

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Walnutwood High School	34673303430501	May 5, 2026	August 20, 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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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

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

We also leverage our diagnostic data and CAASPP results to guide instructional decisions and professional development priorities. Efforts to strengthen school connectedness include more in-person events, Positive Behavioral Interventions and Supports (PBIS) implementation, and increased Social Emotional Learning (SEL) supports.

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

School Vision and Mission

Mission

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

Vision

Alternative individualized education for personal and academic achievement.

School & Community Profile

Walnutwood High School (WHS) provides Folsom Cordova Unified School District with a specialized alternative school of choice. Serving an average of 218 students in grades 9-12, WHS operates as an open-entry, open-exit institution designed for learners who require an alternative to the traditional seat-time model. The campus is an integral part of a broader district ecosystem that includes twenty-one elementary schools, four middle schools, three traditional high schools, and a virtual academy. WHS specifically serves students through a traditional Independent Study model and two distinct district programs: the Adolescent Parent Program (APP) and Long-Term Independent Study (LTIS), the latter of which provides a home-based educational setting for students with validated medical needs.

The student population at WHS is highly diverse, reflecting the broader Folsom Cordova community and including a range of learners from college-bound, self-motivated individuals to those who have faced significant academic challenges elsewhere. For the 2024-2025 school year, approximately 47% of the student body is classified as unduplicated, requiring a highly individualized approach to education. This diversity is further highlighted by the Adolescent Parent Program, which serves pregnant and parenting students aged 14-19. This program features an on-site Child Development Center and a four-hour daily schedule that combines standard graduation requirements with essential parenting skills instruction. Additionally, since the 2021-2022 school year, the campus has hosted the Active Community Transition Training (ACTT) program, which supports young adults with severe disabilities in developing independent living skills through community-based instruction.

Instructionally, WHS utilizes a flexible but rigorous Independent Study framework where students typically meet with their teacher for 45 minutes each week. During these sessions, teachers verify homework, administer assessments, and provide direct instruction, while students remain responsible for organizing their learning activities throughout the rest of the week. To support this model, all students are provided with Chromebooks, supplemented by open-access tutorials staffed by instructors and aides. The school employs a proactive, team-based support strategy; if a student misses more than 10% of their attendance in a reporting month, a collaborative tiered reengagement intervention involving counselors, mental health specialists, and administrators is triggered. This holistic approach ensures that every student, regardless of their background or the personal challenges they face, is provided with a safe and supportive environment to make progress toward graduation.

Parent involvement remains essential to the success of Walnutwood's independent study model. The school maintains an active School Site Council (SSC), providing parents and staff with a collaborative forum to guide school governance and support the strategic allocation of LCFF and Title I funding. Families are also encouraged to participate in district-level initiatives such as the District English Learner Advisory Committee (DELAC) and the annual Parent Summit, reinforcing Walnutwood's commitment to collaboration, transparency, and meaningful stakeholder engagement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Walnutwood High School Site Council (SSC) serves as the primary governing body for overseeing the development, implementation, and monitoring of the School Plan for Student Achievement (SPSA). The council meets three times annually—scheduled for the August/September, January/February, and May windows—to review student data, evaluate program effectiveness, and approve the strategic allocation of categorical funds.

The 2025-2026 School Site Council is comprised of a diverse group of stakeholders, representing a balanced partnership between staff, parents, and students:
2025-2026 SSC Dates: 10/8/2025, 2/11/2026, 5/5/2026

- Administration: Kimberly Walker, Principal
- Faculty: Jessica Elliott (Teacher), Haydee Ramirez (Staff)
- Parents/Community: Ellen Lowney, Simone Wiegand
- Student Representation: Sam Lowney

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the required comprehensive needs assessment and a review of the school's 2024-2025 profile, Walnutwood High School (WHS) has identified specific resource inequities. As an alternative school of choice with an "open-entry/open-exit" model, inequities often arise from the challenge of providing specialized, high-touch support to a highly mobile and high-need student population within a non-traditional schedule.

Graduation Rate (Performance Level: Red/Orange)

Data Finding: The Dashboard indicates that the Graduation Rate is a critical area of focus, currently sitting in the red or orange category.

Root Cause Analysis: As an "open-entry/open-exit" school, WHS often receives students who are significantly behind in credits or are facing external crises (e.g., medical issues or parenting responsibilities in APP). While these students are making progress toward their individual education plans, the standard four-year graduation cohort metric does not always capture the success of students, nor does it represent the students that chose to return to their comprehensive site for the spring semester of their senior year so they could participate in their local high school graduation.

Actionable Step: To move this indicator, WHS is intensifying its "team approach" to help students fill in academic gaps through additional targeted interventions, more frequent counselor check-ins, and creating more opportunities for students to build connections to their peers and the school.

Mathematics (Performance Level: Orange)

Data Finding: Performance in Mathematics remains in the orange category, indicating that students are performing "Low" or "Very Low" relative to state standards.

Root Cause Analysis: The needs assessment revealed that the Independent Study model—while successful for self-motivated learners—can be challenging for students struggling with foundational math concepts or are taking below grade-level math courses. The 45-minute weekly meeting is often insufficient for the high-touch instruction required for complex math mastery, particularly for students who have had gaps in their prior schooling.

Actionable Step: WHS is expanding its targeted intervention sessions in addition to the already established drop-in "math support".

College/Career Readiness (Performance Level: Orange)

Data Finding: Status in the College/Career Indicator (CCI) is currently in the orange category.

Root Cause Analysis: Many WHS students are focused on the immediate goal of high school completion and may lack the specialized guidance or exposure to Career Technical Education (CTE) and other college connection pathways available at comprehensive high schools.

Actionable Step: In addition to expanding our concurrent and dual enrollment opportunities and communication, we are integrating career-readiness skills into our core curriculum, specifically within the Adolescent Parent Program (APP), where students learn essential parenting and workforce skills daily. Moving forward, we aim to increase the visibility of FAFSA completion and community college pathways through targeted counselor outreach.

