

2017-2018

# The Single Plan for Student Achievement



# Walnutwood High School

**School:** Walnutwood High School  
**CDS Code:** 34673303430501  
**District:** Folsom Cordova Unified School District  
**Principal:** Annie Conover MS CCC/SLP  
**Revision Date:** September 28, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Annie Conover  
**Position:** Principal  
**Phone Number:** 916.294-9105  
**Address:** 10848 Gadsten Way  
Rancho Cordova, CA 95670  
**E-mail Address:** [aconover@fcusd.org](mailto:aconover@fcusd.org)

**The District Governing Board approved this revision of the SPSA on November 16, 2017.**

## Table of Contents

School Vision and Mission .....	5
School and Community Profile .....	5
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	6
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	8
Evaluation of Effectiveness Summary .....	9
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	17
CELDT (All Assessment) Results.....	18
District Assessment Form - English Language Arts .....	19
District Assessment Form – Mathematics .....	20
Summary of Additional Assessment Data .....	21
Survey of School Effectiveness Summary.....	22
Planned Improvements in Student Performance .....	23
English/Language Arts .....	23
English Language Development .....	25
Mathematics.....	27
Disproportionality .....	31
Science.....	33
History/Social Science .....	35
Counseling/SEL .....	36
Career and Technical Education .....	38
VAPA-Visual and Performing Arts.....	40
Summary of Expenditures in this Plan.....	42
Total Allocations and Expenditures by Funding Source .....	42
Total Expenditures by Object Type.....	43
Total Expenditures by Object Type and Funding Source.....	44
Total Expenditures by Goal .....	45
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies .....	46
School Site Council Membership.....	47

English Learner Advisory Committee (ELAC) Membership.....48  
Recommendations and Assurances.....49

## **School Vision and Mission**

### **Walnutwood High School's Vision and Mission Statements**

The Mission of Walnutwood High School is to provide each student an individualized opportunity, with parent and teacher support, to earn a high school diploma, acquire values, skills, and knowledge necessary to promote lifelong learning, enhance self-esteem, and become productive, responsible citizens.

The Vision of Walnutwood High School is to provide an alternative to the traditional classroom setting where the individual needs of each student are addressed. Emphasis is placed on self respect, self discipline, personal responsibility, and achievement.

## **School and Community Profile**

### **Our School**

In addition to Walnutwood High School (WHS), there are nineteen elementary schools, four middle schools, three traditional high schools, one charter school, one community day school and two continuation high schools. WHS, with a four year average enrollment of 176 students, serves students in traditional Independent Study for grades 7-12, as well as in two district programs; Adolescent Parent Program (APP) and Medical independent Study (MIS). WHS is an open entry-open exit school.

Independent study students typically meet with their teacher once each week for forty-five minutes. During that time teachers verify student homework, administer tests, give instruction, and provide new assignments. Students are primarily responsible for organizing their learning activities during the week; however, the teacher is available via e-mail or telephone to assist or advise students who are in need of help with their studies. Open access tutorials, staffed by a WHS instructor, are available for students desiring additional academic support. Computers and supplemental computer programs plus internet access are available.

### **Our Students**

For many of our students, WHS is their school of choice where they attend, thrive and make progress towards graduation. For others, WHS may not be their best option, but for a variety of reasons, it is their only option. Thus we have a wide array of students from college bound, self-motivated, and goal oriented, to others who have not been successful anywhere else in their school career. We welcome them all and develop an individual education plan that best meets their needs. On Average is 31 % live in poverty and when blended with English Learners we have a 34% unduplicated count.

Some of our students participate in Medical Independent Study, a program designed to address the needs of students who, for medical reasons, are unable to attend class at their home school. The District's Health Services validate the medical need and, in conjunction with the doctor's office, determine if the student is best served at home or at WHS. Our Adolescent Parent Program serves students who are pregnant or parenting. The school has an on site Child Development Center to care for infants and toddlers while their parents are in class. Students in APP attend classes four hours each day where they not only work on graduation requirements, but also learn essential parenting skills.

