

# Walnut Heights Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-5

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Patricia A. Wool, Ed. D.  
Superintendent

Susan Drews  
Principal

## Principal's Message

Walnut Heights School, nestled in the foothills of Mt. Diablo, enjoys a three-acre Nature Area adjacent to the Walnut Creek Open Space. The natural setting provides the backdrop to the school that serves 420 students and their families in kindergarten through fifth grade.

One principal, eighteen certificated classroom teachers, a Resource Specialist, an Instructional Coach (whom we share with Parkmead and Indian Valley Schools), two Special Education paraprofessionals, an office manager, and two custodians staff our school. Part-time staff includes instructional specialists in art, music, computers, science, and physical education. Other part-time employees include a library media specialist, three playground supervisors, and two food service workers. Part-time personnel shared with other Walnut Creek School District schools include a psychologist, a counselor, a bilingual aide, and a nurse.

Built in 1952 and modernized in 1998, the school has continued site improvements including outdoor learning areas in 2003, a new amphitheater in 2004, a butterfly garden in 2007 and a school garden in 2008. Bond monies have allowed for the continuous improvement of the school facilities. The Walnut Heights Parent Teacher Association (PTA) has renovated the three-acre Nature Area adjacent to the school with outdoor learning and study areas, and the repair and maintenance of an outdoor amphitheater. The playground was enlarged and renovated during the 2007-08 school year, and a garden was added for hands-on science education in the Nature Area as well. Three composters were added to the garden at the start of the 2008-09 school year to recycle paper and food waste. A worm box was added to the garden area in the spring of 2009.

Goals in the 2010-11 Strategic Plan are in two areas: curriculum and climate. Our strategies are to use data and assessments to inform curriculum decisions, to utilize collaboration to provide differentiated instruction and maximize achievement for all students, to inculcate ongoing character education throughout the school, and for teachers to utilize technology and teach students how to utilize technological tools and resources to support their learning. Our emphasis for the year is on mathematics, technology and continued implementation of Writer's Workshop. In addition to the District curriculum, based on state benchmarks and standards, a Strategic Plan is created by a joint team of staff and parents. The plan is the blueprint for the year, directing resources and personnel toward achievement of the goals. Part of the process each year is to review the Mission Statement that reads, "As partners, the families, community and staff of Walnut Heights School will provide a child centered, academically challenging environment which cultivates character and celebrates learning. Through our enriched and varied curriculum we will develop life-long learners with the skills, confidence and enthusiasm to shape a changing world."

## School Safety

Each year the School Safety Plan is updated. A large part of the plan involves procedures for disaster preparedness. Throughout the year we have preparedness drills for fire, earthquake, hazardous materials, and dangerous intruders. The school, with the help of the PTA, replenishes the supplies and updates the procedures for emergency drills. Staff members have specific duties in the event of any emergency. Each year several members of the staff are trained in CPR and first aid.

The School Safety Plan includes child abuse reporting procedures, discipline policies, a sexual harassment policy, a dress code, and other procedures for the school that involve student and staff safety. Safety is an overriding priority for the Walnut Heights School community. Our safety policies are outlined in the Parent Handbook and are clearly communicated to all students.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council in December of 2010.

***"A community of learners building knowledge, skills and character."***



## Walnut Creek School District

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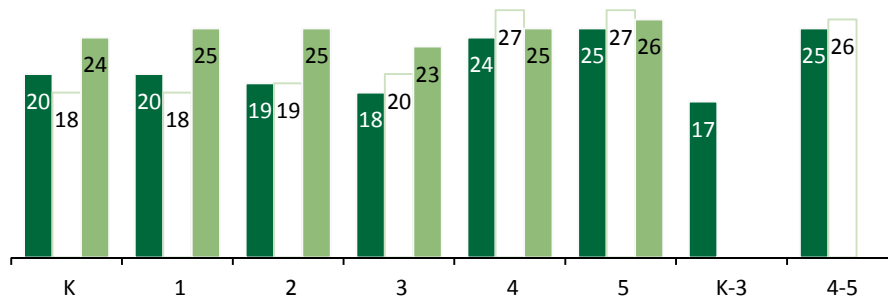
## Mission Statement

