Walnut Heights Elementary

School Accountability Report Card

GRADES K-5
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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 440 students and their families in kindergarten through fifth grade.

One principal, eighteen certificated classroom teachers, a Resource Specialist, a half-time Instructional Coach, a Special Education paraprofessional, 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 2011-12 Site Plan are in two areas: curriculum and climate. Our strategies are to inform curriculum decisions with varied data, to provide differentiated instruction to maximize achievement for all students, to deliver ongoing character education throughout the school, and use technology to support student learning. Our emphasis for the year is on mathematics, character and continued implementation of Writer's Workshop. In addition to the District curriculum, based on state benchmarks and standards, a Site Plan is created by a joint team of staff and parents. The plan is the blueprint for the year, directing resources toward achievement of the goals.

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 Mary Beth Moura, PTA President, at 925-930-0156.

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.

Walnut Creek School District

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Patricia A. Wool, Ed. D.
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

WCSD 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

Legend: ■ 08-09 □ 09-10 ■ 10-11

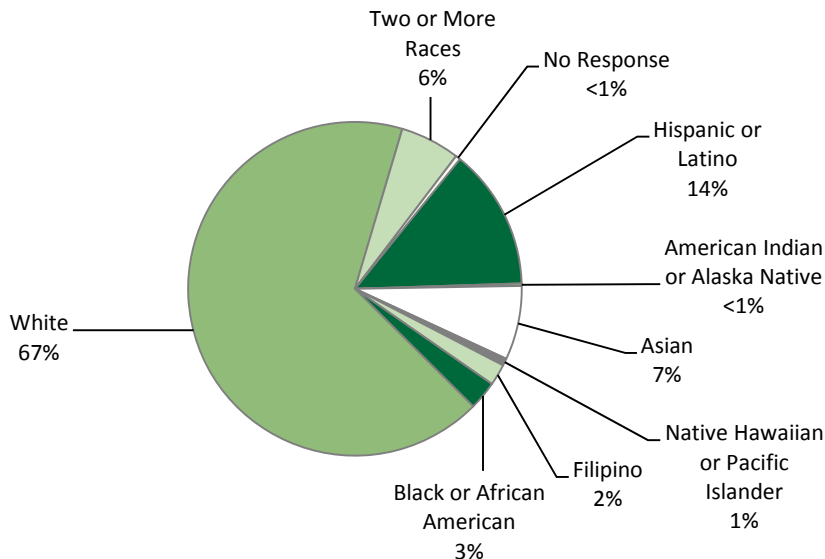The bar graph displays the three-year data for average class size.

Grade	08-09	09-10	10-11
K	18	24	24
1	18	25	25
2	19	25	25
3	20	23	25
4	27	25	24
5	27	26	20
4-5	26		
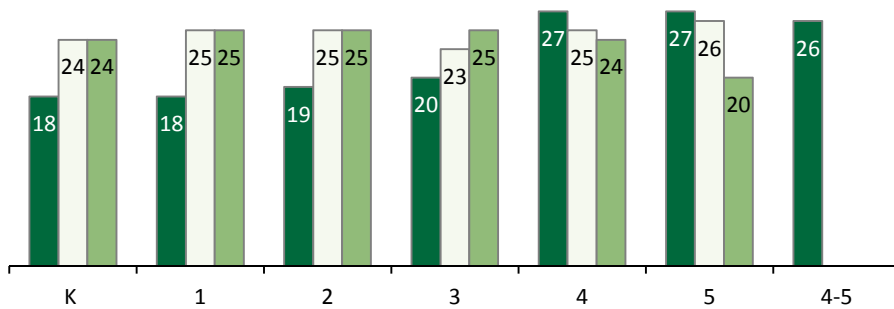
Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	3			3			3		
2	3			2.5			3		
3	3			2.5			4		
4		2		2.5			2		
5		2		2.5			1	3	
4-5		1							

Enrollment and Demographics

The total enrollment at the school was 432 students for the 2010-11 school year.*

Pie chart — Enrollment and Demographics:
- Two or More Races 6%
- No Response <1%
- Hispanic or Latino 14%
- American Indian or Alaska Native <1%
- Asian 7%
- Native Hawaiian or Pacific Islander 1%
- Filipino 2%
- Black or African American 3%
- White 67%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram®* is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram®*. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	6.1%
Five of Six Standards	25.8%
Six of Six Standards	59.1%

Student Enrollment by Group

Walnut Heights ES	
Socioeconomically Disadvantaged	9.0%
English Learners	7.2%
Students with Disabilities	4.4%

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, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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. At the time of this school facility inspection, no deficiencies were found.

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			09/23/2011
Date of the Most Recent Completion of the Inspection Form			09/23/2011

School Facilities

There are nineteen 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. 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. In 2009 our sports field was completed. In 2010 our kitchen was totally renovated.