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

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

Other Needs

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

The Studer Qualitative Survey highlighted other key successes and needs for Walnutwood High School. 53.8% of students consistently praised the caring educators and staff, stating they build strong relationships with students. 35.3% of students who responded request smoother weekly check-in logistics, better clarity on meeting locations and facility updates.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.18%	%	%	2		
African American	4.14%	4.52%	3.42%	7	10	5
Asian	1.78%	4.07%	5.48%	3	9	8
Filipino	0.59%	1.36%	2.05%	1	3	3
Hispanic/Latino	16.57%	24.43%	22.60%	28	54	33
Pacific Islander	0.59%	0.45%	0.68%	1	1	1
White	64.50%	53.85%	55.48%	109	119	81
Multiple/No Response	10.65%	11.31%	10.27%	18	25	15
Total Enrollment				169	221	146

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten		1	
Grade 1		1	2
Grade 2		3	1
Grade3	1		
Grade 4	1		
Grade 5	1	1	1
Grade 6	1		1
Grade 8		1	
Grade 9	17	15	12
Grade 10	32	49	19
Grade 11	38	77	52
Grade 12	78	73	58
Total Enrollment	169	221	146

Conclusions based on this data:

1. We have seen a decline in enrollment this past year, largely due to the loss of three teachers through district surplus. This reduced the max enrollment capabilities of the school.
2. Grade-level enrollment over the past three school years has remained relatively stable, with a noticeable increase in the number of 12th-grade students. Enrollment in 10th grade has also seen a slight rise, growing from 28 to 32 students.
3. Even with the slight decline in enrollment during the 2025-2026 school year, the enrollment trends remain consistent year over year, with noticeable spikes in October, January, and March, and a significant number of early senior graduations in December through April.

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	16	28	20	8.5%	9.5%	13.7%
Fluent English Proficient (FEP)	23	35	17	13.1%	13.6%	11.6%

Conclusions based on this data:

1. The number of English Learner (EL) students at Walnutwood continues to fluctuate yearly. Due to our small EL population and the school's fluctuating enrollment, using percentages can be misleading; therefore, tracking the actual number of enrolled EL students provides a more accurate data point. Despite the low numbers, the needs of our EL students remain significant.
2. With primarily most of our EL students in our Adolescent Parent Program we have hired a Bilingual aide to support students and their families.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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		*			0			0				
Grade 4		*	*		*	0		*	0			
Grade 6		*			0			0				
Grade 7	*	*		0	0		0	0				
Grade 8	*	*		*	0		*	0				
Grade 11	95	74	84	71	46	66	70	45	66	74.7	62.2	78.6
All Grades	99	81	85	72	47	66	71	46	66	72.7	58	77.6

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 4		*			*			*			*			*	
Grade 8	*			*			*			*			*		
Grade 11	2565.	2548.	2533.	15.71	13.33	9.09	22.86	24.44	28.79	40.00	33.33	25.76	21.43	28.89	36.36
All Grades	N/A	N/A	N/A	15.49	13.04	9.09	22.54	23.91	28.79	39.44	32.61	25.76	22.54	30.43	36.36

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	27.14	17.78	19.70	51.43	62.22	43.94	21.43	20.00	36.36
All Grades	26.76	17.39	19.70	50.70	63.04	43.94	22.54	19.57	36.36

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	20.00	13.33	10.61	55.71	51.11	51.52	24.29	35.56	37.88
All Grades	19.72	13.04	10.61	54.93	50.00	51.52	25.35	36.96	37.88

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	11.43	13.33	12.12	78.57	77.78	69.70	10.00	8.89	18.18
All Grades	11.27	13.04	12.12	78.87	78.26	69.70	9.86	8.70	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4		*			*			*	
Grade 8	*			*			*		
Grade 11	11.43	13.33	10.61	67.14	62.22	57.58	21.43	24.44	31.82
All Grades	11.27	13.04	10.61	66.20	63.04	57.58	22.54	23.91	31.82

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards dropped from 34.78% in 2023-2024 to 25.76% in the 2024-2025 school year. This decline is largely driven by a significant increase in the "Standard Not Met" category, which rose from 36.23% to 43.94% year-over-year
2. In contrast to previous years where testing participation was higher (e.g., 93.4% in 22-23), the participation rate for the 2024-2025 school year fell to 81.5%. This may indicate that the current data represents a smaller, less exhaustive sample of the total student body compared to prior years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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		*			0			0				
Grade 4		*	*		*	0		*	0			
Grade 6		*			0			0				
Grade 7	*	*		0	0		0	0				
Grade 8	*	*		*	0		*	0				
Grade 11	95	77	84	68	47	64	67	46	64	71.6	61	76.2
All Grades	99	84	85	69	48	64	68	47	64	69.7	57.1	75.3

* 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 4		*			*			*			*			*	
Grade 8	*			*			*			*			*		
Grade 11	2493.	2495.	2501.	4.48	2.17	4.69	5.97	2.17	9.38	14.93	21.74	14.06	74.63	73.91	71.88
All Grades	N/A	N/A	N/A	4.41	2.13	4.69	5.88	2.13	9.38	14.71	21.28	14.06	75.00	74.47	71.88

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	7.46	2.17	7.81	17.91	30.43	25.00	74.63	67.39	67.19
All Grades	7.35	2.13	7.81	17.65	29.79	25.00	75.00	68.09	67.19

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	2.99	2.17	7.81	64.18	60.87	51.56	32.84	36.96	40.63
All Grades	2.94	2.13	7.81	63.24	59.57	51.56	33.82	38.30	40.63

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 4		*			*			*	
Grade 8	*			*			*		
Grade 11	2.99	4.35	4.69	56.72	56.52	40.63	40.30	39.13	54.69
All Grades	2.94	4.26	4.69	57.35	55.32	40.63	39.71	40.43	54.69

Conclusions based on this data:

1. The percentage of students meeting or exceeding state standards reached a three-year low of 4.69% in 2024-2025, down from 8.82% in 2023-2024 and 8.51% in 2022-2023. This coincides with a sharp increase in the "Standard Not Met" category, which rose to 73.44% this year compared to 58.82% the previous year.
2. Unlike previous years where participation was relatively high (94.4% in 22-23 and 81.0% in 23-24), the participation rate for the 2024-2025 school year fell to 64.6%. This suggests that the 2024-2025 data represents a much smaller segment of the student body, which may impact the ability to compare these results directly to previous full-cohort trends.