Our APP students range in age from 14-19 years old.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Three years ago WHS undertook a WASC Self-study Review which included student, parent and staff input. Student and parent surveys indicated that our families overall are satisfied with their educational experience at WHS (99% of students and 100% of parents agree or strongly agree). The prioritized results from the self-study showed a need for:

- Support programs for literacy and math for our students.
- An additional full-time credentialed math teacher.
- Time for staff to prepare for Common Core implementation, with a focus on curriculum development and alignment to the Common Core.
- A better way to inform our parents, school community and community at large about WHS programs and how we serve students.
- Increased involvement from support staff, parents, school community and the community at large to best serve and support our students.
- An improved diagnostic and benchmark assessment tool to better gauge students' abilities and academic needs and to inform instruction.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers are formally observed as per the collective bargaining agreement. In addition, informal observations occur on a regular basis.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meeting performance goals: WHS uses state and local assessments to inform our practice. Assessment results will let us know if we need to modify curriculum, delivery (e.g. re-teach or remediate) or provide additional support beyond the classroom for our students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Not meeting performance goals: One of the findings of our WASC self-study, and validated by the WASC visiting committee, was the need for a improved diagnostic and benchmark assessment tool to better gauge students' abilities and academic needs and to inform instruction. The district has purchased IlluminatED and i-Ready which are designed to provide multiple sources of data for staff. We launched i-Ready last year and are in full implementation.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Meeting performance goals: All WHS teachers are credentialed and vetted by our Human Resources department for appropriate placement. Hired one additional FTE and a .4 Special Education teacher September 2017 due to increase in enrollment.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meeting performance goals: Our WASC self-study, and validated by the WASC visiting committee, showed the need for an additional full-time credentialed math teacher to work with students taking higher level math. We were able to hire for this position spring 2016 for a start date of fall 2016. This past year we have had an increase in both site and district staff development.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meeting performance goals: Staff development is focused primarily on the adoption and implementation of Common Core via our PLC.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meeting performance goals: District lead teachers are available to the sites as needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meeting performance goals: Teacher collaboration occurs by curriculum departments as well as, given our small size, by committee of the whole.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Not meeting performance goals: Staff meets regularly to update and/or design curriculum, instruction and materials to meet the Common Core standards and new math adopted curriculum. However, given the number of new textbook adoptions and supporting independent study format of instruction our lead teacher is given additional prep time to update and/or design curriculum, thus have not met the goal.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

n/a

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meeting performance goals: WHS's independent study format allows for maximum flexibility to meet individual students needs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meeting performance goals: All students have access to appropriate standards aligned instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meeting performance goals: All students have access to standards aligned core courses.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meeting performance goals: All students have access to service to meet standards provided by their primary teacher as well as, math lab, chemistry and biology lab and art lab.

14. Research-based educational practices to raise student achievement

Meeting performance goals: All students have access to research-based educational practices as validated by the District's Curriculum Advisory Committee, as well as by our curriculum based lead teachers and the use of state adopted materials.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meeting performance goals: We utilize resources from families, school district and community to assist our under achieving students but recognize that we can do more.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meeting performance goals: We involve parents, community members, school staff and students in the planning and implementation of the ConApp programs.

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Staff development, intervention funding, translation services, homeless student support, supplementary materials, software, on-line services for parents.

18. Fiscal support (EPC)

EL funding, Title II funding, Title III funding.

### **Description of Barriers and Related School Goals**

The high turnover of students limits their access to a consistent curriculum as well as ongoing support and enrichment opportunities.

Student access to technology outside of school limits their educational supports when not on campus.

The low socio economic status of some of our families impacts the limited resources of students, ie supplies, home support and enrichment opportunities.

We are seeing an increase number of students with emotional/mental health needs.



## Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Align our curriculum to the Common Core, focus on math and ELA	Expenditures to support priority 1: Additional prep time for lead teacher
Priority 2: Academic support for math and ELA.	Expenditures to support priority 2: technology including projection equipment
Priority 3: Participate in district and site level PD to support curriculum alignment.	Expenditures to support priority 3: Sub costs for training

Strategies Identified in 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Staff collaboration time for curriculum development and implementation		X		
Strategy 2: i-Ready pre and post testing to validate curriculum and track student success	X			
Strategy 3: Professional development on i-Ready	X			
Strategy 4: Math lab for all IM students	X			
Strategy 5: Use of Aleks math and i-Ready to provide remediation and support for students.			X	
Strategy 6: Increased number of UC "a-g" approved courses		X		
Strategy 7: Increased CTE offerings		X		
Strategy 8:				
Strategy 9:				
Strategy 10:				

