



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walton Special Center	39686766095236	09/24/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Walton's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

~~This SPSA meets all requirements to serve as the Title I Targeted Assistance School Program.~~

On March 25th, 2025 Walton has been identified as a Title I School-Wide Program by the Stockton Unified School District Board of Trustees. This SPSA meets all requirements to serve as the Title I School-Wide Plan (SWP).

Educational Partner Involvement

How, when, and with whom did your 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

Walton staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Walton's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- December 14, 2023
- March 12, 2024
- May 21, 2024
- September 24, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting on September 26, 2023
- Title 1 Parent Meeting this year on September 17, 2024
- English Language Advisory Committee on September 24, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on March 14, 2024
- Faculty Meeting on May 14, 2024
- Leadership Meeting on August 20, 2024
- Faculty Meeting on August 6, 2024
- Leadership Meeting on September 20, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS) Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Walton, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner				X		
Foster Youth						
Homeless Youth						
Students with Disabilities				X		
American Indian/ Alaskan Native						

Walton students experience severe to profound disabilities. Additionally, due to their health, developmental, social, behavioral and communication needs, they are often not given access to similar opportunities to their non-disabled peers. Root causes for difficulties with access to opportunities within the educational environment include:

- Walton requires increased training opportunities, collaboration and specialized materials to support implementation of a functional alternative curriculum, MTSS, Social Emotional Learning, PBIS and evidence based practices.
- Walton's students need access to AAC devices and adaptive materials, learning enrichment opportunities, materials to support sensory regulation and necessary adaptive equipment to ensure equitable access to their learning environment.
- Parents lack access to opportunities to learn about strategies and supports for their students with disabilities.

To address these root causes, Walton has developed a variety of strategies to support our students. Examples include:

- Increasing student achievement by providing high quality instruction supported by a Multi-Tiered System of Supports (MTSS) to increase social emotional, communication, functional academic and independent living skills and support community readiness and

utilizing evidence based practices.

- Providing equitable and healthy learning environments that enhance the social-emotional and learning for all students utilizing a Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL).
- Creating a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students						
Foster Youth						
English Learner						
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged				68.9% chronically absent (orange)		
Student with Disabilities				69.5% chronically absent (orange)		
African American						
American Indian/Alaskan Native						
Asian						
Filipino						
Hispanic				71.8% chronically absent (orange)		
Two or More Races						
Pacific Islander/Native Hawaiian						
White						

3 major gaps were observed between student groups on the CA Dashboard Indicators for Walton Special Center.

Trend data was also reviewed year over year which resulted in observing disproportionate chronic absenteeism for student with disabilities, students who are socioeconomically disadvantaged and Hispanic students. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified chronic absenteeism as an area of focus for this 2024-2025 school year due to the adverse impact on students' learning, especially those with disabilities, who are socioeconomically disadvantaged and Hispanic students. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Build safe & healthy learning environments that promote student engagement and inclusive opportunities. Develop capacity for Social and Emotional Learning and support student needs for overall well being.
- Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.
- Related service providers consult with staff to support planning and strategies for MTSS, school climate, and Social Emotional Learning to improve school climate including the implementation of evidence based practices for student with disabilities, English Learners and socioeconomically disadvantaged students.
- Support PBIS initiatives, improve attendance, and develop student sense of self-wellness and connectedness to school including enhancing implementation of PBIS and SEL strategies including through the implementation of Walton's UDL to enhance school climate and increase student engagement.
- Promote family and community communication, empowerment, and engagement. Provide parents with meeting and training and opportunities, as well as community events.
- Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community
- Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Parent training materials to support their knowledge and understanding of their child's needs and to support the development of independent living, social and adaptive skills in the home and community.

Walton collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. Walton's School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was gathering stakeholder input including through the school site council and staff input via surveys and interviews. Specifically, the 5 Whys strategy was implemented as well as empathy interviews. Additionally, a survey gathered quantitative data and qualitative data to inform the understanding of site needs, root causes and potential strategies. Empathy interviews were conducted with staff members on April 9, 2024, and a survey employing both the 5 Whys strategy as well as quantitative methods was sent on April 2, 2024.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Increase student achievement by providing high quality instruction supported by a Multi-Tiered System of Supports (MTSS) to increase social emotional, communication, functional academic and independent living skills and support community readiness and utilizing evidence based practices. - Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Pupil Outcomes. By the end of the 2024-25 school year, Walton students will improve progress towards their IEP goals by 5 percentage points.

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.

Walton Special Center serves students with severe to profound special needs including health, developmental, social, physical, behavioral and motor needs. As such, our students require access to staff with specialized training to meet their educational needs.

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
Percent of progress towards IEP goals students achieve	76%	81%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>			
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			
1.1.4	<p>Bilingual Instructional Support</p> <p>Description of supports provided.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>			
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

1.1.6	<p>English Learner Programs and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>			
1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Develop and expand access high quality instruction and improve student access to Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) along with equitable learning opportunities. Facilitate educator progression in and effective implementation of Professional Learning Communities.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Professional development - Walton will seek out and utilize appropriate consultants, trainings, attend conferences, and provide additional compensation/ substitute costs needed for collaboration, training, and development of systems and practices for effective MTSS and UDL.</p> <p>Professional Development/Trainings for Teachers related to the implementation of SPSA School Goal 1.</p> <p>Additional compensation for teacher and staff collaboration to access training and plan for implementation of professional development related to MTSS strategies and interventions and refinement of PLC practices.</p> <p>Title 1 Funding Allocation: Conference: \$10,000</p> <p>LCAP: 1.7 Teacher Collaboration, Professional Development, & Academic Support: Additional Teacher Compensation: \$4,300 Additional Instructional Assistant Compensation: \$2,500 Additional Certified Staff Compensation: \$2,248</p>	<p>Students with Disabilities, English Learners, Low Income</p>	<p>\$10,000</p> <p>\$4,300</p> <p>\$2,500</p> <p>\$2,248</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>			

1.1.13	<p>Literacy and Library Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.</p>			
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Walton was able to implement many of the strategies laid out in School Goal 1 including purchasing instructional equipment necessary to implement supplemental programs and provide equitable access to learning opportunities for students with significant disabilities. These purchases were also in alignment with Walton's MTSS and Universal Design for Learning models. Additionally, additional compensation was utilized to compensate staff for attendance at trainings provided after contract hours which targeted a variety of topics related to student engagement and providing high quality instructions for students with significant disabilities.