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	1540.1	*	*	1506.5	*	*	1573.3	*	*	13	7
11	*	*	1570.9	*	*	1560.1	*	*	1581.0	*	*	12
12	*	*		*	*		*	*		5	*	*
All Grades										13	20	21

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13	*
11	*	*	33.33	*	*	33.33	*	*	8.33	*	*	25.00	*	*	12
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	10.00	20.00	30.77	30.00	40.00	38.46	35.00	15.00	7.69	25.00	25.00	13	20	20

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	15.38	*	*	46.15	*	*	15.38	*	*	23.08	*	*	13	*
11	*	*	50.00	*	*	25.00	*	*	8.33	*	*	16.67	*	*	12
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	15.00	30.00	46.15	45.00	45.00	30.77	15.00	15.00	0.00	25.00	10.00	13	20	20

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13	*
11	*	*	25.00	*	*	8.33	*	*	33.33	*	*	33.33	*	*	12
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	10.00	15.00	30.77	25.00	20.00	46.15	40.00	35.00	15.38	25.00	30.00	13	20	20

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	76.92	*	*	23.08	*	*	13	*
11	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
12	*	*		*	*		*	*		*	*	
All Grades	7.69	0.00	5.00	69.23	70.00	65.00	23.08	30.00	30.00	13	20	20

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	38.46	*	*	38.46	*	*	23.08	*	*	13	*
11	*	*	83.33	*	*	0.00	*	*	16.67	*	*	12
12	*	*		*	*		*	*		*	*	
All Grades	76.92	30.00	85.00	23.08	45.00	5.00	0.00	25.00	10.00	13	20	20

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
11	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12
12	*	*		*	*		*	*		*	*	
All Grades	23.08	15.00	15.00	46.15	55.00	50.00	30.77	30.00	35.00	13	20	20

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
11	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
12	*	*		*	*		*	*		*	*	
All Grades	8.33	0.00	5.00	91.67	80.00	75.00	0.00	20.00	20.00	12	20	20

Conclusions based on this data:

1. The percentage of students achieving Level 4 (Well Developed) in Overall Language proficiency remained stagnant at 15.00% in 2024-2025, showing no growth from the 2023-2024 school year. This follows a decline from 23.08% in 2022-2023.
2. The total number of English Learners tested remained consistent at 20 students for both the 2023-2024 and 2024-2025 school years, providing a stable cohort size for comparing year-over-year performance trends.

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
221	46.6%	12.7%	0.5%
Total Number of Students enrolled in Walnutwood High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	12.7%
Foster Youth	1	0.5%
Homeless	3	1.4%
Socioeconomically Disadvantaged	103	46.6%
Students with Disabilities	37	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	4.5%
American Indian	0	0.0%
Asian	9	4.1%
Filipino	3	1.4%
Hispanic	54	24.4%
Two or More Races	25	11.3%
Pacific Islander	1	0.5%
White	119	53.8%

Conclusions based on this data:

1. In the 2024-2025 school year, nearly half of the student body (46.6%, or 103 students) is classified as Socioeconomically Disadvantaged. When combined with the English Learner population (12.7%) and Foster Youth (0.5%), these "unduplicated" groups represent a substantial portion of the campus.
2. The 2024-2025 population shows a diverse ethnic breakdown, with Hispanic students representing the largest minority group at 24.4% (54 students), followed by students identifying with Two or More Races at 11.3% (25 students).

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  Orange	Graduation Rate  Orange	Suspension Rate  Green
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

- 1. The school's most significant challenge is in the College/Career indicator, which is currently in the Red (Lowest Performance) category. This indicates a high-priority need for the 2024-2025 school year to strengthen CTE pathways, dual enrollment, or other readiness metrics to ensure students are prepared for post-secondary transitions.
- 2. Widespread Academic and Engagement Challenges: Three major indicators—English Language Arts, Mathematics, and Graduation Rate—are all in the orange category.
- 3. Despite academic and graduation challenges, the school maintains a green performance level for Suspension Rate. This suggests that Walnutwood High School has been successful in maintaining a safe and positive school climate,

School and Student Performance Data

Academic Performance English Language Arts

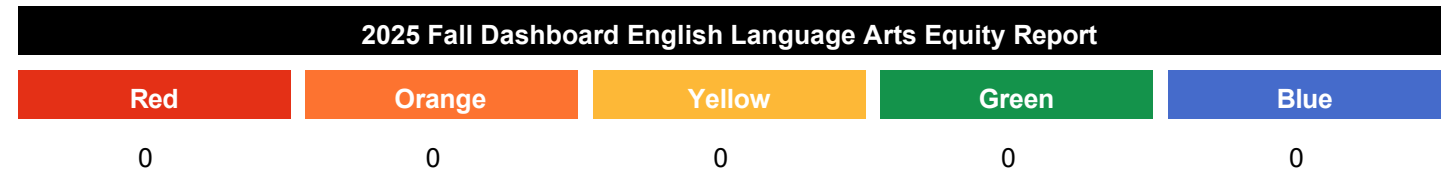
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 103.6 points below standard Increased 98.8 points 60 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 130.6 points below standard Increased 60 points 29 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 159.7 points below standard 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 84.2 points below standard Increased 97 points 34 Students

Conclusions based on this data:

1. Student performance in ELA experienced a significant drop during the 2024–2025 period, declining by 84.9 points from the previous year.
2. The data reveals a severe performance gap for socioeconomically disadvantaged students, who scored 190.6 points below standard. This group also saw a sharp decline of 86.2 points in the 2024–2025 school year.
3. Most student subgroups had fewer than 11 students, so no performance color or full analysis is available, limiting detailed disaggregation. This reflects small sample sizes, which is common in alternative education settings, and emphasizes the importance of individualized monitoring.