<b>Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier</b>	
1. Partially or non-implemented strategy:	Staff collaboration time
Barrier(s) to strategy:	Did not provide adequate staff release/planning time
Action(s) taken to mitigate/overcome barrier:	Dedicated time in the schedule for PD and common planning time once a month
2. Partially or non-implemented strategy:	i-Ready pre and post testing
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	Viable plan for testing students,
3. Partially or non-implemented strategy:	PD on i-Ready
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	Provided PD to staff on use of program.
4. Partially or non-implemented strategy:	Use of Aleks math and i-Ready to provide remediation and support for students.
Barrier(s) to strategy:	Getting course outline approved and able to implement new course.
Action(s) taken to mitigate/overcome barrier:	math pathways developed and shared bringing to CAC 9/19/2017
5. Partially or non-implemented strategy:	Increased number of UC "a-g" approved courses
Barrier(s) to strategy:	have increased the number of approved courses, still have a few more to go
Action(s) taken to mitigate/overcome barrier:	Need appropriately credentialed teachers and facilities, especially for VPA and CTE
6. Partially or non-implemented strategy:	Increased CTE offerings
Barrier(s) to strategy:	Need appropriately credentialed teachers and facilities, especially for VPA and CTE
Action(s) taken to mitigate/overcome barrier:	Request to district for additional support in these areas.

<b>SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence</b>	
<b>Effective Strategy:</b>	<b>Data Evidence:</b>
2. summer school intervention	credit deficient students earned additional credits towards graduation
3. establish a chemistry wet lab	implemented labs, class received UC "a-g" approval

<b>SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence</b>	
<b>Ineffective strategy:</b>	<b>Data Evidence:</b>
1. Combined math lab with adult ed	very low student participation

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1			0			0			0.0		
Grade 4	3	3	*	0	0	*	0	0	*	0.0	0	
Grade 5		2			0			0			0	
Grade 6	1	5	*	0	1	*	0	1	*	0.0	20	
Grade 7	16	9	*	8	6	*	8	6	*	50.0	66.7	
Grade 8	15	13	19	8	11	18	8	11	18	53.3	84.6	94.7
Grade 11	76	68	57	49	40	43	49	39	43	64.5	56.5	75.4
All Grades	112	100	83	65	58	65	65	57	65	58.0	56.4	78.3

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2535.2	2533.2	*	0	0.00	*	27	38.89	*	45	33.33	*	27	27.78
Grade 11	2624.2	2579.8	2582.2	31	21	13.95	33	28	37.21	31	28	37.21	6	23	11.63
All Grades	N/A	N/A	N/A	23	16	9.23	32	32	38.46	31	30	36.92	14	23	15.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	9	16.67	*	73	50.00	*	18	33.33
Grade 11	45	28	25.58	41	56	60.47	14	15	13.95
All Grades	35	28	21.54	43	54	58.46	22	18	20.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	9	11.11	*	64	44.44	*	27	44.44
Grade 11	39	21	27.91	53	51	55.81	6	28	16.28
All Grades	32	18	23.08	52	56	52.31	14	26	24.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0	0.00	*	91	88.89	*	9	11.11
Grade 11	24	21	20.93	59	67	67.44	16	13	11.63
All Grades	20	21	13.85	63	68	75.38	17	11	10.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0	5.88	*	82	70.59	*	18	23.53
Grade 11	43	26	13.95	49	59	60.47	6	15	25.58
All Grades	34	23	12.50	52	60	64.06	12	18	23.44

**Conclusions based on this data:**

1. Students performance falls: in all performance bands: Some students exceed,Some students meet standard,majority nearly meet standards, a small percent do not meet standard

2. Limited data for WWH ie dashboard does not currently identify.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1			0			0			0.0		
Grade 4	3	3	*	0	0	*	0	0	*	0.0	0	
Grade 5		2			0			0			0	
Grade 6	1	5	*	0	0	*	0	0	*	0.0	0	
Grade 7	16	9	*	9	4	*	8	4	*	56.3	44.4	
Grade 8	15	13	19	8	11	15	7	11	15	53.3	84.6	78.9
Grade 11	76	68	56	47	38	42	45	38	42	61.8	55.9	75
All Grades	112	100	82	64	53	60	60	53	60	57.1	53	73.2

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2476.6	2495.7	*	0	0.00	*	0	6.67	*	36	40.00	*	64	53.33
Grade 11	2575.3	2524.3	2516.6	6	0	0.00	15	13	14.29	49	24	28.57	26	63	57.14
All Grades	N/A	N/A	N/A	5	0	0.00	13	13	11.67	48	28	33.33	28	58	55.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0	0.00	*	27	40.00	*	73	60.00
Grade 11	11	11	4.76	38	21	35.71	51	68	59.52
All Grades	8	9	3.33	35	26	38.33	57	64	58.33

