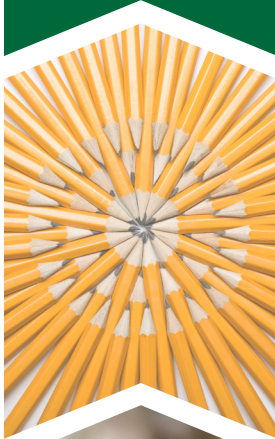


SARC

2015-16
School Accountability
Report Card
Published in 2016-17



Walnut Heights Elementary School

"Home of the Cougars!"

Joy Inouye
Principal
jinouye@wcsd.k12.ca.us

4064 Walnut Boulevard
Walnut Creek, CA 94596

Grades: TK-5
Phone: (925) 944-6834
www.walnutcreeksd.org/wh

CDS Code: 07-61812-6005243

Walnut Creek SD



Principal's Message

Walnut Heights Elementary School, nestled in the foothills of Mount Diablo, enjoys the 3 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 transitional kindergarten through fifth grade.

Joy Inouye is the principal of Walnut Heights and works with 18 classrooms with 19 certificated teachers, a resource specialist, a half-time instructional coach, two special-education paraprofessionals, an office manager, two custodians, and a library media specialist on staff at the school. Part-time staff includes instructional specialists in art, music, technology, science and physical education. Other part-time employees include an office clerk, a school counselor, two playground supervisors and two food-service workers. Part-time personnel shared with other Walnut Creek School District schools include a psychologist, speech therapist, an occupational therapist, an English language development (ELD) aide and a district nurse.

Built in 1952 and modernized in 1998, the school has continued site improvements including outdoor learning areas, an amphitheater, butterfly garden and school garden. The playground was enlarged and renovated during the 2007-08 school year. Three composters and a worm box also support our garden program.

This year, the continued academic focus for Walnut Heights is in the area of math. Specifically, the staff is continuing to develop mathematical discourse in their classrooms. This is a natural progression from the collaborative skills continuum developed previously and anchors to the work done several years ago with active listening in academic conversations. Students will continue to develop discourse in the area of mathematics through the use of Number Talks and collaborative assignments that highlight student thinking, the exchanging of ideas and the use of student conversations to propel discussions. Additionally, the school will focus on the student use of academic vocabulary in productive group-work settings.

In addition to the continued work in the area of mathematics, school safety is a focal area for the current school year. The goal is to create a safer school community including parking lot safety and disaster preparedness. Such goals will be accomplished through the distribution of traffic procedures, including a visual diagram of the school parking lot drop off and pick-up protocols and the addition of safety tips in the weekly electronic parent communication system eNews. In the area of disaster preparedness, procedures were disseminated to all families at Welcome Back Day and Parent Education in this specific area will be addressed in the future.

School Mission Statement

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



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, disaster-preparation community groups and other organizations. Parents donate thousands of hours to the school in the classrooms, labs and library. Various fundraisers, sponsored by the Parent Teacher Association (PTA), support the computer instructional specialist, as well as a large number of projects and programs that benefit both students and staff. The school also enjoys 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, P.E. and science lab for all K-5 students.

For more information on how to become involved at the school, contact Elizabeth Murray, PTA president, at (925) 944-6834.

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 Parent Teacher Association, 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 the first priority for the Walnut Heights school community—staff and parents.

The school safety plan was last reviewed and updated with the School Safety Committee in September 2016.

School Accountability Report Card

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.