School and Student Performance Data

Academic Performance Mathematics

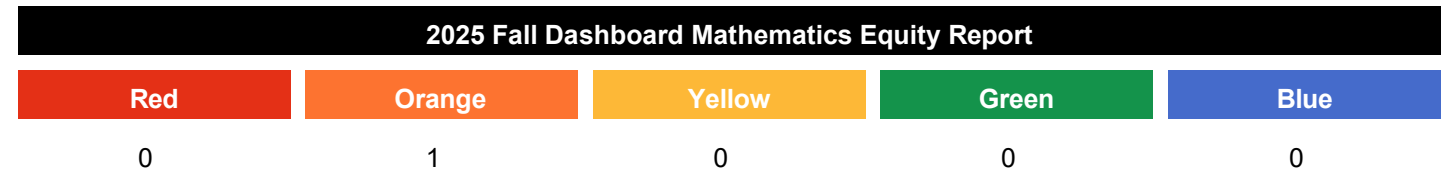
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Orange 187 points below standard Increased 78.9 points 60 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 211.9 points below standard Increased 54.8 points 29 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 231.6 points below standard 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 173.6 points below standard Increased 78.9 points 34 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

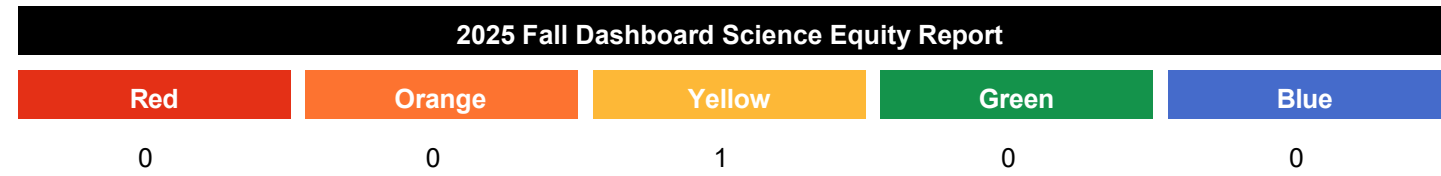
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 39.1 science points Increased 8.2 points 60 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 36 science points Maintained 1.9 points 27 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 30.9 science points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 42.1 science points Increased 9.6 points 33 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 55 making progress. Number Students: 20 Students	 No Performance Color 54.5 making progress. Number Students: 11 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
20%	25%	5%	50%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

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

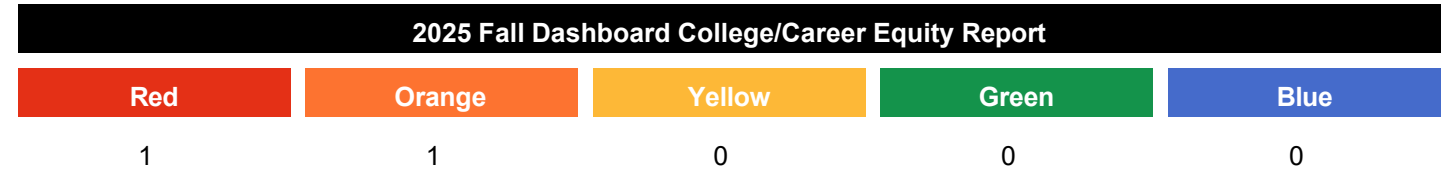
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Red Prepared 4.8% Declined 4.6% 83 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange Prepared 2.1% Increased 2.1% 47 Students

Students with Disabilities  No Performance Color Prepared 0% Declined 5.6% 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Prepared 9.1% Increased 9.1% 22 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Red Prepared 4.4% Declined 8.9% 45 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 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  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

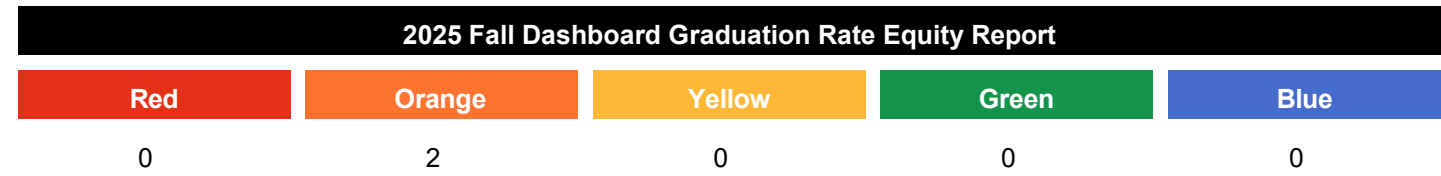
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 83.3% graduated Declined 8.3% 84 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 79.2% graduated Declined 14% 48 Students

Students with Disabilities  No Performance Color 60% graduated Declined 6.7% 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 87% graduated Declined 1.9% 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 80% graduated Declined 15% 45 Students

Conclusions based on this data:

1. 91.7% of all students graduated, placing WHS in the Green performance level, with an 8.8% increase from the prior year.
2. Specific subgroups have increase: Hispanic students improved by 22.2%, reaching an 88.9% graduation rate. Students with disabilities increased their rate by 13.7%, though their graduation rate remains lower at 66.7%, indicating continued need for targeted support.

School and Student Performance Data

Conditions & Climate Suspension Rate

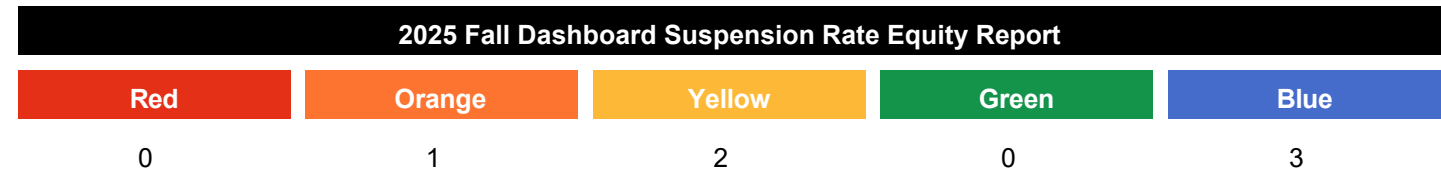
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Increased 0.6% 330 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 35 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Maintained 0% 20 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Blue 0.6% suspended at least one day Maintained -0.1% 156 Students

Students with Disabilities  Yellow 1.9% suspended at least one day Increased 1.9% 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day 15 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 1.2% suspended at least one day Increased 1.2% 82 Students
Two or More Races  Orange 5.4% suspended at least one day Increased 5.4% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 179 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

To ensure academic excellence and equitable outcomes for every student by implementing a robust, data-driven monitoring system that guarantees access to high-quality instruction, targeted grade-level proficiency in core subjects, and a clear, supported pathway toward timely graduation, with a primary focus on eliminating achievement gaps for marginalized and underserved populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
- 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
- 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

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

Walnutwood High School faces significant challenges in Graduation Rates (Red/Orange status) and Mathematics (Orange status), where students are performing at a "Low" or "Very Low" level relative to state standards. Dashboard indicators reveal a critical performance gap for English Learners and Students with Disabilities, whose progress is often hindered by the traditional independent study model's limited weekly contact. Additionally, ELA achievement is declining, with 36% of 11th graders performing below standard in writing. To address these gaps and improve outcomes for marginalized populations, WHS has implemented an intensified team approach featuring frequent counselor check-ins and a Multi-Tiered System of Supports (MTSS) to monitor student progress more closely. The school has also hired a bilingual aide to provide targeted instructional support to English Learners, particularly within the Adolescent Parent Program, and has expanded drop-in math intervention sessions and will implement targeted interventions in math and science to bridge foundational learning gaps. These steps are designed to move beyond passive monitoring to active, data-driven interventions that ensure all students, especially those historically underserved, make annual progress toward graduation and grade-level proficiency.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	ELA: Increase of .93% from 2023-2024 to 2024-2025 Math: Decrease of 9.81% from 2023-2024 to 2024-2025	At WHS, we consistently see significant fluctuations in test data due to low sample size and a large transient rate. Even with these barriers, we recognize that our students need additional support in academic performance and graduation rates. Increase math and English Language Arts scores by 5% in the met or exceeds standards. Continue to increase our CAASPP participation rate towards a target of 95%.
Intervention data	NA--beginning year	Develop a systematic intervention program that uses data from formative assessments to raise math and ELA proficiency.
Monthly Attendance Data	Although the Ca dashboard shows WHS as "no performance color", internal data shows that WHS had a monthly attendance average of 78% in 2023-2024 and 88.12% in 2024-2025.	Increase average monthly positive attendance rates by 1% or more.

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 paid summer curriculum planning time for certificated teachers to develop evidence-based academic resources for targeted intervention.	All students not performing at grade level	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries intervention planning 165 LCFF - Supplemental 3000-3999: Employee Benefits intervention planning benefits
1.2	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	4106 LCFF - Supplemental 2000-2999: Classified Personnel Salaries support aide 1517 LCFF - Supplemental 3000-3999: Employee Benefits support aide 5052 District Funded 2000-2999: Classified Personnel Salaries instructional aide 1867 District Funded

			3000-3999: Employee Benefits instructional aide
1.3	Attendance clerk to support families with increasing attendance in an independent study program.	All students, focusing on at risk subgroups	2796 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk 1715 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Clerk
1.4	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	3514 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development-Conferences
1.5	Weekly PLT meetings for teachers to plan, collaborate, review data, and discuss shared students for early intervention.	All students, focusing on at risk subgroups	0 None Specified None Specified Weekly collaboration to support data driven instruction
1.6	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices to ensure accurate academic monitoring and equitable grading practices.	unduplicated students	0 None Specified None Specified Grading practices
1.7	Establish a data system to closely monitor the progress of students who enroll later in the school year, particularly those enrolling after January.	unduplicated students	0 None Specified None Specified progress monitoring
1.8	Partner with partner high schools to increase CTE and VAPA offerings through concurrent enrollments	Students enrolled in CTE and VAPA courses	0 None Specified None Specified CTE and VAPA courses
1.9	Purchase supplies for CTE and VAPA courses, as needed.	Students enrolled in CTE and VAPA courses	0 None Specified 4000-4999: Books And Supplies CTE and VAPA supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Walnutwood High School focuses on supporting student academic achievement, ensuring access to a broad course of study, and providing professional development to help teachers monitor student progress. A primary strategy involved strengthening the student onboarding process, though data indicates that students enrolling after January continue to face significant struggles despite these added supports. To specifically address performance gaps in mathematics, the school implemented a "Testing Bootcamp" to provide targeted instruction for the CAASPP assessment. Effectiveness is

further bolstered by attendance and engagement teams that conduct outreach for mid-year enrolling families. However, the school has identified a critical need for more formal teacher training and mentoring on intervention strategies due to the unique demands of the independent study model. Furthermore, consistent effectiveness is often hindered by fluctuating enrollment and the challenge of placing incoming students into appropriate grade-level courses.

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

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

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

During the 2025-2026 school year, we will continue to strengthen our student on-boarding process. We found that students who enroll after January continue to struggle, even with these added supports. During the 2024-2025 school year, we added a Testing Bootcamp that provided additional instruction in math to targeted students in effort to support their math achievement on the CAASPP assessment. We will continue to work with our attendance and engagement teams to support mid-year enrolling families and address positive attendance and work completion. We will also continue to use the CAASPP and diagnostic results to identify intervention focus for the 2026-2027 school year.

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.

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

To foster an inclusive, safe, and welcoming school environment where every student and family—particularly those from historically marginalized and underserved communities—is empowered as a valued partner in the educational process, resulting in high levels of consistent attendance, active participation in school decision-making, and a deep sense of belonging and connection to the school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 2.01 - Increase student attendance rates and reduce chronic absenteeism.
- 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
- 2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
- 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
- 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

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

Based on the Walnutwood High School (WHS) SPSA, significant improvement is needed in Graduation Rates (Red/Orange status) and Mathematics (Orange status), alongside declining ELA achievement, where 36% of 11th graders perform below standard in writing. There are notable performance gaps for English Learners and Students with Disabilities, whose progress is often limited by the traditional independent study model. To address these issues and increase engagement for marginalized groups—including the 47% of students classified as unduplicated—WHS has implemented a tiered reengagement intervention triggered by low attendance and hired a bilingual aide for targeted outreach within the Adolescent Parent Program. Furthermore, the school utilizes its School Site Council for collaborative governance and an intensified team approach through MTSS to ensure closer monitoring and data-driven support for students and families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rates and attendance	2024-2025: Graduation Rate: 91.7% 2024-2025: Monthly Attendance Rate Average: 88%	Accurately determining our graduation rate is challenging due to the highly transient nature of our student population. We develop individualized plans to support each student's graduation goals. Some students choose to return to their comprehensive high school to complete graduation requirements, while others transition to Adult School upon turning 18—even if this occurs during their senior year. These transitions are not reflected in our official graduation rate. Increase graduation rates by 1% or more yearly. In an independent study program, attendance is based on the completion of assigned work. If a student does not complete all weekly assignments—regardless of their grade or demonstrated mastery—they do not receive full, positive attendance. By emphasizing attendance, we not only improve attendance rates but also enhance student outcomes and increase graduation rates. Increase monthly attendance rate by 1% or more.
Studer Survey	53.8% of Families noted and praised the caring educators and staff who adapt and build strong relationships with students. 35.3% of families request smoother weekly check-in logistics and clarity on site locations and updates.	Increase communication and clarity of program elements through strengthening the onboarding process.
Panorama Survey	Winter 2026 Survey: -Emotional regulation declined by 8 points in students' ability to stay calm when things go wrong. -Growth mindset declined by 11 points in students' belief they can improve their behavior.	Continued focus in these areas to increase student's capacity in their emotional regulation and growth mindset by 3% or higher.
School-wide events	Staff put on 2 school-wide field trips during the 2025-2026 school year.	Continue to offer and increase the number of in-person events and field trips for students

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	Provide paid summer curriculum planning time for certificated teachers to develop evidence-based academic resources.	All students not performing at grade level	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Planning 166 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Planning Benefits
2.2	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	4106 LCFF - Supplemental 2000-2999: Classified Personnel Salaries support aide 1517 LCFF - Supplemental 3000-3999: Employee Benefits support aide 5052 District Funded 2000-2999: Classified Personnel Salaries instructional aide 1867 District Funded 3000-3999: Employee Benefits instructional aide
2.3	Attendance clerk to support families with increasing attendance in an independent study program.	Chronically absent students	2797 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk 1716 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk Benefits
2.4	Bilingual aide for bilingual students in the Adolescent Parenting Program	Bilingual students in the Adolescent Parenting Program	District Funded 2000-2999: Classified Personnel Salaries bilingual aide District Funded 3000-3999: Employee Benefits bilingual aide
2.5	Support transportation for increased school events to promote SEL growth, school connectedness, and increase attendance rates	Unduplicated students	666 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

			Transportation for student activities
2.6	Supplies and materials to support student and parent engagement, SEL, increasing attendance and academic performance, A-G and graduation rates.	Unduplicated students and other students at risk of not graduating	1666 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies
2.7	Increased school events to promote SEL growth, school connectedness, and increase attendance rates	Unduplicated students	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures student activities
2.8	Postage to help support school to home connectedness	All students	100 LCFF - Supplemental 4000-4999: Books And Supplies postage
2.9	Provide materials for teacher's professional development that support targeted intervention and attendance support.	Students not meeting grade level standards, graduation track, or chronically absent.	33 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Walnutwood High School implemented targeted strategies to improve student engagement, attendance, and graduation rates, particularly for underserved populations. Key actions included hiring bilingual aides, offering targeted interventions, increasing school events, and offering SEL-focused professional development. These efforts contributed to improved attendance (rising from 84% to 88%) and a celebrations from student-teacher connectedness from the Studer Survey. While challenges remain due to the independent study model, the strategies have been effective in fostering a more connected and supportive school environment.

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

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

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

Planned strategies and activities for the 2026-2027 school year will continue to prioritize instruction, professional development, increased student engagement activities, and targeted intervention and supports to meet the needs of our highest at-risk learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal 3: Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, 7).

To ensure all students receive rigorous, evidence-based classroom instruction aligned with California State Standards and gain equitable access to a comprehensive, well-rounded course of study that prepares them for success in higher education and the modern workforce, regardless of their background or geographic location.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

Walnutwood High School identifies Mathematics and ELA instruction as primary areas for improvement, with Math performance currently in the orange category and ELA showing a decline in students meeting or exceeding standards. A significant performance gap exists for students who require more intensive instructional support than the standard independent study model provides, particularly in foundational subjects. To address these needs and ensure access to a broad, high-quality course of study, WHS has expanded drop-in instructional support and established formal targeted intervention sessions to provide the high-frequency, direct instruction necessary for academic growth. Furthermore, the school is focusing on integrating career-readiness skills across the curriculum and has hired a bilingual aide to ensure that English Learners in specialized programs, such as the Adolescent Parent Program, have equitable access to the full range of academic and elective offerings. These steps ensure that all students, regardless of their background, receive rigorous, standards-aligned instruction that prepares them for post-secondary success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE offerings Increase A-G completion rate. Increase instructional practices in math, English Language Arts, and Social Emotional Learning.	CTE 2023-2024 year: -1 CTE offering through a partnership with Kinney High School -Students are able to concurrently enroll at a comprehensive site to participate in that school's CTE offerings. CTE 2024-2025 and 2025-2026 years: -2 CTE offerings through a partnership with Kinney High School -1 CTE offering through a partnership with Innovations Academy 2025-2026 Increase targeted intervention instructional practices: currently, teachers provide tier 2 (intervention) instruction during their weekly 45-minute session or request the student come in at another time during the day. At this time, we do not have a system to measure how well this current practice is supporting student outcomes. By using the 15-Day Challenge, we will create a system of data that highlights strong instructional practices for the 2026-2027 school year. Social-Emotional Learning: Student needs continue to increase each year. During the 2024-2025 school year, referrals for mental health support decreased by 6% in the fall semester but rose again in the spring semester compared to the 2023–2024 school year and continued to increase during the 2025-2026 school year. This trend highlights the ongoing and growing need for Tier 1 Social-Emotional Learning (SEL) instruction to proactively support all students.	Increase the amount of CTE options through concurrent enrollment partnerships with other alternative education sites and comprehensive sites. Increase A-G completion rates and CAASPP performance scores through creation of systematize intervention plan in the areas of math, writing, and dedicated ELD instruction. Create a data system to closely monitor the progress of students who are enrolled in dedicated intervention classes. Decrease in mental health referrals.

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 paid summer curriculum planning time for certificated teachers to develop evidence-based academic resources.	All students not performing at grade level	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Planning 166 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Planning

3.2	Hire a bilingual aide that will support the teacher during the systematic intervention.	English Learners	4105 LCFF - Supplemental 2000-2999: Classified Personnel Salaries instructional aide 1517 LCFF - Supplemental 3000-3999: Employee Benefits instructional aide 5052 District Funded 1000-1999: Certificated Personnel Salaries instructional aide 1867 District Funded 3000-3999: Employee Benefits instructional aide
3.3	Purchase online curriculum to support A-G specialized courses	All students	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online Curriculum
3.4	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meetings A-G requirements.	Students not meeting academic, attendance, and graduation requirements	3514 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures professional development- conferences
3.5	Support transportation for increased school events to promote SEL growth, school connectedness, and increase in attendance and graduation rates	Unduplicated students	667 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for student activities
3.6	Supplies and materials to support student and parent engagement, SEL growth, increasing attendance and academic performance, A-G and graduation rates.	all students	1667 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies
3.7	Increase school events to promote SEL growth, school connectedness, and increase attendance rates.	Unduplicated students	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures student activities
3.8	Partner with Kinney and Innovations Academy to increase CTE offerings	All students	0 None Specified None Specified CTE courses
3.9	Provide materials for teachers' professional development that support targeted intervention and attendance support.	Students not meeting grade level standards, graduation track, or chronically absent	34 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials
3.10	Purchase supplies for CTE courses, as needed	Students enrolled in CTE courses	0 LCFF - Supplemental

			4000-4999: Books And Supplies CTE supplies
3.11	Trainings to support trauma informed practices, Panorama, and SEL	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures SEL, Panorama, and trauma informed practices training

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Walnutwood High School aims to ensure all students receive equitable, high-quality instruction for college and career readiness, specifically by increasing student achievement, strengthening Tier 1 and Tier 2 instruction, providing targeted professional development, and improving attendance rates. An attendance clerk is employed to support families in independent study, and additional professional development is provided to enhance academic and attendance outcomes, with a focus on specific grade-level proficiencies and graduation requirements. The school also collaborates with Kinney High School and other partner high schools to offer an additional CTE pathways for students.

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

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

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

During the 2026-2027 school year, we will continue to strengthen our student intervention practices to increase our academic and graduation outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal 4: All students receive equitable instruction from qualified teachers and access curriculum promoting college and career readiness.

To guarantee every student's right to high-quality education by ensuring they are taught by fully credentialed, expert educators and provided with rigorous, standards-aligned instructional materials, creating an equitable learning environment that removes barriers to access and empowers all students with the skills, knowledge, and agency required for seamless transition into college and competitive career pathways.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

4.02 - Maintain schools in good repair.

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

Identified Need

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

Walnutwood High School identifies a significant need to improve College and Career Readiness, as the school currently sits at an orange performance level on the Dashboard. Data indicates that many students, particularly those in the Adolescent Parent Program (APP) and those facing significant credit deficiencies, lack sufficient exposure to Career Technical Education (CTE) and the specialized guidance needed for post-secondary transitions. To ensure equitable instruction and promote future readiness, WHS ensures all students are taught by fully credentialed teachers and has prioritized the integration of career-readiness skills directly into the core curriculum. Corrective steps include increased counselor outreach to support FAFSA completion and community college enrollment, alongside the hiring of a bilingual aide, primarily in the Adolescent Parenting Program to remove language barriers for English Learners. By providing these targeted resources and maintaining high standards for instructional materials, WHS aims to empower historically underserved students with the agency and knowledge required for a seamless transition into higher education and competitive careers.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide paid summer curriculum planning time for certificated teachers to develop evidence-based academic resources for targeted intervention.	All students not performing at grade level	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention planning 166 LCFF - Supplemental 3000-3999: Employee Benefits Intervention planning-- benefits
4.2	Hire a bilingual aide that will support the teacher during the systematic intervention.	All students not performing at grade level in math, ELA, with a focus and English Learners	4105 LCFF - Supplemental 2000-2999: Classified Personnel Salaries instructional aide 1517 LCFF - Supplemental 3000-3999: Employee Benefits instructional aide-benefits 5052 District Funded 1000-1999: Certificated Personnel Salaries instructional aide 1867 District Funded 3000-3999: Employee Benefits instructional aide
4.3	Complete all required evaluations and provide timely feedback to all staff using TalentEd and in-class observations to support improvement in culturally responsive instructional strategies.	All students	0 None Specified None Specified evaluations
4.4	Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements.	Students not meeting academic, attendance, and graduation requirements	3514 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development, Conference
4.5	Support transportation for increased school events to promote SEL growth, school connectedness, and increase attendance rates.	Unduplicated students	667 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures transportation for student activities
4.6	Supplies and materials to support student and parent engagement, increasing attendance and academic performance, A-G and graduation rates.	Unduplicated students and other students at risk of not graduating	1667 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies

4.7	Increase school events to promote SEL growth, school connectedness, and increase attendance rates.	Unduplicated students	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures student events and activities
4.8	Bilingual aide for bilingual students in the Adolescent Parenting Program	Bilingual Students in the Adolescent Parenting Program	District Funded 4000-4999: Books And Supplies bilingual aide
4.9	Provide materials for teacher's professional development that support targeted intervention and attendance support.	Students not meeting grade level standards, graduation track, or chronically absent.	33 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies
4.10	Trainings to support trauma informed practices, Panorama, and SEL	Students with SEL needs	0 None Specified None Specified Panorama, trauma informed practices training
4.11	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.	All students	0 None Specified None Specified Grading practices

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$84,595.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$27,676.00
LCFF - Supplemental	\$56,919.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$84,595.00

Total of federal, state, and/or local funds for this school: \$84,595.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	56919	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	27,676.00
LCFF - Supplemental	56,919.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,104.00
2000-2999: Classified Personnel Salaries	33,835.00
3000-3999: Employee Benefits	15,914.00
4000-4999: Books And Supplies	5,200.00
5000-5999: Services And Other Operating Expenditures	16,542.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	10,104.00
2000-2999: Classified Personnel Salaries	District Funded	10,104.00
3000-3999: Employee Benefits	District Funded	7,468.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,731.00
3000-3999: Employee Benefits	LCFF - Supplemental	8,446.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	16,542.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,482.00
Goal 2	21,436.00
Goal 3	21,339.00
Goal 4	20,338.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Walker	Principal
Jessica Cisneros-Elliott	Classroom Teacher
Simone Weingand	Parent or Community Member
Haydee Ramirez	Other School Staff
Ellen Lowney	Parent or Community Member
Sam Lowney	Secondary Student

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA) 2. The ELAC shall assist the school in the development of: a. The school's needs assessment. b. The school's annual language census. c. Ways to make parents aware of the importance of regular school attendance.	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 5/5/2026.

Attested:



Principal, Kimberly Walker on 5/5/2026



SSC Chairperson, Kimberly Walker on 5/5/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

**Haydee SCHOOL SITE COUNCIL MEETING
AGENDA / MINUTES**

Walnutwood High School

Date: 5/5/26

Time: 3:00 pm

Location: Teams

1. Call to Order - Introductions

Meeting was called to order at 3:16

Members Present:

- | | |
|---|--|
| ● <i>Jessica Cisneros-Elliott–Teacher</i> | ● <i>Simone Wiegand–community member</i> |
| ● <i>Kimberly Walker–Admin</i> | ● <i>Ellen Lowney–Parent</i> |
| ● <i>Haydee Ramirez–Staff</i> | ● <i>Sam Lowney–student</i> |

Quorum established with six members in attendance.

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

2. Previous Meeting Minutes – [HERE](#)

3. Public comment- *none*

4. Unfinished Business-*none*

5. New Business:

a. **Welcome and Introductions**

b. **WHS Updates**

■ **Alt Ed Reimagining Update**

■ **Events:**

1. Senior Picnic–5/21/26
2. Graduation–5/26/26
3. 26-27 Welcome Back Event–8/5/26–in the am

■ *Feedback: Ellen: next year–will we still have the FHS campus*

c. **26-27 SPSA Goals and Actions Proposal**

26-27 Proposed Goals and Actions Feedback:

Cost	Item/Action	26-27 Prelim Goals
\$7,758	Attendance Clerk–support with clerical tiered reengagement	Attendance: Increase to 92% or higher for all months, with a focus on Oct, Dec/Jan, and Apr/May throughout the year.
\$16,454 \$14,688	Bilingual Aide–intervention –support with teacher instruction and intervention Professional Development • Paid time for teachers to create intervention curriculum	Academics: Increase CAASPP math and ELA scores by 5% to ELA: 42.9% Math: 19.07%
\$1,000 —	License Fee for specialized courses Professional Development	A-G: Increase the number of juniors that are taking IM 3 over PBF to 27%.
\$10,100 —	Student Events/Activity fees/Postage • Field Trips • Local College Tours • School-home messages • etc Professional Development	Connectedness: Develop and instruct a series of SEL lessons that focus in these areas that connect to the WHS IS Pillars. (<i>Growth Mindset and Emotional Regulation</i>)
\$50,000		

d.

e. Feedback:

- Ellen–FCUSD has dual enrollment, supports ASL 1, but not 2.
 1. It is a dual relationship that both FCUSD and Los Rios have to approve.
- Who can I ask to get this looked at?
 1. Jessica responded: You can ask the board for that review

f. 26-27 SPSA and Actions Vote

- Motion: Simone
- Second: Ellen
- Yay: 6
- Nay: 0

6. Adjournment/Next Meeting – 3:33

Minutes respectfully submitted by: *Kimberly Walker*

Kimberly Walker
Signature

Date: 5/5/2026

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