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0	0.00	*	64	46.67	*	36	53.33
Grade 11	13	3	2.38	69	66	47.62	18	32	50.00
All Grades	10	4	1.67	70	64	48.33	20	32	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*			*			*		
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0	0.00	*	64	66.67	*	36	33.33
Grade 11	11	3	0.00	78	68	64.29	11	29	35.71
All Grades	8	4	0.00	78	68	66.67	13	28	33.33

**Conclusions based on this data:**

1. Students performance falls: in all performance bands: Some students exceed,Some students meet standard,majority nearly meet standards, a small percent do not meet standard
2. Limited data for WWH ie dashboard does not currently identify.





## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
2												***			
10				***	***				***						
11	14			43		50	29	***	50	14					
12				60	50	50	20	17	25	20				33	25
<b>Total</b>	7			57	44	36	21	33	45	14		9		22	9

#### Conclusions based on this data:

1. 2014-15 no students scored Beginning, 2015-16 33% of 12th grade and 22% of all tested students tested as Beginning.
2. Individual student reviews will provide useful details on student progress.
3. Not enough students participated to be statistically significant.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8				***											
9							***	***							
10				***	***										
11	13			50			25	***		13					
12				60	50		20	17		20				33	
<b>Total</b>	6			59	40		24	40		12				20	

#### Conclusions based on this data:

1. Not enough students participated to be statistically significant.
2. Individual student reviews will provide useful details on student progress.

**District Assessment Form - English Language Arts**

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall				50			33			40			19			17			32					
ELA DPA				50			50			20			0			20			0					
ELA DPA	50			57			33			89			19			6			NR					

**Conclusions based on this data:**

1. Piloted i-Ready 2015-16, working on challenge of testing students in and independent study format
2. Need matching pairs of DPA data.

## District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade 8-12			Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Grade Int Math 1 EOC Final DPA (May)		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall																								
Math DPA				33			0			4017			33			8			0					
Math DPA				43			8			64			29			14			NR					

### Conclusions based on this data:

1. .Piloted i-Ready 2015-16, working on challenge of testing students in and independent study format
2. 2015-16 piloted Aleks math, less students on i-Ready
3. Not enough data to be significant.. Will implement i-Ready this year

## Summary of Additional Assessment Data

In addition to statewide assessment results, the school has analyzed local assessment data including benchmark, curriculum embedded assessments, and reading and mathematics diagnostics. The following are the findings from these assessment sources. Data conversations encompassing all data sources occur to drive the instructional goals contained in the Improvement Plans section of the SPSA.

**Name of Assessment:** Student Registration Packet

**Date of Assessment:** Upon enrollment in WHS

**Grade Level(s):** 7-12

**Content Area:** Various including: ELA, Math, Careers

**FINDINGS:**

1. Provides teacher with an informal writing, reading and math assessment.
2. Assignments such as goal setting, career inventory, and writings serve as a personal introduction of the student to the teacher.

**Name of Assessment:**

**Date of Assessment:**

**Grade Level(s):**

**Content Area:**

**FINDINGS:**

**Name of Assessment:**

**Date of Assessment:**

**Grade Level(s):**

**Content Area:**

**FINDINGS:**

**Name of Assessment:**

**Date of Assessment:**

**Grade Level(s):**

**Content Area:**

**FINDINGS:**

**Name of Assessment:**

**Date of Assessment:**

**Grade Level(s):**

**Content Area:**

**FINDINGS:**

## Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	3.5
Challenging Goals and Effective Feedback	3.
Collegiality and Professionalism	4
Student Motivation	2.5
Instruction	3.5
Classroom Curriculum Design	3

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
Continue to align our curriculum to the Common Core; participate in district and site PD including PLC training and implementation	All, starting with ELA and IM
Expand course options for students and effectively communicate said options with families	Science, Art, CTE
Increase our UC "a-g" offerings.	Science, (physics)
Consider strategies to better support students who are 3+ grades behind or otherwise struggling in independent study, especially 9th graders	Math, ELA