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

It was challenging to complete the compensation process for site staff. Initially, time sheets were approved then subsequent time sheet submissions were denied multiple times. This created some confusion as to why and whether payment for future trainings would be approved. This led to the cancellation of some trainings because administration was unsure they would be able to pay staff. Also, the board approval process was somewhat challenging to get our consultant request approved.

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

The strategies that were effective including the purchase of supplemental instructional materials and equipment to improve student engagement and student achievement will be continued. Additional strategies of improving equity and access to learning opportunities will be added. This can be found in 2024/2025 School Goal 1, Strategy/Activity 1 & 2.

Goal 2.1

Goal #	Description
Goal 2.1	<p>Provide equitable and healthy learning environments that enhance the social-emotional and learning for all students utilizing a Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL).</p> <ul style="list-style-type: none">- Basic Services- Pupil Engagement- School Climate <p>By the end of the 2024-2025 school year, chronic absenteeism will be reduced by 5 percentage points.</p>

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.

Walton students require access to alternative communication, sensory, social-emotional, curricular and behavioral supports related to their disabilities.

Walton students require access to a school climate that has a nurturing environment, supports the development of skills that lead to independence, and meets social emotional learning needs

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
Chronic Absenteeism Rate	69.5	65.5

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>			
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.12</p>	<p>Health and Wellness Services and Supports</p> <p>Build safe & healthy learning environments that promote student engagement and inclusive opportunities. Develop capacity for Social and Emotional Learning and support student needs for overall well being.</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>School Psychologist and Behavior Analyst consult with staff to support planning and strategies for MTSS, school climate, and Social Emotional Learning.</p> <p>Walton will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate including the implementation of evidence based practices for student with disabilities.</p> <p>Support PBIS initiatives, improve attendance, and develop student sense of self-wellness and connectedness to school including enhancing implementation of PBIS and SEL strategies including through the implementation of Walton's UDL.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, English Learners</p>		
<p>2.1.13</p>	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Walton will provide supplemental instructional materials, planners, books, equipment, licenses, subscriptions, and software to support instruction and improve school climate and support Positive Behavior Intervention and Supports (PBIS).</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p>Supplemental Curriculum and materials to support Social Emotional Learning and Materials and the implementation of site PBIS initiatives.</p> <p>Communication Software for speech disabilities, TD Snap applications, BoardMaker Subscriptions. Partitions to support structure of learning environment in accordance with evidence based practices for student with significant disabilities.</p> <p>Instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of functional curriculum. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/ cameras, interactive SMART boards, printers, wireless audio components, adaptive equipment to support access for students with orthopedic impairments, applications and other instructional ancillary devices.</p> <p>Field Trips that support the development of social emotional skills through SEL strategies. Field trips for Walton student to provide equitable access to supplemental learning opportunities to support their progress toward IEP goals including social emotional, functional academic, vocational, motor and communication.</p> <p>Title I Funding Allocation: Instructional Materials: \$7,166 Equipment: \$7,000 License Agreements: 2,600</p>	Students with Disabilities, Low Income	<p>\$7,166</p> <p>\$7,000</p> <p>\$4,540</p> <p>\$3,000</p> <p>\$2,600</p> <p>\$600</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	<p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Instructional Materials: \$4,540 Field Trips: 3,000 Non-Instructional Materials: \$600</p>			
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			
2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.20</p>	<p>Instructional Technology</p> <p>Supplemental materials and educational technology/programs are needed to support implementation of MTSS and meet student IEP needs including those of English Learners, by increasing social, communication, functional academic and independent living skills and support community readiness and utilizing evidence based practices. Walton will provide supplemental instructional materials, supplemental curriculum, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement.</p> <p>Materials to support vocational strategies and instruction for students to access an adaptive library and learning enrichment center that are accessible to student with significant disabilities.</p> <p>- Adaptive Books, Board Books, Themed Books, Vox Books, Indestructible Books, Listening Station, MindScent, Themed Materials (for library), Library Book Shelves. Classroom Books such as, adaptive books, digital books, vox books, indestructible books and other accessible books (\$1,000 LCFF)</p> <p>Instructional Materials (50643)(23030) - In order to enhance student engagement instructional materials in line with Walton's UDL, listening stations, adaptive seating, adaptive materials, supplemental instructional materials and other supplemental materials are needed. These materials will be support equitable access to learning opportunities for Walton students with significant disabilities.</p> <p>Instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of functional curriculum. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, wireless audio components, applications and other instructional ancillary devices.</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards,</p>	<p>English Learners, Low Income, Students with Disabilities</p>	<p>\$7,000</p>	<p>3010 - Title I 0100 - LCFF/S&C (site)</p>
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	<p>printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: Instructional Materials: \$7,000</p>			
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

The strategies implemented as part of School Goal 2 were very effective. To address chronic absenteeism, Walton SPSA goal 2 focused on enhancing school climate and student engagement by promoting inclusive opportunities, social emotional learning and PBIS initiatives. These strategies were highly effective as evidenced by a significant decrease in chronic absenteeism (9.1% decrease) which exceeded our goal.

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

Some of the purchases were delayed which hindered our ability to fully implement all of the strategies.

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.