In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

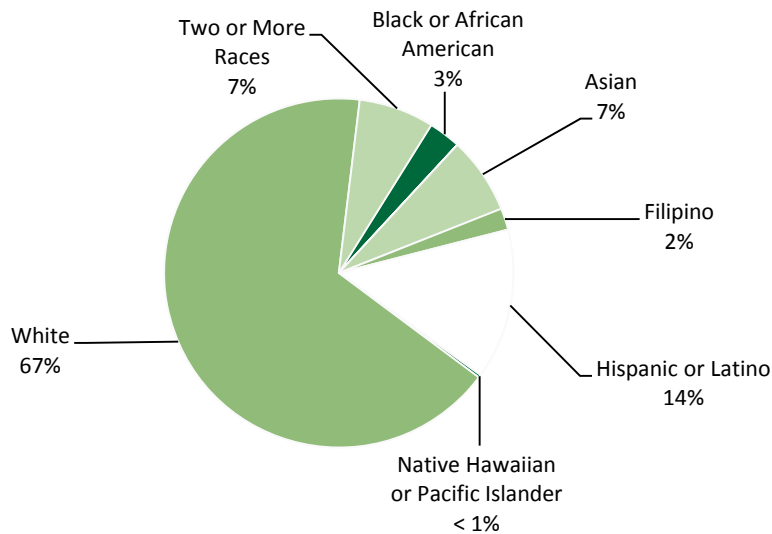


### Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			3				3	
1	2			3				3	
2	3			3				2.5	
3	3			3				2.5	
4		2			2			2.5	
5		2			2			2.5	
K-3	1								
4-5		1		1					

### Enrollment and Demographics

The total enrollment at the school was 391 students for the 2009-10 school year.



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	13.4%
Five of Six Standards	16.4%
Six of Six Standards	62.7%



### Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, mathematics, and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State-adopted from the most recent State-approved list consistent with the content and cycles of the Curriculum Frameworks, and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The District has affirmed that each pupil, including English learners, have their own textbook to use in class and to take home.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Pearson Scott Foresman	2010
Science	Pearson Scott Foresman	2008
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

**Note:** This data was most recently collected and verified in September 2010.

### Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

As a “community of learners,” each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff members meet by grade level or departments to study the test scores, student work and/or behaviors and determine how to improve them through research and improved practice. At the K-5 level, teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. An instructional coach also provides individual coaching and facilitates two meetings per month. At the intermediate level, staff development activities are planned for “late start Wednesdays” each week, as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues’ work.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented Education (GATE) National Convention (Confratute), Reading Recovery, technology, math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, differentiated instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had five days each school year dedicated to staff and professional development. The District ensures that the agendas for these professional growth days are tied to areas defined by the strategic plan. For 2008-09, the District focus areas were writing and narrowing the achievement gap.

***“The District has affirmed that each pupil, including English learners, have their own textbook to use in class and to take home.”***



### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Walnut Heights ES

Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
✧ Not applicable.	



## School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			9/29/10
Date of the Most Recent Completion of the Inspection Form			9/29/10

**Note:** At the time of this school facility inspection, no deficiencies were found.

## School Facilities

There are seventeen classrooms at Walnut Heights School housing students in grades K-5. Small offices are also utilized for resource instruction, speech, a counselor, and a bilingual instructional assistant—all of whom work with students who demonstrate need in these areas. Our 0.5 full-time equivalent (FTE) instructional coach is housed in the Ed Options portable building which is a District program housed on our campus. She works with staff to increase staff skills, build collaboration, and assist in improving student performance.

Walnut Heights, originally constructed in 1952, was extensively renovated in 1998. Facility modernization included a new roof, updated plumbing, wiring, and data systems, cabinetry, carpeting, and interior and exterior painting. A new library media center was constructed in the second wing, utilizing the space of two previously existing classrooms. The modernization included a state-of-the-art computer lab with glass walls located in the library media center. Every classroom has a telephone with access to an outside line, internet access, and a TV/VCR unit.

During the summer of 2006, new fiber-optic lines were installed in the school. The PTA has equipped the lab with 20 Mac computers and an LCD display projector. Additional bond funds in 2002 funded landscaping between the wings with paved areas for outdoor learning. During the summer of 2004, an amphitheater was added. During the summer of 2007, a butterfly garden with fencing was constructed. Additional portables house art and science labs and a music room. A fourth portable is the home for the District Home School office. During the summer of 2007, the playground was expanded. A new play structure, new swings, large climbing rocks, and a new play structure in the kindergarten yard was added. New black metal fencing now surrounds the play area.

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## School Facilities

*Continued from left*

A high priority for the school is to keep it well maintained and clean at all times. One full-time custodian and one four-hour employee clean the school on a regular basis. These two custodians work together to clean the school and set up for school activities. Volunteer community groups and parents volunteer their time to maintain and clean the three-acre Nature Area and keep the landscaping looking attractive. Students often volunteer to pick up litter on the playground to earn Caught Using Life Skills slips. On Friday mornings, our entire school does a five minute trash pick up.

During recess and at lunch, teachers and supervisors watch students and make sure their play is safe and that students are following school rules. After school, teachers help students cross the school parking lot and keep students safe during their end of the day egress into their parents' cars.

Construction and renovation of our playground was completed at the start of the 2007-08 school year. We now have an expanded playground; a new, large play structure; climbing rocks; and a large shade structure. Our fields will be completed next summer and will include two soccer fields, a skinned diamond for competitive play, and a practice diamond on grass. Additional parking has been created for overflow parking during school events.

In the summer of 2009, the field area, which includes two practice soccer fields, a practice baseball diamond, and a fully skinned diamond for games, and a walking trail were completed; these were funded by local bonds.