## Planned Improvements in Student Performance

### English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English/Language Arts</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
School Goals: 11th grade students who score Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance ELA Summative test will increase by 5%
<b>Data Used to Form this Goal:</b>
Smarter Balance test results
<b>Findings from the Analysis of this Data:</b>
64% of 11th grade students scored Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance ELA Summative test, In 2015-16 49% of 11th grade students scored Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance ELA Summative test,
<b>How the School will Evaluate the Progress of this Goal:</b>
% of students who score Met Achievement Standard on Smarter Balance ELA Summative test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Align new ELA curriculum to Common core standards for application in an independent study format.(LCAP 1.3	9th grade curriculum to be completed 2016-17	principal, teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
,4.1)						
Review data, including i-Ready, to identify students who have need for remediation then develop and implement said remediation plan.(LCAP 3.1)	Fall and Spring	teachers				
Professional Learning Communities (LCAP 3.1)	2017-2018 2016-2017	Administrators and teachers, district professional development	Prioritize four target skills to address <ul style="list-style-type: none"> <li>Develop common assessments</li> <li>Utilize common writing rubric for scoring assessments</li> <li>Use assessment data to drive curricular/instructional choices.</li> </ul>	4000-4999: Books And Supplies	Title I	
Extended Day Interventions (LCAP 4.6)	2017-2018 2016-2017 2015-2016 2014-2015 2013-2014	Principal, Elena Cabrera	Summer School Translation/Testing/Lead Teachers extra pay extra duty to provide additional support.	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	



## Planned Improvements in Student Performance

### English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Learners</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
District Goal 1: Student achievement and Success School Goals: Increase by 10% the number of limited-English-proficient students who increase at least one level, e.g. move from Early Advanced to Advanced as indicated by CELDT test results.
<b>Data Used to Form this Goal:</b>
CELDT test results.
<b>Findings from the Analysis of this Data:</b>
Not enough students participated in CELDT testing to be statistically significant.
<b>How the School will Evaluate the Progress of this Goal:</b>
The number of limited-English-proficient students who increase at least one level, e.g. move from Early Advanced to Advanced as indicated by CELDT test results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify our limited-English-proficient students , review data and get the appropriate ELA support around them. (LCAP 4.3)	2017-2018	counselor				
Review CELDT data to track movement towards goal.(LCAP 4.3)	2017-2018	counselor principal				
Extended Day Interventions	2015-2016 2014-2015 2013-2014	Principal, Elena Cabrera	Summer School Translation/Testing/Lead Teachers	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	
Professional Learning Communities (LCAP 3.1)	2017-2018	District,administration,staff	Guided collaboration time for curriculum implementation and data analysis	None Specified	None Specified	

## Planned Improvements in Student Performance

### Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
District Goal 1: Student Achievement and Success School Goal (s): School Goals: 11th grade students who score Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance Math Summative test will increase by 5%
<b>Data Used to Form this Goal:</b>
Smarter Balance test results
<b>Findings from the Analysis of this Data:</b>
2014-15 21% of 11th grade students scored Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance math Summative test, In 2015-16 13% of 11th grade students scored Met Achievement Standard ((Met or Exceeded the Standard) on Smarter Balance math Summative test,
<b>How the School will Evaluate the Progress of this Goal:</b>
% of students who score Met Achievement Standard on Smarter Balance Math Summative test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Institute a math performance lab for all students enrolled in IM courses (LCAP 4.2)	September 2017,	counselor, teachers	The Pathfinders program at Walnutwood High School provides content specific academic instruction for 9th grade students with the aim of training them in the necessary study, reading, and writing skills to be successful in Walnutwood's independent study program. A certificated teacher will work with small groups of students for three hours twice a week (Tuesday and Thursday 8:30am-11:30am) During the program, students are able to work on homework assignments and receive individual content specific assistance in English, math, and physical education. Students will receive organizational resources, visits from the academic school counselor, weekly tests and assignment reviews, and time for assignment completion. Students who successfully complete English (10 credits), math (10 credits), and physical education (5 credits) by the end of the fall semester will transfer	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue using Aleks math and implement i-Ready to provide remediation and support. for students who need assistance with math.(LCAP4.2)	2017-2018	counselor, teachers		4000-4999: Books And Supplies	District Funded	
Upgrade math curriculum to accommodate districts' math pathways(LCAP4.2)	Fall, Spring	principal, teachers	release time for lead teacher	1000-1999: Certificated Personnel Salaries	District Funded	
Extended Day Interventions	2015-2016	Principal, Elena Cabrera	Summer School	None Specified	LCFF - Supplemental	
	2014-2015 2013-2014		Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
Professional Learning Communities (LCAP 3.1)	2017-2018	Administrators and teachers, district professional development	Prioritize four target skills to address <ul style="list-style-type: none"> <li>Develop common assessments</li> <li>Utilize common writing rubric for scoring assessments</li> <li>Use assessment data to drive curricular/instructional choices.</li> </ul>	4000-4999: Books And Supplies	Common Core	