Walton plans to expand the social emotional learning and PBIS initiatives as well as focusing on Walton's MTSS and UDL to ensure equitable access to such opportunities for students with disabilities.

Goal 3.1

Goal #	Description
Goal 3.1	Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels. - Parental Involvement - Pupil Engagement - School Climate By the end of the 2024-2025, the percent of IEPs rescheduled due to parent not attending will be reduced by 5 percentage points.

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
Reduce the percent of IEPS rescheduled due to no parent involvement	20%	15%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			

3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.			
3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

In regard to Goal 3, Walton was able to promote family communication and engagement through conducting community events. The increase of communication and site events available to parents at the site. For example, the Halloween Parade, Day on the Dirt and Muffins with Moms events were effective to increase parent engagement. Also, the increased communication supported progress toward School Goal 3.

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

Providing parent trainings was challenging due to the high needs of our students. After school opportunities are very limited for our parents as their children require specialized care making it difficult for them to obtain child care.

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.

Overall, the strategies were moderately effective as the percent of IEPs needing to be rescheduled was reduced by 1%.

Goal 4.1

Goal #	Description
Goal 4.1	Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels. - Parental Involvement - Pupil Engagement - School Climate By the end of the 2024-2025, the percent of IEPs rescheduled due to parent not attending will be reduced by 5 percentage points.

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.

Parents of Walton students need increased opportunities to learn about how to support the needs of their child with disabilities.

Parents of Walton Students need a variety of platforms to access and participation in their child's IEP meetings such as virtual and phone meetings.

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
Parent Attendance at Meetings	20% Absentee Rate	15%Absentee Rate

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Promote family and community communication, empowerment, and engagement. Provide parents with meeting and training and opportunities, as well as community events such as Halloween Parade, Day on the Dirt and the school carnival.</p> <p>Parent meeting expenses for light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities.</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Parent training materials to support their knowledge and understanding of their child's needs and to support the development of independent living, social and adaptive skills in the home and community.</p> <p>Title I Funding Allocation: Non-Instructional Materials: \$300 - Title 1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Instructional Materials: \$1,200</p>	All Students, Low Income, Students with Disabilities, English Learners	<p>\$1,200</p> <p>\$300</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I - Parent Account Code: 4340 Meeting Expense</p>
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			

4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Parent Resource Center</p> <p>Develop a resource center for parents to participate in training, as well as access tools and resources that will empower them in supporting student achievement.</p> <p>Increase accessibility options for parents to attend their child's IEPs including enhancing virtual options. This can be accomplished by having an electronic cart with a speaker and mic that allows parents to clearly hear the meeting when attending virtually as well as share their input.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: Equipment: \$1,000</p>	Students with Disabilities, Low Income, English Learners	\$1,000	0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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.

Goal 5.1

Goal #	Description
Goal 5.1	<p>Provide equitable and healthy learning environments that enhance equitable access to the educational environment and learning opportunities for all students utilizing a Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL).</p> <ul style="list-style-type: none">- Basic Services- Pupil Engagement- School Climate <p>By the end of 2024/2025 school year, Walton students will improve progress toward their IEP goals by 5 percentage points.</p>

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.

Walton students require access to alternative communication, sensory, social-emotional, curricular and behavioral supports related to their disabilities.

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
IEP Goal Progress	76% of Goals Met	81% of Goals met

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap by increasing access to supplemental materials and educational technology/programs are needed to support implementation of MTSS and meet student IEP needs including those of English Learners, by increasing social, communication, functional academic and independent living skills and support community readiness and utilizing evidence-based practices. Walton will provide supplemental instructional materials, supplemental curriculum, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement.</p> <p>Instructional Materials to enhance student engagement instructional materials in line with Walton's UDL, listening stations, adaptive seating, adaptive materials, supplemental instructional materials and other supplemental materials are needed. These materials will be supporting equitable access to learning opportunities for Walton students with significant disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Students with Disabilities, Low Income, All Students		
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			

5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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.

Goal 6.1

Goal #	Description
Goal 6.1	Walton will create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation for students who are African American/ Black. - Parental Involvement - Pupil Engagement - School Climate By the end of the 2024/2025 school year, Walton will provide increased opportunities for African American families to engage in their child's learning by providing parent education opportunities for parents of African American 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.

Parents of Walton students need increased opportunities to learn about how to support the needs of their child with disabilities.

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
Parent Education opportunities provided for African American/Black families	1 Parent Education opportunities provided in 2023/2024 school year.	2 Parent Education opportunities will be provided.

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Walton will provide Parent Education opportunities will be provided to the families of African American/Black students to support student and family engagement in the educational environment. Stakeholders will have the opportunity to provide input. Parent education materials will be provided to parents of African American/Black students.</p> <p>Title I Parent Funding Allocation: Instructional Materials: \$110</p> <p>LCAP 6.5 BSAP Community Partnerships: Instructional Materials: \$1,000</p>		<p>\$110</p> <p>\$1,000</p>	<p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&C (site) Account Code: 4320 NonInst - Materials/Supplies</p>

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$27,176.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,564.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
3010 - Title I	\$26,766.00
3010 - Title I - Parent	\$410.00
3182 - CSI 2022/23	\$0.00

Subtotal of additional federal funds included for this school: \$27,176.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$27,388.00

Subtotal of state or local funds included for this school: \$27,388.00

Total of federal, state, and/or local funds for this school: \$54,564.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Walton Special Center

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

9/24/24

Date of Meeting

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

English Learner Advisory Committee

9/24/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 9/24/24.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

ELPAC

9/24/24

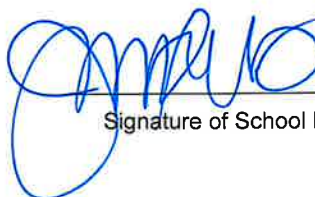
Committee

Date of Meeting

Attested:

Jessica Flores

Typed Name of School Principal



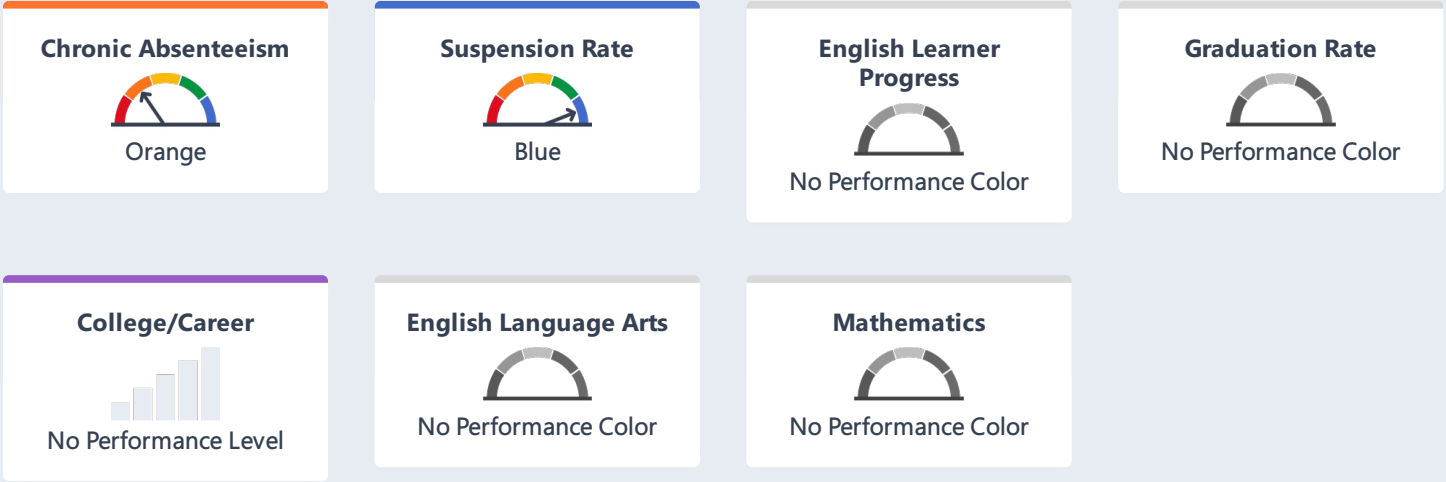
Signature of School Principal

10/23/24

Date

Walton Development Center

Explore the performance of Walton Development Center under California's Accountability System.

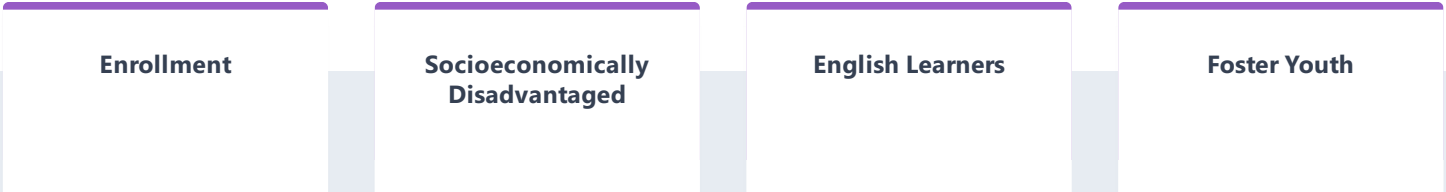


School Details

NAME Walton Development Center	ADDRESS 4131 North Crown Avenue Stockton, CA 95207-6909	WEBSITE N/A	GRADES SERVED K-12
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS Yes		

Student Population

Explore information about this school's student population.



94

68.1%

30.9%

4.3%

WALTON DEVELOPMENT CENTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

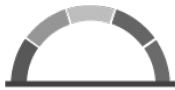


No Performance Color

Less than 11 students -
data not displayed for
privacy

LEARN MORE

Mathematics



No Performance Color

Less than 11 students -
data not displayed for
privacy

LEARN MORE

English Learner Progress

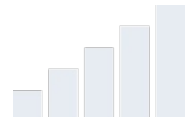


No Performance Color

0% making progress

LEARN MORE

College/Career



No Performance Level

Less than 11 students -
data not displayed for
privacy

WALTON DEVELOPMENT CENTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



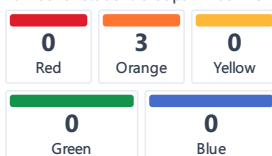
Orange

69.5% chronically absent

Declined 9.1% ▼

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

Graduation Rate

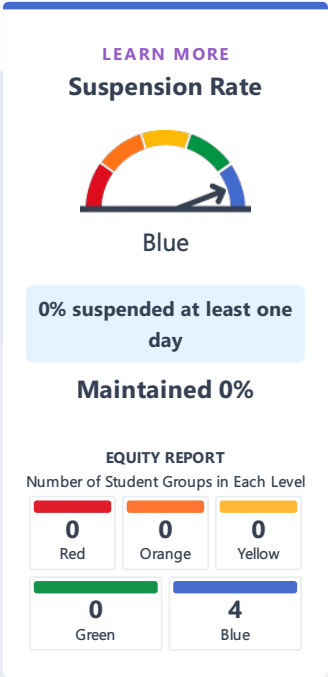


No Performance Color

Less than 11 students -
data not displayed for
privacy

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



No Performance Color


Less than 11 students - data not displayed for privacy

Number of Students: 3

Student Group Details


All Student Groups by Performance Level

9 Total Student Groups




Red

No Student Groups




Orange

No Student Groups




Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Foster Youth

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

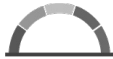


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	N/A	N/A

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Only

Less than 11 students - data not displayed for privacy

Number of Students: 1

Mathematics

All Students

Explore 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.