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.

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. 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 2011-12 school year, the District budgeted $86,000 for the Deferred Maintenance Program. This represents 0.35% of the District's general fund budget.

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

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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.

The School Safety Plan was last reviewed and updated with the School Safety Committee in November of 2011.

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	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Walnut Heights ES	
Currency of Textbook Information	
Data Collection Date	10/2011

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)
- Two reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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			**WCSD**			**California**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
English-Language Arts	84%	80%	85%	80%	80%	80%	49%	52%	54%
Mathematics	89%	87%	91%	75%	79%	79%	46%	48%	50%
Science	88%	85%	94%	82%	84%	84%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
	Spring 2011 Results		
Group	**English-Language Arts**	**Mathematics**	**Science**
All Students in the District	80%	79%	84%
All Students at the School	85%	91%	94%
Male	83%	94%	96%
Female	87%	88%	91%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	96%	96%	❖
Filipino	❖	❖	❖
Hispanic or Latino	71%	85%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	89%	93%	96%
Two or More Races	85%	100%	❖
Socioeconomically Disadvantaged	67%	81%	❖
English Learners	62%	76%	❖
Students with Disabilities	68%	77%	❖
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 aims to identify strengths and weaknesses to improve student learning. STAR consists of four key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	**2009**	**2010**
Statewide API Rank	10	10	10
Similar Schools API Rank	9	10	8

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

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 API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	**2011 Growth API**						**Walnut Heights ES — Actual API Change**		
	Walnut Heights ES		**WCSD**		**California**				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**08-09**	**09-10**	**10-11**
All Students	279	943	2,582	905	4,683,676	778	10	-13	21
Black or African American	8	■	76	813	317,856	696	■	■	■
American Indian or Alaska Native	0	■	13	863	33,774	733	■	■	■
Asian	20	978	288	943	398,869	898	■	■	■
Filipino	6	■	94	926	123,245	859	■	■	■
Hispanic or Latino	33	894	309	818	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	13	808	26,953	764	■	■	■
White	199	953	1,720	918	1,258,831	845	17	-12	19
Two or More Races	13	957	65	918	76,766	836	■	■	■
Socioeconomically Disadvantaged	23	878	322	799	2,731,843	726	■	■	■
English Learners	22	865	278	793	1,521,844	707	■	■	■
Students with Disabilities	23	847	320	724	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Walnut Heights ES		**WCSD**	
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	No
API	Yes		Yes	
Graduation Rate	✖		✖	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Walnut Heights ES	**WCSD**
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2011-2012
Year in Program Improvement	✧	Year 1
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		16.7%

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

"Our strategies are to inform curriculum decisions with varied data, to provide differentiated instruction to maximize achievement for all students, to deliver ongoing character education throughout the school, and use technology to support student learning."

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 or student 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 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. The Math Department chair has an additional preparation period 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), Brain Research, SVMI (Silicon Valley Math), Middle School Conference, Reading Recovery and Technology. 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 four 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. In recent years, we have focused on math.
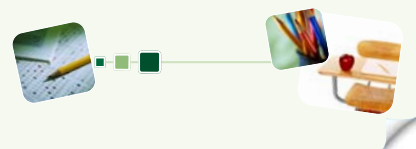
Teacher Qualifications

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

Teacher Credential Information				
	Walnut Creek SD	Walnut Heights ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	159	50	48	48
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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit 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%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

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	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.25
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	3.00
Resource Specialist (non-teaching)	0.00

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.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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 and www.cde.ca.gov/ds/fd/ec.

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.

District Salary Data		
Category	**WCSD**	**Similar Sized District**
Beginning Teacher Salary	$41,750	$41,183
Mid-Range Teacher Salary	$61,959	$63,647
Highest Teacher Salary	$79,143	$80,955
Average Principal Salary (Elementary School)	$114,899	$102,400
Average Principal Salary (Middle School)	$119,997	$106,158
Superintendent Salary	$185,250	$151,742
Teacher Salaries — Percent of Budget	45%	41%
Administrative Salaries — Percent of Budget	6%	6%

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	$4,404	$61,038
WCSD	$836	$64,021
California	$5,455	$61,647
School and District — Percent Difference	+81.0%	-4.9%
School and California — Percent Difference	-23.9%	-1.0%

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	$4,404
Expenditures Per Pupil From Restricted Sources	$0
Expenditures Per Pupil From Unrestricted Sources	$4,404
Annual Average Teacher Salary	$61,038

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 and Expulsion Rates			
Walnut Heights ES			
	08-09	**09-10**	**10-11**
Suspension Rates	0.000	0.003	0.005
Expulsion Rates	0.000	0.000	0.000
WCSD			
	08-09	**09-10**	**10-11**
Suspension Rates	0.043	0.041	0.046
Expulsion Rates	0.000	0.000	0.000

School Accountability Report Card

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