

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan 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 increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Walnutwood High School
<b>Address</b>	10848 Gadsten Way Rancho Cordova, CA 95670
<b>County-District-School (CDS) Code</b>	34673303430501
<b>Principal</b>	Annie Conover MS CCC/SLP
<b>District Name</b>	Folsom Cordova Unified School District
<b>SPSA Revision Date</b>	September 20, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	September 20, 2018
<b>Local Board Approval Date</b>	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

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 & 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 and or a Special Education aide, are available for students desiring additional academic support. Chromebooks 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.

# Stakeholder Engagement

How, when, and with whom did the 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

September 26 ,2018 Parents teachers and students and community members.

Annie Conover, Principal Walnutwood HS

Katie Stoner, Classified

Collette MacDonald, Teacher

Keven Brown, Teacher

Anthony Lacayo, Student

Angela Archilla, Student



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	%	%	0		
African American	7.7%	%	%	14		
Asian	4.9%	%	%	9		
Filipino	1.1%	%	%	2		
Hispanic/Latino	15.3%	%	%	28		
Pacific Islander	0.6%	%	%	1		
White	65.6%	%	%	120		
Multiple/No Response	4.9%	%	%	9		
<b>Total Enrollment</b>				183		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade 3	0		
Grade 4	3		
Grade 5	2		
Grade 6	0		
Grade 7	3		
Grade 8	10		
Grade 9	17		
Grade 10	25		
Grade 11	46		
Grade 12	77		
<b>Total Enrollment</b>	183		

### Conclusions based on this data:

1. We continue to see a consistent increase in enrollment.

2. Students in 11th and 12th grade are staying and graduating from Walnutwood.

3. We have increased our 8th and 9th grade enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				6.0%		
Fluent English Proficient	29			15.8%		
Reclassified Fluent English Proficient	7			43.8%		

### Conclusions based on this data:

1. We have seen an increase in our EL population at 9%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	3	*		0	*		0	*		0		
Grade 5	2		*	0		*	0		*	0		
Grade 6	5	*	*	1	*	*	1	*	*	20		
Grade 7	9	*	*	6	*	*	6	*	*	66.7		
Grade 8	13	19	*	11	18	*	11	18	*	84.6	94.7	
Grade 11	68	57	94	40	43	65	39	43	65	56.5	75.4	69.1
All Grades	100	83	116	58	65	76	57	65	76	56.4	78.3	65.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2535.	2533.	*	0	0.00	*	27	38.89	*	45	33.33	*	27	27.78	*
Grade 11	2579.	2582.	2582.	21	13.95	9.23	28	37.21	44.62	28	37.21	36.92	23	11.63	9.23
All Grades	N/A	N/A	N/A	16	9.23	9.21	32	38.46	46.05	30	36.92	35.53	23	15.38	9.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	9	16.67	*	73	50.00	*	18	33.33	*
Grade 11	28	25.58	27.69	56	60.47	56.92	15	13.95	15.38
All Grades	28	21.54	30.26	54	58.46	53.95	18	20.00	15.79



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	9	11.11	*	64	44.44	*	27	44.44	*
Grade 11	21	27.91	15.38	51	55.81	69.23	28	16.28	15.38
All Grades	18	23.08	14.47	56	52.31	71.05	26	24.62	14.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	*	91	88.89	*	9	11.11	*
Grade 11	21	20.93	20.00	67	67.44	66.15	13	11.63	13.85
All Grades	21	13.85	17.11	68	75.38	69.74	11	10.77	13.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	5.88	*	82	70.59	*	18	23.53	*
Grade 11	26	13.95	12.31	59	60.47	72.31	15	25.58	15.38
All Grades	23	12.50	11.84	60	64.06	75.00	18	23.44	13.16

**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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	3	*		0	*		0	*		0		
Grade 5	2		*	0		*	0		*	0		
Grade 6	5	*	*	0	*	*	0	*	*	0		
Grade 7	9	*	*	4	*	*	4	*	*	44.4		
Grade 8	13	19	*	11	15	*	11	15	*	84.6	78.9	
Grade 11	68	56	94	38	42	60	38	42	60	55.9	75	63.8
All Grades	100	82	116	53	60	71	53	60	71	53	73.2	61.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2476.	2495.	*	0	0.00	*	0	6.67	*	36	40.00	*	64	53.33	*
Grade 11	2524.	2516.	2521.	0	0.00	0.00	13	14.29	15.00	24	28.57	23.33	63	57.14	61.67
All Grades	N/A	N/A	N/A	0	0.00	0.00	13	11.67	15.49	28	33.33	29.58	58	55.00	54.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	*	27	40.00	*	73	60.00	*
Grade 11	11	4.76	5.00	21	35.71	26.67	68	59.52	68.33
All Grades	9	3.33	5.63	26	38.33	33.80	64	58.33	60.56

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	*	64	46.67	*	36	53.33	*
Grade 11	3	2.38	5.00	66	47.62	46.67	32	50.00	48.33
All Grades	4	1.67	4.23	64	48.33	53.52	32	50.00	42.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	*	*		*	*		*	*	
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	*	64	66.67	*	36	33.33	*
Grade 11	3	0.00	0.00	68	64.29	51.67	29	35.71	48.33
All Grades	4	0.00	1.41	68	66.67	54.93	28	33.33	43.66

**Conclusions based on this data:**

1. Students performance falls: in all performance bands:Limited data <10 students exceed 14..29 students meet standard,28.57nearly meet standards, 57.14 percent do not meet standard students are in need of more direct instruction in math and or updated math curriculum.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

Conclusions based on this data:

1.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
2											***				
10				***				***							
11					50		***	50							
12				50	50		17	25					33	25	
<b>Total</b>				44	36		33	45			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., 2016-17 25% of 12th grade and 9% 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 Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
2											***				
4														***	
9							***								
10				***				***							
11					50		***	50							
12				50	50		17	25					33	25	
<b>Total</b>				40	33		40	42			8		20	17	

### 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.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. We are in the highest performance in suspension.
2. Dashboard shows that the student group has fewer than 11 students and is not reported for privacy reasons. in EL progress Absenteeism and Graduation

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

### Conclusions based on this data:

1. We needed to find an alternative for students who needed additional support to complete homework . In independent study completed work equals increased attendance.



# School and Student Performance Data

## Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. We have seen an increase in homeless youth.

# School and Student Performance Data

## Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

### Assessment Performance Results

Assessment	Number of Students	Status	Change
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**English Language Arts (Grade 11)**

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**Mathematics (Grade 11)**

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Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**Conclusions based on this data:**

1. We have an increase in A-G courses and students attending college.

# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Increased by 3.5 We need to track our students when transfer back to neighborhood schools and adult ed for a more accurate graduation rate.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. We have few suspensions due to students being in a smaller more individualized environment.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Statement

We now have 8 full time highly qualified teachers

### Goal Description

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

### LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

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

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

### Basis for this Goal

Our EL population has been using an alternate curriculum .District iready

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Pilot Edgenuity an online curriculum that is A-G approved and NCAA approved. Working with lead teachers to guide in CCIS standards to create a vialable and reliable curriculum.

#### Students to be Served by this Strategy/Activity

All students .

#### Timeline

2018-2019 school year.

#### Person(s) Responsible

principal, teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14,000
<b>Source</b>	Common Core
<b>Description</b>	Edgenuity, K–12 online learning solutions

## Strategy/Activity 2

Professional Learning Communities (LCAP 3.1)

### Students to be Served by this Strategy/Activity

All

### Timeline

2018-2019

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

## Strategy/Activity 3

Extended Day Interventions (LCAP 4.6)

### Students to be Served by this Strategy/Activity

### Timeline

2018-2019

### Person(s) Responsible

Principal, Elena Cabrera

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	Summer School
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	extra pay extra duty to provide additional support.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Statement

Our attendance is well below district expectation and we see a need to increase student attendance rates and reduce chronic absences.

### Goal Description

2.1 Currently at 96%, maintain district-wide attendance at or above 95%. Currently a 78.36%, increase alternative education rates to greater than 80%. Decrease chronic absentee

### LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

### Basis for this Goal

Data indicates Walnutwood has an average of % 64.47 yearly attendance.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

A support lab has been initiated at the Rancho Cordova site. Attendance is based on work completion and meeting with teacher for 45 minutes weekly. The support lab will allow for students you have been sick or absent for a variety of reasons to "make up" the time take tests and receive homework for the next week. This gains the 5 days attendance that in the past would have been lost.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2018-2019

#### Person(s) Responsible



teachers IA

### Proposed Expenditures for this Strategy/Activity

Description

cost for SPED aide to support sped student to meet IEP's

### Strategy/Activity 2

Extended Day Interventions

### Students to be Served by this Strategy/Activity

All

### Timeline

2018-2019

### Person(s) Responsible

Principal, Elena Cabrera

### Proposed Expenditures for this Strategy/Activity

Source

LCFF - Supplemental

Budget Reference

None Specified

Description

Summer School

Source

LCFF - Supplemental

Budget Reference

None Specified

Description

Translation/Testing/Lead Teachers

### Strategy/Activity 3

Professional Learning Communities  
(LCAP 3.1)

### Students to be Served by this Strategy/Activity

All

### Timeline

2018-2019

### Person(s) Responsible

District, administration, staff

### Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Description

Guided collaboration time for curriculum implementation and data analysis



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Statement

Aligning curriculum and materials to current adoptions to adapt to Independent study continues to be an area of focus.

### Goal Description

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

### LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)  
3.1 Provide professional development in new adoptions and local curriculum.  
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

### Basis for this Goal

Using on online A-G NCAA approved curriculum creates a more viable and reliable curriculum.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Establish additional CTE options using Edgenuity and working with the CTE lead, Assistant Superintendent and Director of Curriculum to facilitate use of facilities at alternate sites.

#### Students to be Served by this Strategy/Activity

All students we have adjusted labs in order for our Adolescent Parent program is able to access classes.

#### Timeline

2018-2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

**Source**

District Funded

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

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 from the Pathfinders program to one-on-one instruction once a week for 45 minute appointments.

**Strategy/Activity 2**

Upgrade math curriculum to accommodate districts' math pathways(LCAP4.2)

**Students to be Served by this Strategy/Activity**

All

**Timeline**

Fall, Spring

**Person(s) Responsible**

principal, teachers

**Proposed Expenditures for this Strategy/Activity****Source**

District Funded

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

release time for lead teacher

**Strategy/Activity 3**

Extended Day Interventions

**Students to be Served by this Strategy/Activity****Timeline**

2018-2019

**Person(s) Responsible**

Principal, Elena Cabrera

**Proposed Expenditures for this Strategy/Activity****Source**

LCFF - Supplemental

**Budget Reference**

None Specified

**Description**

Summer School

**Source**

LCFF - Supplemental

<b>Budget Reference</b>	None Specified
<b>Description</b>	Translation/Testing/Lead Teachers

### Strategy/Activity 4

Professional Learning Communities (LCAP 3.1)

### Students to be Served by this Strategy/Activity

All

### Timeline

2018-2019

### Person(s) Responsible

Administrators and teachers, district professional development

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Common Core
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	<p>Prioritize four target skills to address</p> <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>

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Statement

Due to need to support an independent study format lead teacher aligning pacing standards and assessments to current common core curriculum

### Goal Description

Continue to update curriculum to align with Common Core Standards with ELA as first priority.  
Provide access to A-G and CTE courses Pilot Edgenuity

### LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)  
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).  
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).  
4.3 Ensure English Learners make yearly progress.  
4.4 Ensure Special Education students make yearly progress.  
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.  
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

### Basis for this Goal

Not all curriculum has been updated and Common Core Standards as district has adopted new math and ELA curriculum

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

support on a weekly basis and starting an i-lit lab for students 2 or more grade levels behind.

#### Students to be Served by this Strategy/Activity

Students 2 or more grade levels behind.

#### Timeline

2018-2019

#### Person(s) Responsible

teachers and IA

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Due to need to support an independent study format lead teacher aligning pacing standards and assessments to current common core curriculum

## Strategy/Activity 2

Increase student engagement and provide a safe, healthy, and positive learning environment PBIS implementation(LCAP2:1: 3.3

### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Principal,MFT

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1146
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Provide access to athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

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%

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Align new ELA curriculum to Common core standards for application in an independent study format.(LCAP 1.3 ,4.1)	some not all completed	prep period	same
Review data, including i-Ready, to identify students who have need for remediation then develop and implement said remediation plan.(LCAP 3.1)	create a lab for lower students	n/a	
Professional Learning Communities (LCAP 3.1)	continued	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</li> </ul>	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		data to drive curricular/instructional choices. 4000-4999: Books And Supplies Title I	
Extended Day Interventions (LCAP 4.6)		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		extra pay extra duty to provide additional support.	

## Analysis

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

46% of 11th grade students met standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Aligning curriculum has proven to show an increase in scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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.

NA



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

2018-2019 all students are using district aligned curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Cost of edgenuity on line learning system.

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.

Pilot Edgenuity. Goal 2 in SPSA

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

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%

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Institute a math performance lab for all students enrolled in IM courses (LCAP 4.2)</p>	<p>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 from the Pathfinders program to one-on-one instruction once a week for 45 minute appointments.</p>	<p>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. 1000-1999: Certificated Personnel Salaries District Funded</p>	
<p>Continue using Aleks math and implement i-Ready to provide remediation and support.</p>	<p>included Edgenuity 18-19 along with Aleks</p>	<p>1,750 4000-4999: Books And Supplies District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for students who need assistance with math.(LCAP4.2)			
Upgrade math curriculum to accommodate districts' math pathways(LCAP4.2)		release time for lead teacher 1000-1999: Certificated Personnel Salaries District Funded	
Extended Day Interventions		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Professional Learning Communities (LCAP 3.1)		<p>Prioritize four target skills to address</p> <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> <p>4000-4999: Books And Supplies Common Core</p>	

## Analysis

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

We are at capacity in the pathfinders program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students that are below grade level expectations are not progressing.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We have had to maintain the Aleks program with Edgenuity to bridge the pilot year.

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.

NA

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Continue to update curriculum to align with Common Core Standards with ELA as first priority.  
Provide access to A-G and CTE courses

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Release time to lead teacher.LCAP 3.1: 3.3	Due to need to support an independent study format lead teacher aligning pacing standards and assessments to current common core curriculum	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	prep period
Increase student engagement and provide a safe, healthy, and positive learning environment PBIS implementation(LCAP2:1: 3.3		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	

## Analysis

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

Goal in progress lead teacher unable to convert all units due to limited time due to heavy increase in students,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

ineffective not having the time to keep up with new adoptions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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.

Pilot of Edgenuity



# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1,750
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,750

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	1,750	604.00

## Expenditures by Funding Source

Funding Source	Amount
Common Core	14,000.00
LCFF - Supplemental	1,146.00

# Expenditures by Budget Reference

Budget Reference	Amount
5700-5799: Transfers Of Direct Costs	1,146.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Common Core	14,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,146.00

# Expenditures by Goal

Goal Number	Amount
Goal 1	14,000.00
Goal 4	1,146.00

# School Site Council Membership

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

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

Name of Members	Role
Annie Conover	Principal
Shelley Raffaelli	Parent or Community Member
Collette MacDonald	Classroom Teacher
Keven Brown	Classroom Teacher
Katie Stoner	Other School Staff
Anthony Lacayo	Secondary Student
Angela Archilla	Secondary Student
Lilly Layayo	Parent or Community Member
Open	Parent or Community Member

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

# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
----------------------	------

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
  - c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on September 26, 2018.

Attested:



Principal, Annie Conover MS CCC/SLP on September 28, 2018



# Site Council Meeting

Date: 09/26/2018

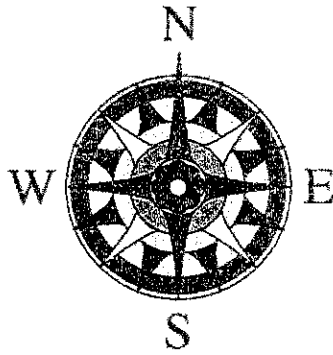
Time: 3:00 pm - A3

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*

***NOTICE OF SITE COUNCIL MEETING***

***2018-2019***

***SITE COUNCIL MEETING***

***Wednesday , September 26th***

***3:00 P.M.***

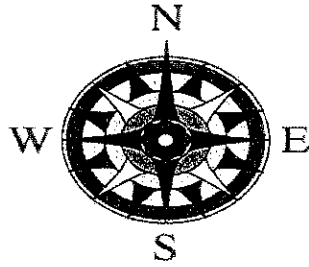
***ROOM A-3***

***SITE PLAN APPROVAL***

***SCHOOL SAFETY PLAN APPROVAL***

***WASC***

***SINGLE PLAN FOR STUDENT LEARNING***



***Walnutwood High School***

***2018-19 SITE COUNCIL MEETING***

*Wednesday, September 26th  
3:00 P.M. ROOM A-3*

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

**Meeting Attendees:**

<p><b>Annie Conover Principal Walnutwood HS</b></p>	<p><b>Katie Stoner Classified</b> <hr/><b>Keven Brown Teacher</b></p>	<p><b>Collette MacDonald Teacher</b></p>	<p><b>Anthony Lacayo Student</b></p>
<p><b>Shelley Raffaelli Community Member</b></p>	<p><b>Lilly Lacayo Parent</b></p>	<p><b>Angela Archilla Student</b></p>	<p><b>Emma Cannon Student</b></p>

**1.** Welcome and Introductions, followed by an update on changes around the Campus. Annie Conover started by introducing herself and welcoming

- Collette MacDonald and Dawn Ecklund as new contracted Teachers. Also we have a new School Psychologist Karri Spivey, and MFT Cynthia Roberts.
- Our New Front office offers a Single Entry to our school, for safety and provides a study center for our students.
- SAB- Student Advisory Board. We have 2 students Angela Archilla, and Anthony Lacayo who are our representatives.

2. WASC - We are in our WASC year Our team is Lead by Collette MacDonald and Annie Conover . Our WASC date are April 27th and 28th. We are meeting every other week to coordinate and write WASC.

3. The Walnutwood High School Safety Plan was discussed. Annie Conover explained the Safety Plan and that in Includes Walnutwood and Adult Ed. Annie presented the Emergency Protocol Checklist and what to do in case of an emergency. She also talked about a Safety letter that will go out to families. The Safety binder is kept in the Principal Office of Wanlutwood High School.

4. 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. Shelley Raffaelli nominated Collette MacDonald as the School Site Council Chairperson and Anthony Lacayo seconds the motion. The group votes all in Favor to approve. Anthony Lacayo Motion for SPSA to be Approved, Angela Archilla 2nd that motion, all approved.

5. Curriculum - We will continue with Alek as an online Math program. We have a New Program called Edgenuity which offers our students lots of online class opportunities. We also have, Biology and Chemistry Lab, Drawing and Painting, Math Labs, and 916 Ink writing Class.

6. Good of the order - Annie Conover's goal is to increase Attendance. one way we are increasing attendance is by offering student support.

-Some things our students would like to see is a Music Class and a Sign Language Club. Angela suggested that we have study buddies, she feels if they had a study buddy who is in the same grade it could help with their academics. Anthony suggested a Bench or picnic table outside so students could sit and eat their lunch while they are here on campus.

-We would like to thank Ryan Albani and his Eagle Scout project for providing Garden boxes filled with Fresh herbs and plants. To start our Garden here at Walnutwood high school.

# Recommendations and Assurances

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

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

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

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

Signature *Collette MacDonal* Committee or Advisory Group Name *9/28/18*

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

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

This SPSA was adopted by the SSC at a public meeting on September 26, 2018.


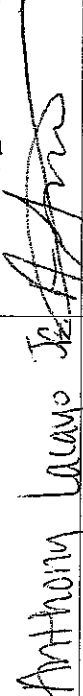
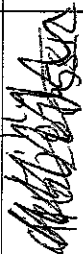
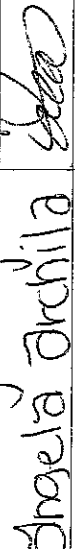

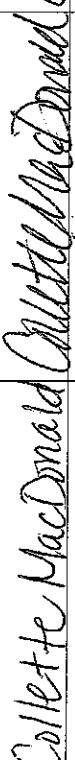
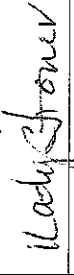
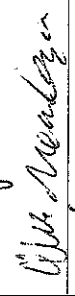

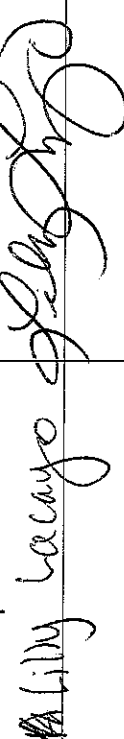
Attested:

*Annie Conover*

Principal, Annie Conover MS CCC/SLP on September 28, 2018

*Collette MacDonal - Committee Chairperson*

WALNUTWOOD SITE COUNCIL  
September 26, 2018

NAME	SIGNATURE	E-MAIL ADDRESS	PARENT OR COMMUNITY MEMBER	STUDENT	OTHER
Keven Brown					Teacher
Anthony Lacayo Jr		alac0147@gmail.com		X	
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Emma Connor		emmaconnor@fousd.org		X	
Collette Macdonald		cmacdonald@fousd.org			Teacher
Katy Stoner		kstoner@Fousd.org	Classif		Teacher
Aura Mandeza		auram@fousd.org		X	
Shelley Rafflesi		shelleyr@fousd.org	Community		
Billy Lacayo		billy-m-lacayo@yaho.com	Parent		