All Students



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

English Learners

Foster Youth

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

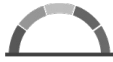


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	N/A	N/A

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Only

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



No Performance Color

0% making progress towards English language proficiency

Number of EL Students: 24

Student English Language Acquisition Results

Summative ELPAC

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.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

College/Career

All Students

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

All Students



No Performance Level

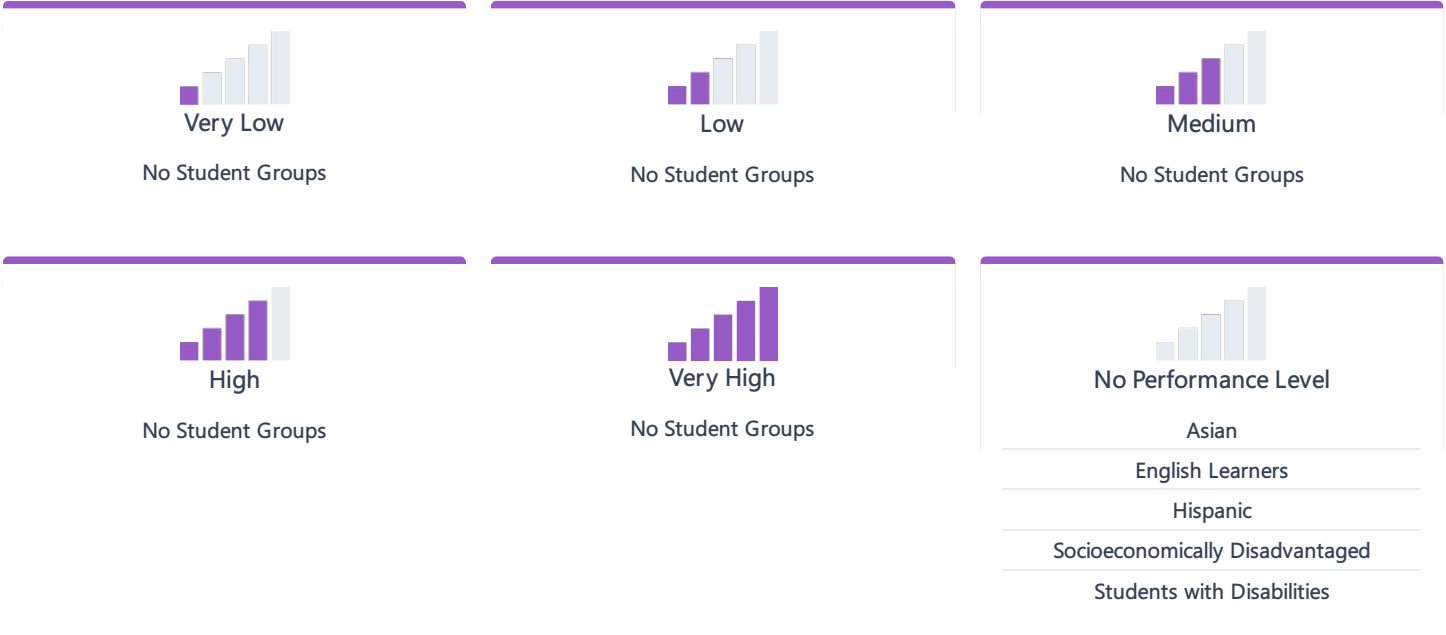
Less than 11 students - data not displayed for privacy

Number of Students: 2

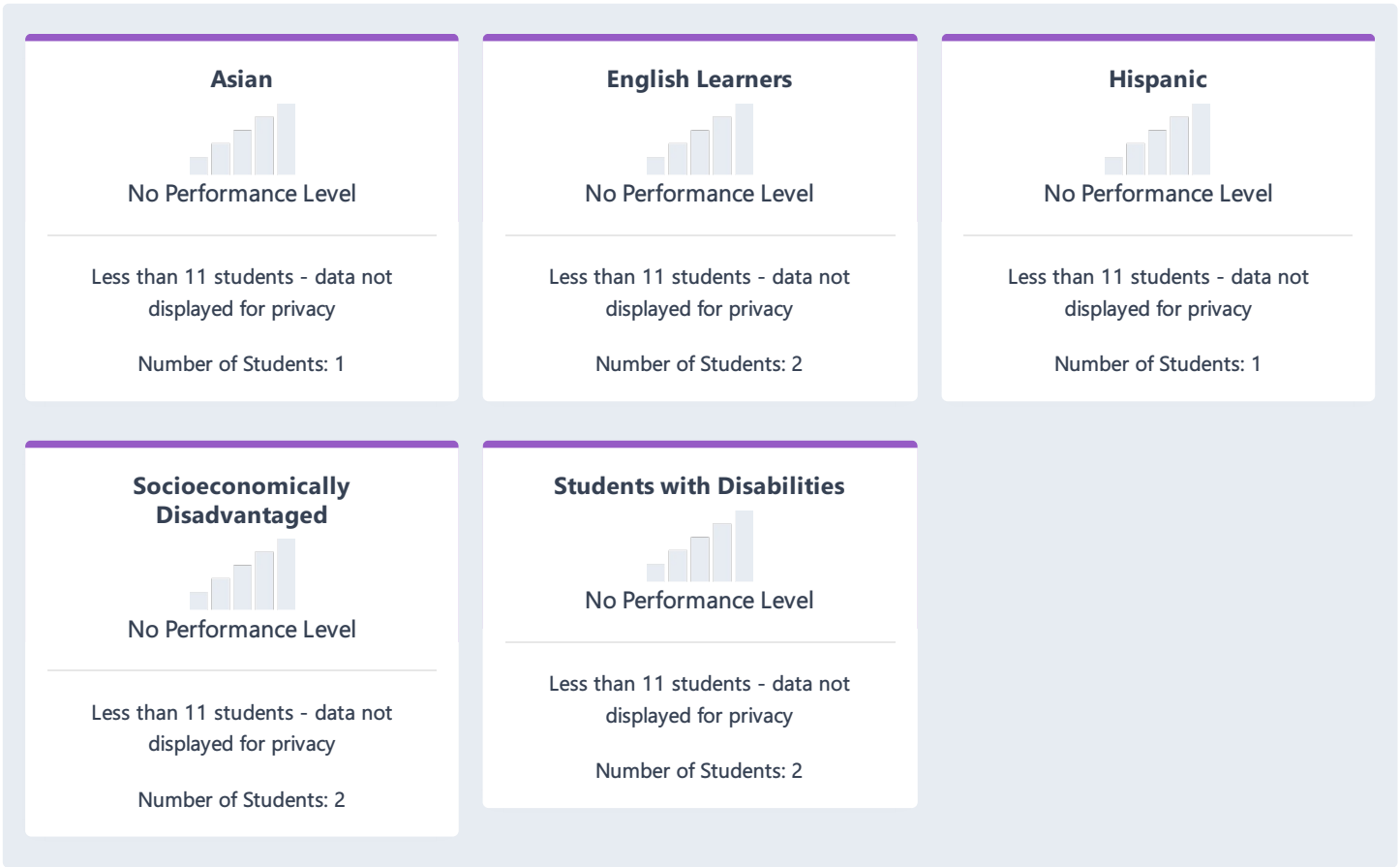
Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



