

Walnutwood High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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 2018-19)

The Mission of Walnutwood High School (WHS) 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 2017 was 185.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 5	1
Grade 6	3
Grade 7	5
Grade 8	3
Grade 9	12
Grade 10	29
Grade 11	74
Grade 12	56
Total Enrollment	185

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.0
Asian	2.2
Filipino	0.5
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.0
White	71.9
Socioeconomically Disadvantaged	43.8
English Learners	8.6
Students with Disabilities	14.6
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	8	9	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018 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	McGraw Hill, StudySync, 2015 Pearson, iLit,2016	Yes	0.0%
Mathematics	Cengage Learning,2006,2013,2014,2017,2018 Houghton Mifflin, 2002, 2008 Pearson, 2012 McGraw Hill Company 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Person, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Globe Fearon, 2000	Yes	0.0%
History-Social Science	Wadsworth Publishing, 2010 Hold McDougal. 2010 McGraw Hill, 2015	Yes	0.0%
Foreign Language	EMC, 2014 Saint Paul: EMC, 2015 Pearson, 2015		
Health	Holt, Rinehaert, Winston McGraw Hill 2011 Pyramid Educational Consultants 2015	Yes	0.0%
Visual and Performing Arts	Davis, 2006 Pearson, 2017 Adobe, 2017 perfection Learning,2004	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.

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: 09/12/2018

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: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	fountain not working correctly in Admin building and in outside hallway
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	48.0	55.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	12.0	15.0	51.0	53.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	76	65.52	55.26
Male	45	30	66.67	56.67
Female	71	46	64.79	54.35
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	14	73.68	42.86
White	79	53	67.09	60.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	28	63.64	50.00
English Learners	11	6	54.55	0.00
Students with Disabilities	15	6	40.00	50.00

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	71	59.17	15.49
Male	46	30	65.22	13.33
Female	74	41	55.41	17.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	13	68.42	0
White	83	49	59.04	18.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	27	60	14.81
Students with Disabilities	19	6	31.58	0

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	86.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.1

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**
9	15.0	15.0	10.0

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	13.6	15.1	10.2	3.2	3.3	2.8	10.7	9.7	9.1
Graduation Rate	57.6	72.1	62.7	92.7	92.6	91.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	88.9	91.3	88.7
Black or African American	33.3	84.5	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	100.0	96.2	94.9
Filipino	0.0	93.0	93.5
Hispanic or Latino	70.0	81.6	86.5
Native Hawaiian/Pacific Islander	50.0	76.9	88.6
White	94.1	93.8	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	57.7	83.4	88.6
English Learners	66.7	52.7	56.7
Students with Disabilities	44.4	70.6	67.1
Foster Youth	0.0	50.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.3	0.6	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 were zero accidents reported in our school in the 2017-18 school year.

Date of Last Review/Update: September 20, 2018

Date Last Reviewed with Staff: September 20, 2018

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	7.0	19			9.0	13			13.0	8	4			
Mathematics	2.0	44			3.0	31			2.0	32				
Science	3.0	17			3.0	18			2.0	19				
Social Science	2.0	43			2.0	33			3.0	31				

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	110
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	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,984.64	\$728.67	\$7,255.98	\$90,142.37
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-3.8	18.6
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	1.8	12.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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-bullying campaign, i-Ready, and social worker/counselor services.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)

Folsom Cordova provides up to three professional development days for certificated staff for the current year and the last two 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.

Professional Development Days	2015-16	2016-17	2017-18
Walnutwood High School	2	2	3