## Planned Improvements in Student Performance

### Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Low Income</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
Continue to update curriculum to align with Common Core Standards with ELA as first priority. Provide access to A-G and CTE courses
<b>Data Used to Form this Goal:</b>
Not all curriculum has been updated and Common Core Standards as district has adopted new math and ELA curriculum
<b>Findings from the Analysis of this Data:</b>
All curriculum should be update and aligned with Common Core Standards
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluate the amount of ELA curriculum that has been developed and completed by the end of this school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time to lead teacher.LCAP 3.1: 3.3	2017	principal, ELA lead	Due to need to support an independent study format lead teacher aligning pacing standards and assessments to current common core curriculum	1000-1999: Certificated Personnel Salaries	District Funded	
Increase student engagement and provide a safe, healthy, and positive learning environment PBIS implementation(LCAP2:1: 3.3	2016-2017	Principal,MFT	Provide access to athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1146



## Planned Improvements in Student Performance

### Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Science</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
Implement a quality Chemistry program for WHS students that include a lab. Prepare for a possibility of a 9th grade physics course
<b>Data Used to Form this Goal:</b>
Student transcripts. College entrance requirements. Student surveys.
<b>Findings from the Analysis of this Data:</b>
Last year we piloted a Chemistry program for our students that include a lab and UC "a-g" approval
<b>How the School will Evaluate the Progress of this Goal:</b>
UC "a-g" approval. Number of students who participate in the class. Student survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement labs for Chemistry A&B(LCAP1.3: 3.3)	2016, 2017	Ms Brunner				
Secure appropriate lab space and materials(LCAP 1.3)	Spring 2016	Ms Brunner Principal				
submit course for UC "a-g" approval(LCAP 1.3 : 3.3)	September 2014	Ms Brunner Principal				
Survey students to see how the course is meeting their needs and expectations.3.3	end of course	Ms Brunner Principal				

## Planned Improvements in Student Performance

### History/Social Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Social Science</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the History/Social Science. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018
<b>SCHOOL GOAL: LCAP Aligned</b>
District Goal 1: Student Achievement and Success School Goal (s): Students will take and pass required Social Science classes
<b>Data Used to Form this Goal:</b>
transcripts, passage rate
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Transcript review to determine the number of students who take and pass required Social Science classes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review transcripts to determine the number of students who take and pass required Social Science classes	December and May	registrar, counselor				
Prep for new social studies text book adoption	2016-17	staff				

## Planned Improvements in Student Performance

### Counseling/SEL

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Counseling/SEL</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
District Goal 2: Healthy, Safe, and Innovative Learning Environment School Goal (s): Anti-bullying
<b>Data Used to Form this Goal:</b>
Discipline records, student and parent surveys, relevant research findings.
<b>Findings from the Analysis of this Data:</b>
Students can suffer from bullying at school with negative impact on education as well as social and emotional well being.
<b>How the School will Evaluate the Progress of this Goal:</b>
Discipline records, student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize mental health professional to update and implement plan as well as	Fall, spring	counselor, MFT				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
work with individual students.(LCAP 2.6)						
Share updates and implementation plan with staff PBIS( LCAP 2.6)	Fall	counselor, MFT				
training related to student mental health issues 2.6	Fall	counselor, MFT				

## Planned Improvements in Student Performance

### Career and Technical Education

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Career and Technical Education</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in CTE-Career Technical Education. Performance Goal 5: All students will graduate from high school.
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.
<b>Data Used to Form this Goal:</b>
CAASPP, i-ready
<b>Findings from the Analysis of this Data:</b>
Students are credit deficient.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor progress and review data during PLC meetings and teacher assessments weekly/ monthly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide increased access to A-G, CTE, and VAPA courses, especially for ELs and students not meeting grade level standards.(LCAP 3.3)	2017-2018	Principal, Teacher Staff	increase course offerings to support A_G graduation requirements.			