○ ○ ○ ○ ○ ●



College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2023
Not Prepared	N/A
Approaching Prepared	N/A
Prepared	N/A

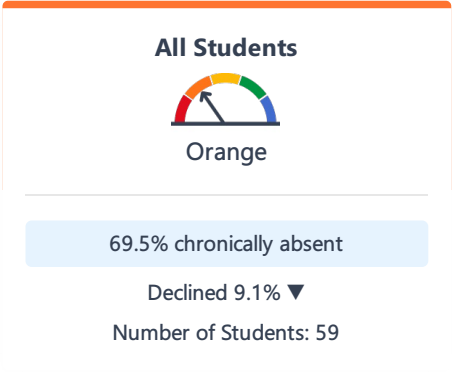
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

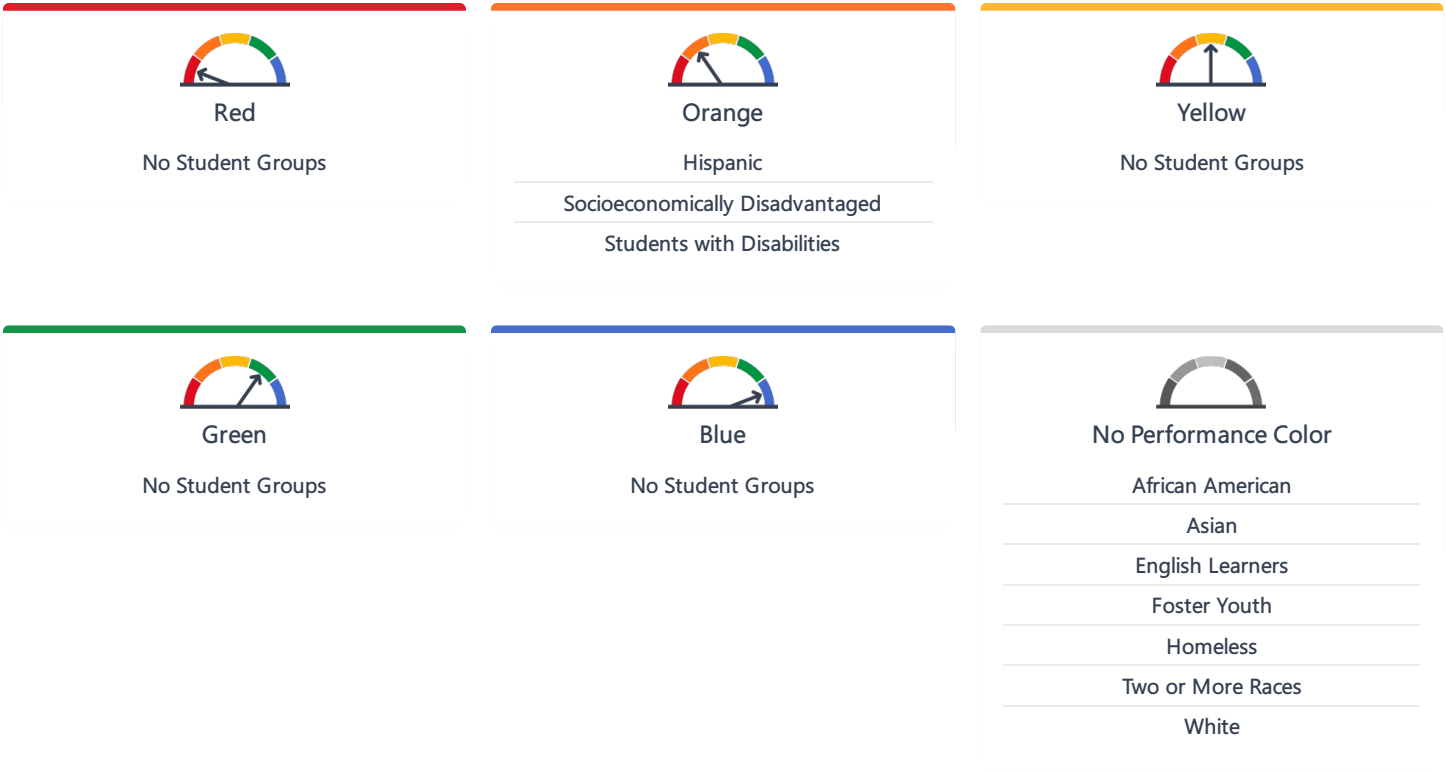
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39686766095236&year=2022-23>



Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

66.7% chronically absent

Declined 25% ▼

Number of Students: 15

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Orange

71.8% chronically absent

Declined 9.5% ▼

Number of Students: 39

Socioeconomically Disadvantaged



Orange

68.9% chronically absent

Declined 10.2% ▼

Number of Students: 45

Students with Disabilities



Orange

69.5% chronically absent

Declined 9.1% ▼

Number of Students: 59

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students



No Performance Color

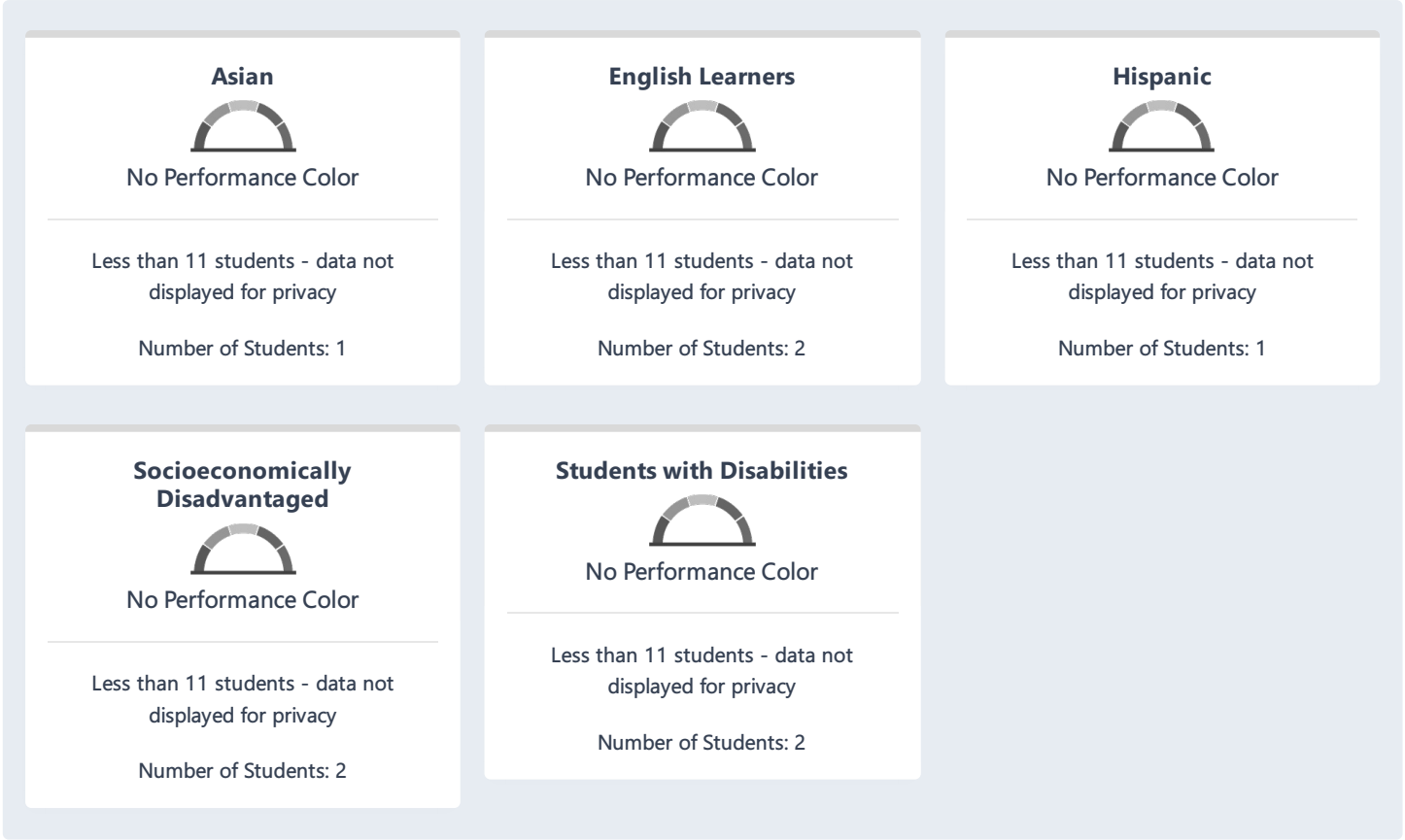
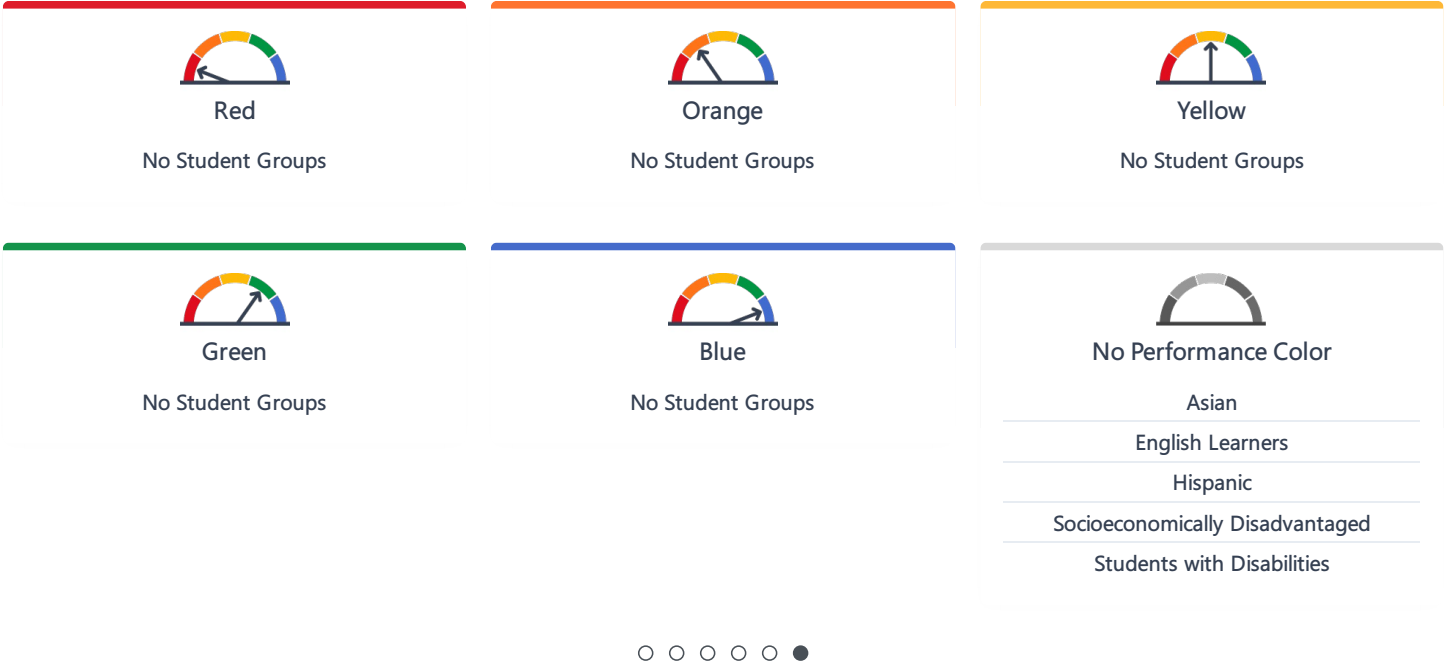
Less than 11 students - data not
displayed for privacy