The District participates in the State School Deferred Maintenance Program, which provides state-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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$94,500 for the Deferred Maintenance Program. This represents 0.005% of the District's general fund budget.



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Walnut Heights ES			Walnut Creek SD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	83%	84%	80%	80%	80%	80%	46%	50%	52%
Mathematics	87%	89%	87%	78%	75%	79%	43%	46%	48%
Science	76%	88%	85%	78%	82%	84%	46%	50%	54%

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	80%	79%	84%
All Students at the School	80%	87%	85%
Male	76%	86%	91%
Female	84%	88%	78%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	88%	10%	❖
Filipino	❖	❖	❖
Hispanic or Latino	62%	79%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	83%	89%	84%
Two or More Races	82%	82%	❖
Socioeconomically Disadvantaged	76%	71%	❖
English Learners	50%	62%	❖
Students with Disabilities	46%	72%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/av/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/av/documents/overview10.pdf).

## API Ranks

API Ranks — Three Year Comparison

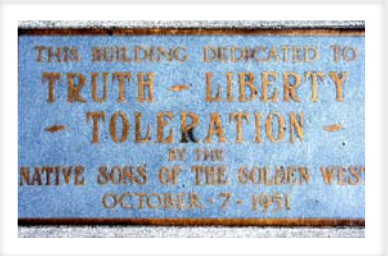
	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	9	9	10

## API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-10	10	-13
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-11	17	-12
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



## API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Walnut Heights ES	Walnut Creek SD	California
All Students	922	907	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	950	890
Filipino	■	■	851
Hispanic or Latino	■	830	715
Native Hawaiian or Pacific Islander	■	■	753
White	934	915	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	805	712
English Learners	■	801	692
Students with Disabilities	■	712	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Walnut Heights ES	Walnut Creek SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

## API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



## Types of Services Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Walnut Heights ES		Walnut Creek SD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	1.00
Other	0.00

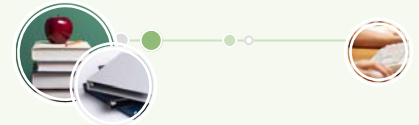
✧ Not applicable.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Walnut Heights ES			
07-08	08-09	09-10	
0.000	0.000	0.003	
Walnut Creek SD			
07-08	08-09	09-10	
0.047	0.043	0.041	
Expulsion Rate			
Walnut Heights ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Walnut Creek SD			
07-08	08-09	09-10	
0.000	0.000	0.000	



## Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Walnut Heights ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	159	18	17	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Walnut Heights ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

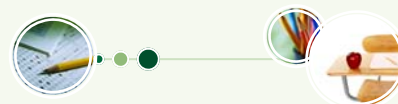
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Walnut Heights ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



## Parental Involvement

Walnut Heights enjoys a long tradition of exceptional parent and community involvement and support. It is a hub of the community, hosting meetings and events for scout troops, swim clubs, disaster preparation community groups, and other organizations. Parents donate thousands of hours to the school in the classrooms, labs, and library. The Annual Fund Drive, sponsored by the PTA, funds instructional specialists in science and computers as well as a large number of projects and programs that benefit both students and staff. The school also benefits from the support of the Walnut Creek Education Foundation, a K-12 foundation that includes the local high school, Las Lomas. The Foundation funds weekly instruction in art, music, and PE for all K-5 students.

We are fortunate to have a large, active group of involved parents, scout troops, and community volunteers developing and maintaining the three-acre Nature Area adjoining the school; parents also help in the classroom, office, and library.

For more information on how to become involved, contact either Mary Beth Moura, PTA Co-President, at (925) 930-0156 or Jackie Cate, PTA Co-President, at (925) 932-3676.



**District Financial Data**

District Salary Data		
Category	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	\$41,750	\$41,154
Mid-Range Teacher Salary	\$61,959	\$63,517
Highest Teacher Salary	\$79,143	\$80,951
Average Principal Salary (Elementary School)	\$109,659	\$102,080
Average Principal Salary (Middle School)	\$119,997	\$105,643
Superintendent Salary	\$180,500	\$150,626
Teacher Salaries — Percent of Budget	46.2%	41.4%
Administrative Salaries — Percent of Budget	5.7%	6.1%

**School Financial Data**

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Walnut Heights ES
Total Expenditures Per Pupil	\$5,461
Expenditures Per Pupil From Restricted Sources	\$506
Expenditures Per Pupil From Unrestricted Sources	\$4,955
Annual Average Teacher Salary	\$64,490

**Financial Data Comparison**

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Walnut Heights ES	\$4,955	\$64,490
Walnut Creek SD	\$4,475	\$66,176
California	\$5,681	\$64,193
School and District — Percent Difference	+9.7%	-2.6%
School and California — Percent Difference	-14.7%	+0.5%

**District Financial Data**

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

**Financial Data**

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

**School Accountability Report Card**

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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