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

District Mission Statement

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



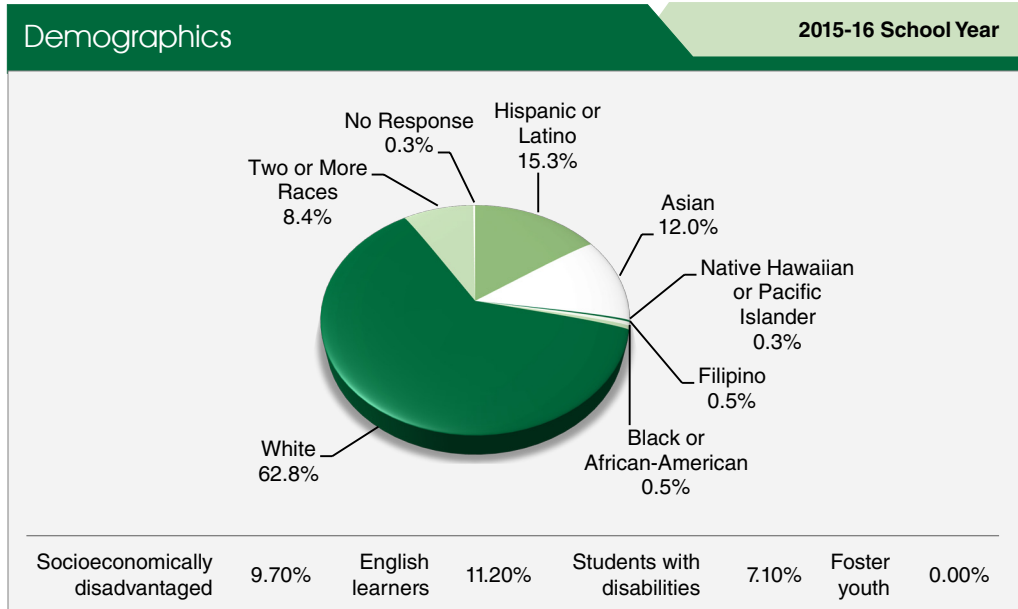
Governing Board

- Katie Peña, President
- Sherri McGoff, Clerk
- Elizabeth Bettis
- Aimee Moss
- Barbara S. Pennington



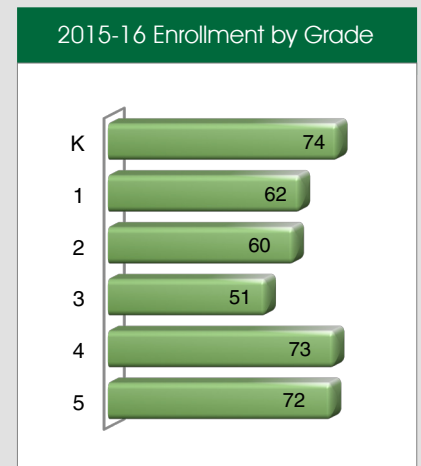
Enrollment by Student Group

The total enrollment at the school was 392 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



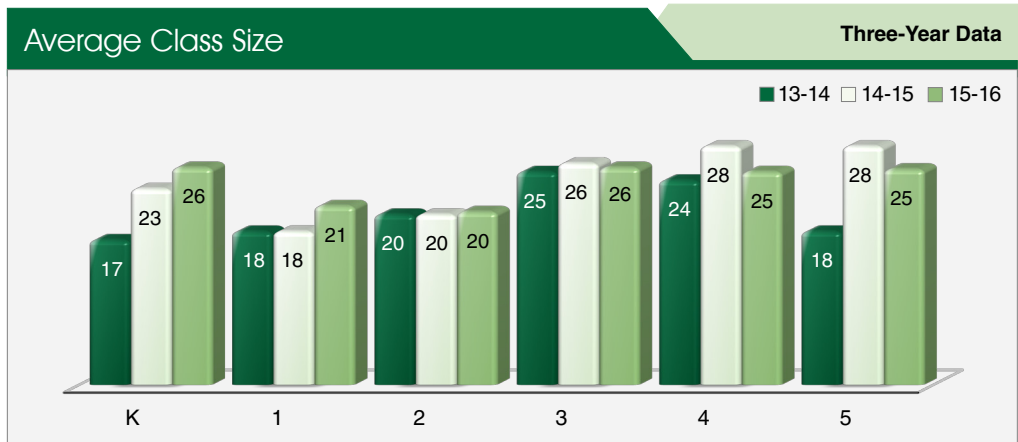
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Number of Classrooms by Size **Three-Year Data**

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2			4			2	
1	3			3				3	
2	4			2	1		2	1	
3		3			3			2	
4		2			2			3	
5		3			3			3	

Suspension and Expulsion Rates

Walnut Heights ES			
	13-14	14-15	15-16
Suspension rates	2.1%	0.9%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	13-14	14-15	15-16
Suspension rates	3.4%	3.5%	1.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



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. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2016-17, the district focus area to support implementation of Common Core State Standards is in math and science, with a continued emphasis on Accountable Talk and collaborative group work in the classroom. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. 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. An instructional coach at the intermediate level provides individual coaching and participates in department meetings to support professional growth. District administrators and teachers participate in Instructional Rounds to give schools feedback on their progress toward professional learning goals.

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: Common Core, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a 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 the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Walnut Heights ES	4 days	4 days	4 days

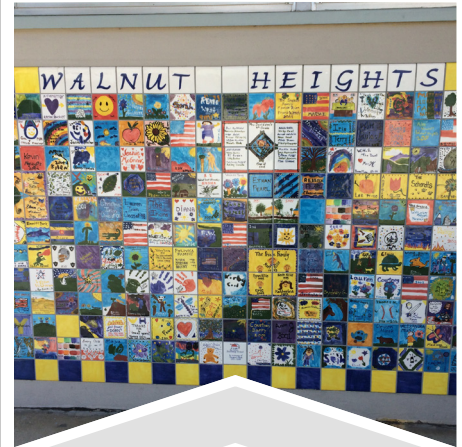
Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Walnut Heights ES	Walnut Creek SD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

◇ Not applicable. The school is not in Program Improvement.



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 Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The 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	
2015-16 School Year	
Grade 5	
Four of six standards	26.3%
Five of six standards	40.8%
Six of six standards	14.5%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Walnut Heights ES			Walnut Creek SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	92%	88%	72%	86%	80%	78%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	76	76	100.00%	72.37%	
Male	34	34	100.00%	73.53%	
Female	42	42	100.00%	71.43%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	11	11	100.00%	72.73%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	51	51	100.00%	70.59%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	❖	❖	❖	❖	
English learners	❖	❖	❖	❖	
Students with disabilities	11	11	100.00%	45.45%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Walnut Heights ES		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	75%	81%	71%	74%	44%	48%
Mathematics	64%	77%	63%	68%	33%	36%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	51	49	96.10%	83.70%
Male	27	26	96.30%	76.90%
Female	24	23	95.80%	91.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	32	100.00%	87.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	51	50	98.00%	88.00%
Male	27	26	96.30%	88.50%
Female	24	24	100.00%	87.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	32	100.00%	90.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	75	74	98.70%	85.10%
Male	35	35	100.00%	88.60%
Female	40	39	97.50%	82.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	72.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	50	49	98.00%	89.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	45.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	75	74	98.70%	85.10%
Male	35	35	100.00%	91.40%
Female	40	39	97.50%	79.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	63.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	50	49	98.00%	87.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	45.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	76	76	100.00%	76.30%
Male	34	34	100.00%	76.50%
Female	42	42	100.00%	76.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	90.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	51	51	100.00%	74.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	54.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	76	76	100.00%	61.80%
Male	34	34	100.00%	64.70%
Female	42	42	100.00%	59.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	51	51	100.00%	64.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	27.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



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 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 a 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 Walnut Creek School District governing board held a public hearing on September 19, 2016, and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-5), McDougal Littell (6)	2004, 2002
Mathematics	Pearson Scott Foresman (K-5), Glencoe (6)	2010, 2009
Science	Pearson Scott Foresman (K-5), Glencoe (6)	2008, 2007
History/social science	Macmillan/McGraw-Hill (K-5); Glencoe, Prentice Hall (6)	2006, 2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2016-17 School Year
Walnut Heights ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	9/19/2016	

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No *
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes
* WCSD is currently piloting math materials for grades K-8. We will be adopting curriculum in other core areas as CCSS-aligned materials become available from publishers.	



Public 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 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.



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 and 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
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			10/25/2016
Date of the most recent completion of the inspection form			10/25/2016



Types of Services Funded

The following programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Gifted and Talented Education (GATE)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

"Walnut Heights Elementary School, nestled in the foothills of Mount Diablo, enjoys the 3 acre Nature Area adjacent to the Walnut Creek Open Space."

School Facilities

Walnut Heights, originally constructed in 1952, was extensively renovated in 1998. Modernization included a new roof and updated plumbing, wiring, 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 located in the library media center. Every classroom has a telephone with access to an outside line, internet access, document camera, projector and iPads. All classrooms in grades 2-5 have Chromebooks for student use.

Over the last several years, numerous site improvements were made. The PTA has equipped the lab with 20 Mac computers and an LCD display projector. With bond funds, we landscaped the area between wings with paved areas for outdoor learning. Amphitheater and butterfly gardens with fencing enhance the Nature Area. In 2007, the playground was expanded to include new play structures, swings and large climbing rocks. Additionally, in the summer of 2016, the rubber tiles below the swings were replaced.

A well-maintained and clean facility is a high priority at Walnut Heights. Two full-time custodians work together to clean the school and set up for school activities. Volunteer community groups and parents maintain and clean the 3 acre Nature Area and keep the landscaping attractive.

During recess and at lunch, teachers and supervisors watch students to ensure safe and orderly play. After school, teachers supervise students as they cross the school parking lot, head home on foot or get into their parents' cars.





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Walnut Creek SD	Walnut Heights ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	178	21	21	24
Without a full credential	3	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Walnut Heights ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	1

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 Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral counselor	0.50
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.33
Social worker	0.00
District Nurse	0.09
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Walnut Heights ES	100.00%	0.00%
All schools in district	98.46%	1.54%
High-poverty schools in district	◇	◇
Low-poverty schools in district	98.46%	1.54%

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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	2014-15 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$46,595	\$44,507
Midrange teacher salary	\$69,148	\$68,910
Highest teacher salary	\$88,326	\$88,330
Average elementary school principal salary	\$124,035	\$111,481
Average middle school principal salary	\$127,122	\$115,435
Superintendent salary	\$208,767	\$169,821
Teacher salaries: percentage of budget	43%	39%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Walnut Heights ES	\$5,228	\$73,935
Walnut Creek SD	\$6,069	\$75,458
California	\$5,677	\$71,610
School and district: percentage difference	-13.9%	-2.0%
School and California: percentage difference	-7.9%	+3.2%

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$6,190
Expenditures per pupil from restricted sources	\$962
Expenditures per pupil from unrestricted sources	\$5,228
Annual average teacher salary	\$73,935

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, 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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234