Number of Students: 2

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



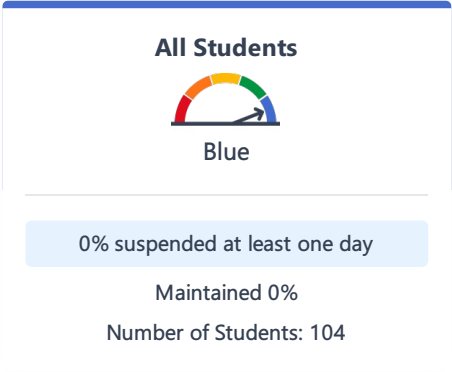
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

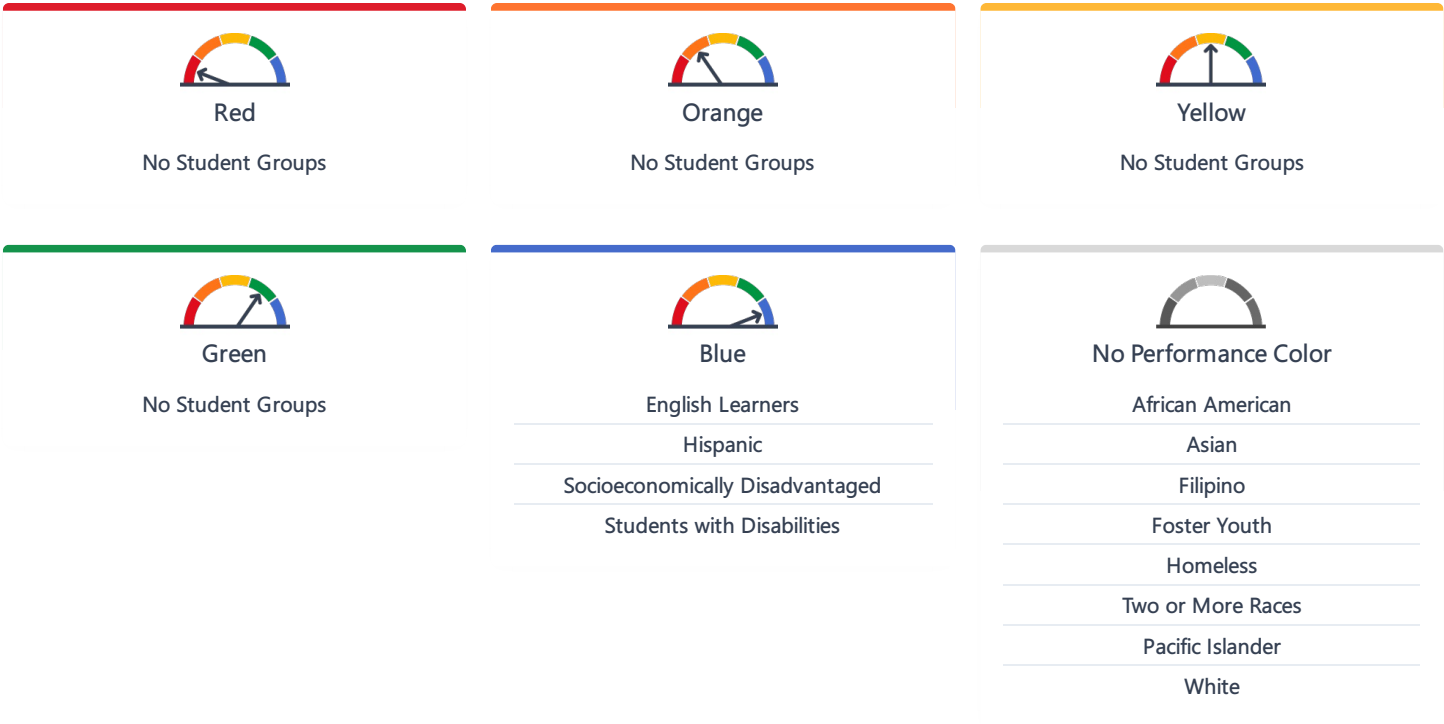
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



African American



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 15

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 32

Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 64

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 72

Students with Disabilities



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 104

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	N/A	N/A

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov