Walnutwood High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Walnutwood High School
Street	10848 Gadsten Way
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916.294.9105
Principal	Annie Conover MS CCC/SLP
E-mail Address	aconover@fcusd.org
Web Site	http://www.fcusd.org/whs
CDS Code	34673303430501

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2017-18)

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.

Our School
WHS serves students in traditional Independent Study for grades 7-12, as well as two district programs; Adolescent Parent Program (APP) and Medical independent Study (MIS) for pre K-12 students. 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. Enrichment activities in subjects such as math, science and art are provided for students. 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 do our best to develop an individual education plan that best meets their needs. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in 2016 was 170.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	1
Grade 5	2
Grade 6	2
Grade 8	9
Grade 9	14
Grade 10	31
Grade 11	55
Grade 12	54
Total Enrollment	170

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0
Asian	2.4
Filipino	0
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	1.2
White	68.2
Two or More Races	5.3
Socioeconomically Disadvantaged	40.6
English Learners	7.1
Students with Disabilities	15.3
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	8	8	1073
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 November

Folsom Cordova Unified held a Public Hearing on November 16, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, McGraw Hill, StudySync, Pearson, iLit Adoption Year 2016	Yes	0.0%
Mathematics	Houghton Mifflin, McGraw Hill Pearson, Cengage Learning Prentice Hall, CPM Educational Program Adoption Year 2014	Yes	0.0%
Science	Holt-Rinehart & Winston, Houghton Mifflin, Glencoe, Pearson, Wiley, Prentice Hall, Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin, McGraw Hill, Pearson, Holt-Rinehart & Winston, Scott Foresman-California History-Social Science Adoption Year 2007	Yes	0.0%
Health	Holt-Rinehart & Winston, Glencoe, American Red Cross Adoption Year 2007	Yes	0.0%
Visual and Performing Arts	Glencoe Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Walnutwood High was originally constructed as an elementary school and modified for an independent study high school. A modernization project was completed in the summer of 2004. Classrooms and other facilities were converted to meet the unique needs of an independent study program. Modernization included providing more teacher student learning stations and installing new heating and air conditioning. The principal works with the custodians to ensure that the school is maintained to provide for a clean and safe school environment. A facilities directional sign was added to the school in the fall of 2005 and, with the passage of "Measure N" improved landscaping, lighting and nighttime security was added. Last summer, 2015, the campus exterior was painted. This year, 2016, our site is schedule for facility upgrades including a new phone system which will enhance site safety as well as new signage. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, note that even minor discrepancies are reported in the inspection process. Any items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of Inspection: 10/04/2017

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2017 October				
System Inspected	Repair Status			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 October				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	47	48	58	61	48	48
Mathematics (grades 3-8 and 11)	13	12	49	51	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	65	75.58	47.69
Male	31	22	70.97	45.45
Female	55	43	78.18	48.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	9	69.23	44.44
White	65	49	75.38	51.02
Socioeconomically Disadvantaged	30	19	63.33	26.32
English Learners	--	--	--	--
Students with Disabilities	13	5	38.46	0
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	60	69.77	11.67
Male	31	18	58.06	16.67
Female	55	42	76.36	9.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	9	69.23	11.11
White	65	44	67.69	13.64
Socioeconomically Disadvantaged	30	19	63.33	10.53
English Learners	--	--	--	--
Students with Disabilities	12	5	41.67	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	47	70	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	82.94
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Walnutwood High School encourages parent involvement. We have a Site Council that provides a forum for parent input and support. The Site Council advises on global issues impacting our school.

All parents and students attend an orientation meeting before their students enroll in Walnutwood High School. At this time, parents learn about the school, its requirements and the opportunities available to assist their students to be successful.

Contact Information: Students within the Folsom Cordova Unified School District who are interested in exploring an independent study program should meet with their counselor and discuss whether Walnutwood High/Middle School would be a good option for them. Parents interested in exploring Walnutwood as an educational option should call the school at (916) 294-9105 and we will be happy to guide you through the process. Information is also available on our web site: www.fcusd.org/WHS

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Shelley Raffaelli, Administrative Assistant, Walnutwood High School or Annie Conover, Principal at (916) 294-9105.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	18.2	13.6	15.1	4.3	3.2	3.3	11.5	10.7	9.7
Graduation Rate	72.73	57.63	72.09	91.81	92.72	92.64	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	87.01	90.31	87.11
Black or African American	25	81.9	79.19
American Indian or Alaska Native	0	90	80.17
Asian	100	92.77	94.42
Filipino	100	93.18	93.76
Hispanic or Latino	63.64	85.61	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	82.69	92.43	90.99
Two or More Races	100	87.27	90.59
Socioeconomically Disadvantaged	68.42	86.51	85.45
English Learners	57.14	63.53	55.44
Students with Disabilities	50	68.97	63.9
Foster Youth	0	100	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.3	0.3	4.8	5.0	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Walnutwood High School, which is located at the Community Education Center, is safe and clean with a detailed list of cleaning times and days. Restrooms, eating facilities and the Child Development Center are cleaned daily. Classrooms are cleaned every third day.

Safety plans are reviewed annually. Emergency plans are in place for any threatening incident and all of our evacuation routes, as well as duck and cover, and fire drills have been updated and are practiced as required. Recent renovations included a new phone system and emergency communication upgrades. Any safety hazard that was reported was reviewed immediately and resolved.

The Safety Plan includes the following main components: Crime Report Information, Child Abuse Reporting, Disaster Procedures, Crisis Control and Response, Critical Incident Response, Discipline/Suspension/Expulsion Procedures, Sexual Harassment and Title XIV, Fire Drills, Duck-and-Cover Procedures, Lock-Down Procedures, and School Dress Code. There was one (1) accident reported in our school in the 2016-17 school year.

Date of Last Review/Update: September 28, 2017

Date Last Reviewed with Staff: September 28, 2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	46.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					7	19			9	13		
Mathematics					2	44			3	31		
Science					3	17			3	18		
Social Science					2	43			2	33		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	170
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,566.47	$49.71	$6,516.75	$110,143.04
District	N/A	N/A	$6,894.71	$74,930
Percent Difference: School Site and District	N/A	N/A	-5.5	47.0
State	N/A	N/A	$6,574	$77,824
Percent Difference: School Site and State	N/A	N/A	-0.9	41.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

District Revenue Sources

In addition to general state funding, Walnutwood High School receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, English Learners/Low Income (EL/LI).

Other funding: Anti-bulling campaign, i-Ready, Naviance, and social worker/counselor services.

Data Sources: Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,108	$48,522
Mid-Range Teacher Salary	$66,972	$75,065
Highest Teacher Salary	$91,606	$94,688
Average Principal Salary (Elementary)	$117,624	$119,876
Average Principal Salary (Middle)	$128,204	$126,749
Average Principal Salary (High)	$139,594	$135,830
Superintendent Salary	$232,575	$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district.

Counseling & Support Staff

It is the goal of Walnutwood High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition, this year we are implementing PLC's at our schools. The counselor to pupil ratio is one to approximately 1:170.