Staff. Strategy 2.3 PBIS w/ Emotional Support - Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying overseen by the S3.

Walnut Grove had 9 Metrics/Evaluation for this goal. Walnut Grove met 2 out of the 9 metrics. 1 metric was completed partially, and 6 were not met.

Metric 1 Attendance Rate: Percent of Students Attending School on a Daily Basis at 95%, not met, our attendance continues to be around 93.37%.

Metric 2 Chronic Absenteeism Rate: Percent of Students Chronically Absent from School goal was to decrease to 22%, goal met.

Metric 3 Suspension Rate: Percent of Students Suspended at Least One Day, reduce to 3%, metric not met; our suspension rate increased to 7.3%.

Metric 4 Expulsion Rate: Percent of Students Expelled in Academic Year 0%, metric met, we had no expulsions during the school year.

Metric 5 California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time", or "Agree" or "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate, metric partially met:

School Connectedness: 68%

Social and Emotional Learning Supports: 73%

Anti Bullying Climate: 71%

Metric 6 California School Staff Survey (CSSS): Percent of Staff that "Agree" or "Strongly Agree" on Staff Working Environment, not met; our percentages decreased in 3 of the subcategories from the previous year.

Metric 7 California School Parent Survey (CSPS): Percent of Parents that "Agree" or "Strongly Agree" on Student Learning Environment and Social and Emotional Supports, not met; our percentages decreased in two of the subcategories.

Metric 8 Tiered Fidelity Inventory goal was to be at 90% for both Tiers, not met; no TFI was conducted.

Metric 9 Suspension Rate: Percent of Students Suspended at Least One Day for our White Student Subgroup goal was to decrease by 3%, goal not met; it actually increased to 7.3%.

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 budgeted 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.

No changes are being made the current goal. For the metrics the baseline percentage will change to reflect our current status.

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.

Facilities and Resources

Walnut Grove will ensure safe, modern, and well-maintained environments that support the academic and personal growth of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Ensuring safe, modern, and well-maintained environments that support the academic and personal growth of all students and staff.

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.

A review of local survey data identified school cleanliness and facility maintenance as an area for continued improvement, as only 71% of elementary students and 83% of staff reported that the school was neat, clean, and well maintained.

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
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Exemplary
CAHKS 2024: Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties-Clean and Well-Maintained Facilities and Properties	Clean and Well-Maintained Facilities and Properties: * Elementary Students: Is your school building neat and clean? 71% * Staff: This school has clean and well-maintained facilities and property. 83% * Parents: This school has clean and well-maintained facilities and property. 100%	Clean and Well-Maintained Facilities and Properties: * Elementary Students: Is your school building neat and clean? 90% * Staff: This school has clean and well-maintained facilities and property. 90% * Parents: This school has clean and well-maintained facilities and property. 100%

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	Provide shade sails for mod-severe students.	All students	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Equipment and supplies for shade G301

3.2	Provide transportation for field trips.	All students	15,000 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Transportation costs G303
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Annual Review

SPSA Year Reviewed: 2025-26

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 Grove completed 2 out of 2 strategies identified in the 2024/25 SPSA.

Strategy 3.1 Provide shade sails for mod-severe students. This strategy was completed to support a safer and more welcoming outdoor environment for students.

Strategy 3.2 Provide transportation for field trips. This strategy was completed to support student access to enrichment opportunities and expanded learning experiences.

Walnut Grove had 2 Metrics/Evaluation for this goal. Walnut Grove partially met 1 out of the 2 metrics, and 1 metric was not met.

Metric 1 – Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair at exemplary level, metric not met; our ranking was at the “good level,” a decrease of 0.2% from the previous year.

Metric 2 – CAHKS 2024/25 Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported “Yes, most of the time” or “Yes, all of the time,” or “Agree” or “Strongly Agree” on Clean and Well-Maintained Facilities and Properties, metric partially met in 2 out of the subcategories. The staff ranking went down 1% from the previous year to 83% agreeing the facilities are clean and well maintained.

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/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.

No 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.

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.

Communications and Collaboration

Walnut Grove will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

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.

According to the CSPS, WG had 80% of parents for the 2023/24 school year who felt the School encouraged them to be an active partner with the school in educating their child, but only 69% reported "Strongly agree" that School actively seeks the input of parents before making important decisions: This shows an area for growth, therefore, metrics and strategies/actions are included in the SPSA to address this area of need.

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
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2024)	Promotion of Parental Involvement: * School encourages me to be an active partner with the school in educating my child: 86% * School actively seeks the input of parents before making important decisions: 70% * Parents feel welcome to participate at this school: 89% Communication with Parents About School: * School keeps me well-informed about school activities: 80%	Promotion of Parental Involvement: * School encourages me to be an active partner with the school in educating my child: 88% * School actively seeks the input of parents before making important decisions: 74% * Parents feel welcome to participate at this school: 91% Communication with Parents About School: * School keeps me well-informed about school activities: 83%
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2023/24)	14	At Least 3-4
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2024)	22	30

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Offer comprehensive parent education programs that provide essential tools to address the needs of students (Invest In Me, PIQE, Parenting Partners, Latino Family Literacy Project, etc).	All Students	2,500 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Parent Education (PIQE, Parenting Partners, Latino Family Literacy Project). G403
4.2	Parent Engagement and Volunteer Opportunities (SSC, ELAC, PTO, Back to School Block Party, Back to School Night, Kindergarten Information Meeting, Kindergarten Orientation, Open House, PTO Events, Chaperone/Supervisory Opportunities, Academic Support Opportunities, ROAR Store, Academic Assemblies, School Parades and events-tailgate, Special Olympics)	All Students	5,000 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Materials/supplies for special events G404 881.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Materials/Supplies Title I

Annual Review

SPSA Year Reviewed: 2025-26

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 Grove was able to complete 2 out of 2 strategies for the 2024/25 school year. The strategies aimed at refining communication processes and increasing parent involvement.

Strategy 4.1 was to offer comprehensive parent education programs that provide essential tools to address the needs of students (Invest In Me, PIQE, Parenting Partners, Latino Family Literacy Project, etc.). Walnut Grove was able to offer 14 sessions of parent education through the PIQE program.

Strategy 4.2 focused on parent engagement and volunteer opportunities (SSC, ELAC, PTO, Back to School Block Party, Back to School Night, Kindergarten Information Meeting, Kindergarten Orientation, Open House, PTO Events, Chaperone/Supervisory Opportunities, Academic Support Opportunities, ROAR Store, Academic Assemblies, School Parades and events-tailgate, Special Olympics). Walnut Grove had very good turnout at many of the events offered for parental involvement and had a total of 22 parents signed up to volunteer at the site.

Walnut Grove had 3 metrics for this goal. 1 metric was met, 1 was partially met, and 1 was not met.

Metric 1 California School Parent Survey (CSPS): Percent of Parents that "Agree" or "Strongly Agree" on Promotion of Parental Involvement and Communication with Parents About School. This metric met 2 out of the 4 subcategories based on 142 respondents.

Metric 2 Parent Education Events: Number of Parent Education Events per Year, met. Our goal was to offer 3–4 parent education events and we offered 14 events/sessions.

Metric 3 Parent and Community Volunteers: Number of Parent/Community Volunteers, not met. Our goal was to raise our number of parent volunteers to 35 participants, but we only had 22 cleared volunteers.

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/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.

No 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.

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.

#5 Employee Success and Leadership Development

Walnut Grove will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

Identified Need

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

Walnut Grove had 17 probationary teachers in 2024/25. We want to ensure our teachers, especially probationary teachers, are getting the support, professional development, and coaching they need in order to be successful. The SPSA includes metrics and strategies/activities to address the identified area of need in order to retain teachers and increase the academic achievement of our students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2023/24- Section: Conditions of Learning: Teachers)	Mis Assignments: 0.5% Mis Assignments for English Learners: 1.4% Vacancies: 0	Mis Assignments: 0 Mis Assignments for English Learners: 0 Vacancies: 0
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2024/25)	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 75%	1st Year Teacher Retention: 90% 2nd Year Teacher Retention: 90%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2024/25)	100%	100%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide data chat opportunities to certificated staff members 3 times a year.	All Students	3,000 LCFF: Local Control Funding Formula

			1000-1999: Certificated Personnel Salaries Academy training, Coaching, G501
5.2	Provide professional development to all school staff including non-violent crisis prevention and intervention, mental health supports and services, and classroom behavior management with the aim to retain qualified Staff who will improve student achievement in these targeted.	All Students	3,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries PBIS Training G501

Annual Review

SPSA Year Reviewed: 2025-26

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 Grove had identified 2 strategies to support the articulated goal. Strategy 5.1 Provide data chat opportunities to certificated staff members 3 times a year. Strategy 5.2 Provide professional development to all school staff including non-violent crisis prevention and intervention, mental health supports and services, and classroom behavior management with the aim to retain qualified Staff who will improve student achievement in these targeted areas. Both strategies were met/implemented with support from the District Office. Walnut Grove had 3 metrics to measure the effectiveness of this goal. WG was able to meet 2 out of the 3 metrics. Metric 1 Teacher Misassignment/Vacancies: Number and Percent of Misassignment and Vacancies, metric met. WG had zero misassignments. Metric 2 1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention. This metric was not met. WG was only able to retain 89% of 1st year teachers and 73% of 2nd year teachers. Metric 3 Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching, metric met. WG had 100% participation in professional development and coaching cycles.

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/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.

No 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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,077.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$130,237.00

Subtotal of additional federal funds included for this school: \$130,237.00

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

State or Local Programs	Allocation (\$)
LCFF: Local Control Funding Formula	\$73,840.00

Subtotal of state or local funds included for this school: \$73,840.00

Total of federal, state, and/or local funds for this school: \$204,077.00

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
Title I	130,237	0.00
LCFF: Local Control Funding Formula	73,840	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	73,840.00
Title I	130,237.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,074.00
2000-2999: Classified Personnel Salaries	66,002.00
3000-3999: Employee Benefits	31,280.00
4000-4999: Books And Supplies	41,500.00
5800: Professional/Consulting Services And Operating Expenditures	27,221.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	6,000.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	41,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF: Local Control Funding Formula	26,340.00
1000-1999: Certificated Personnel Salaries	Title I	32,074.00
2000-2999: Classified Personnel Salaries	Title I	66,002.00
3000-3999: Employee Benefits	Title I	31,280.00

5800: Professional/Consulting
Services And Operating Expenditures

Title I

881.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,594.00
Goal 2	44,102.00
Goal 3	25,000.00
Goal 4	8,381.00
Goal 5	6,000.00

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
Ana M. Vargas	Principal
Cecilia Guerrero	Classroom Teacher
Iveth Faatiga	Classroom Teacher
Elizabeth Verhaegen	Classroom Teacher
Denise Perez	Other School Staff
Valerie Benavides (Chair)	Parent or Community Member
Yadira Arzate	Parent or Community Member
Paty Mendoza	Parent or Community Member
Angela Bodas (PTO)	Parent or Community Member
Blanca Torres (ELAC Rep)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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



English Learner Advisory Committee

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 05/04/26.

Attested:



Principal, Ana M. Vargas on 05/04/26



SSC Chairperson, Valerie Benavides on 05/04/26