## Planned Improvements in Student Performance

### VAPA-Visual and Performing Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: VAPA-Visual and Performing Arts</b>
<b>LEA GOAL: District Entry</b>
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the VAPA/Fine Arts. Performance Goal 5: All students will graduate from high school
<b>LCAP GOAL: District Entry</b>
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
<b>SCHOOL GOAL: LCAP Aligned</b>
3.3 Provide access to A-G, CTE, IB, AP, and STEM courses.
<b>Data Used to Form this Goal:</b>
i-ready A-G graduation requirements
<b>Findings from the Analysis of this Data:</b>
Students enrolling due to being credit deficient.
<b>How the School will Evaluate the Progress of this Goal:</b>
During PLC meetings data will be reviewed on a monthly basis and student progress will be monitored on a weekly basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not	2016-2017	Teacher, Principal Staff				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meeting grade level standards. LCAP 3.3						
Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music. LCAP 2.5	2016-2017	Teacher, Principal Staff				

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	1,146	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	1,146.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
5700-5799: Transfers Of Direct Costs	1,146.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,146.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1 – English Language Arts</b>	
<b>Goal 2 – English Language Development</b>	
<b>Goal 3 – Mathematics</b>	
<b>Goal 4 – Disproportionality</b>	1,146.00
<b>Goal 5 – World Language</b>	
<b>Goal 6 – Science</b>	
<b>Goal 7 – History/Social Science</b>	
<b>Goal 8 – Counseling</b>	
<b>Goal 9 – Career and Technical Education</b>	
<b>Goal 10 – Fine Arts</b>	
<b>Goal 11 – Physical Education and Health</b>	

## Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
  - Uniform Complaint Procedures
  - Non-Discrimination/Sexual Harassment

School Site Council

---

Signature

English Learner Advisory Committee

---

Signature

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Annie Conover	X				
Shelley Raffaeali			X		
Jessica Cisneros-Elliott		X			
Jenny Harmon		X			
Cindy Noble				X	
Connie Bailey				X	
Johnny Ly					X
Nicholas Weil					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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) Membership

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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
n/a					
<b>Numbers of members of each category</b>	<b>1</b>				
<b>TOTALS (Check for Parity)</b>					

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 Single 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 Expenditure(s) to the district 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 material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 28,2017.

Attested:

\_\_\_\_\_  
Annie Conover MS CCC/SLP

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district 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 material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 28, 2017.

Attested:

\_\_\_\_\_  
Annie Conover MS CCC/SLP

Typed Name of School Principal

*Annie Conover MS/CCC/SLP* 9/28/17  
\_\_\_\_\_  
Signature of School Principal Date

\_\_\_\_\_  
Jenny Harmon

Typed Name of SSC Chairperson

*Jenny Harmon* 9/28/17  
\_\_\_\_\_  
Signature of SSC Chairperson Date

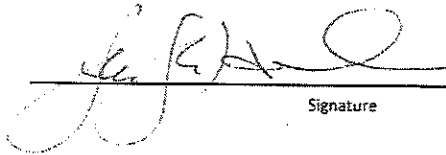
## Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

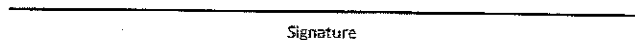
- The district's policies and administrative regulations for AR1313.a:
  - Uniform Complaint Procedures
  - Non-Discrimination/Sexual Harassment

School Site Council

English Learner Advisory Committee

A handwritten signature in black ink, appearing to be 'J. R. H.', written over a horizontal line.

Signature

A horizontal line intended for a signature, with the word 'Signature' centered below it.

Signature

# Site Council Meeting

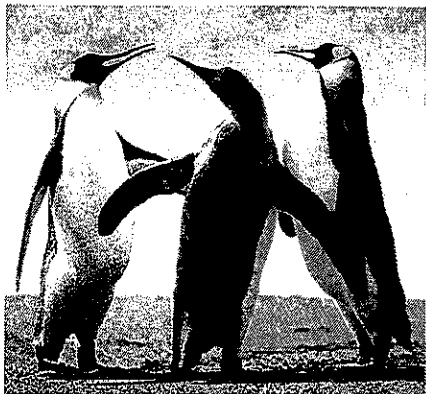
Date: 09/28/2017

Time: 2:40pm - A3

You are invited to be part of our Site  
Council -

- Site Plan Approval
- School Safety Plan Approval
- Wasc
- Single Plan for Student learning

# Walnutwood



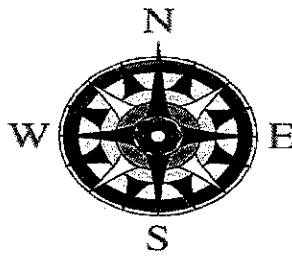
# Walnutwood High School Site Council

## Meeting Agenda

September 28<sup>th</sup> , 2017

1. Welcome and Introductions
2. Meeting Overview
3. WASC
4. Safety Plan
5. SPSA
6. Other for the Good of the Order





***Walnutwood High School***

***2017 SITE COUNCIL MEETING***

***Thursday, September 28th  
2:30 P.M. ROOM A-3***

***SITE PLAN APPROVAL  
SCHOOL SAFETY PLAN APPROVAL  
WASC  
SINGLE PLAN FOR STUDENT LEARNING***

**Meeting Attendees:**

<b>Annie Conover Principal Walnutwood HS</b>	<b>Shelley Raffaelli</b> <hr/> <b>Cari Burns Teacher</b>	<b>Jessica Cisneros-Elliott Teacher</b>	<b>Jenny Harmon Teacher</b>
<b>Connie Bailey Community Member</b>	<b>Cindy Knoble Parent</b>	<b>Johnny Ly Student</b>	<b>Nick Weil Student</b>

1. Welcome and Introductions, followed by an update on changes around the Campus. Annie Conover started by introducing herself as the new Principal. Welcoming Ashley Miller and Will Angelopolous as new contracted Teachers. Also we have a new nurse Aarti Bansal. Please welcome them to our team.

Annie pointed out the new changes that happened on our Campus, mentioned nothing new at the moment but possibly things in the works for the future.

2. Meeting Overview , Annie touched basis on the topics we will be going over in this meeting.

Again introduced our New contracted teachers. Some new changes: 9th grade Pathfinders program, Keven Brown is leading our Pathfinders and K12 Video Conference Learning that Jessica Elliott is Implementing - Doc Camera and the APP Vidyo are key roles and a College course offered through Adult Ed for WHS students. Mrs Elliott is Updating and aligning our

*Site Council Posting Notice*

curriculum with the districts adoptions. Mrs Conover has increased our Chromebooks for Walnutwood and our satellite site in Folsom. We will also welcome 916 Inc to our campus again this year.

3. WASC Schoolwide Action Plan for 2013-2018 was reviewed. The areas of focus included:
- A. Curriculum Development for Staff

Continued training for staff and PLC.

- B. Curriculum Development for Students

We are focusing on all students need being met.

- C. Parent, School Community and Community-at-Large Involvement

PBIS was implemented to facilitate Parent and Community involvement.

4. The Walnutwood High School Safety Plan was discussed. Annie Conover explained the Safety Plan and that it includes Walnutwood and Adult Ed. Annie presented the binder, explained some of the emergency items contained. The Safety binder is kept in the Principal Office of Walnutwood High School.

5. The Single Plan for Student Achievement (SPSA) Annie Conover explains the SPSA is located on Walnutwood and District website, along with the Uniform Complaint Procedure and the nondiscrimination and sexual harassment that can also be found on our website and the Student Handbook. These items along with the goals align with our Site WASC action plan. The Uniform Complaint Procedure and the nondiscrimination and sexual harassment Forms can be found hung by the entrances to the classrooms. Connie Bailey nominated Jenny Harmon as the School Site Council Chairperson and Jessica Elliott seconds the motion. The group votes all in Favor to approve. Jenny Harmon Motion for SPSA to be Approved, Shelley Raffaelli 2nd that motion, all approved. Annie discussed data for I-ready and that 90% of our students tested.

6. Going Forward Annie Conover states we are going forward with Aleks and we are waiting Board approval in Oct.. Biology, Chemistry, and Math Labs are all up and running. ELA Common Core Curriculum is being Developed. Iready, 90 % of our students have tested. Nick Weil stated why I ready was given and understood they are tested a 2nd time to measure their Progress. Johnny Ly enjoys Math Lab and say it is helpful.



# Budget By Expenditures

## Walnutwood Alternative High School

**Funding Source: LCFF - Supplemental**

**\$1,146.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide access to athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed	5700-5799: Transfers Of Direct Costs	\$1,146.00		Increase student engagement and provide a safe, healthy, and positive learning environment PBIS implementation(LCAP2:1:3.3
LCFF - Supplemental Total Expenditures:		\$1,146.00		
LCFF - Supplemental Allocation Balance:		\$0.00		
Walnutwood Alternative High School Total Expenditures:		\$1,146.00		