Walnut Heights Elementary School

Joy Inouye ▪ Principal
jinouye@walnutcreeksd.org

4064 Walnut Boulevard ▪ Walnut Creek, CA 94596
(925) 944-6834 ▪ www.walnutcreeksd.org/wh

Grades TK-5
CDS Code 07-61812-6005243

SARC

2016-17
School Accountability
Report Card

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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 (TK) through fifth grade.

Walnut Heights has 17 general education classrooms and 18 certificated teachers, a resource specialist, a half-time instructional coach, a part-time certificated P.E. teacher, one special-education paraprofessional, an office manager, two custodians and a library media specialist. In addition to the general education classes, Walnut Heights has added two Early Intervention Preschool classrooms. Each classroom contains a certificated teacher with additional paraprofessionals to support students. Part-time staff includes instructional specialists in art, music, technology and science. 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.

For the 2017-18 school year, the site focal areas concentrate in the following two areas:

- Mathematics
- Writer's Workshop

Mathematics: Teachers will fully implement the district adopted math program called Bridges for the 2017-18 school year. Bridges in Mathematics is a comprehensive K-5 curriculum that allows teachers to implement the Common Core State Standards for Mathematics in a manner that is rigorous, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. The program blends direct instruction, structured investigation, and open exploration. Bridges taps into the intelligence and strengths of all students by presenting material in such a way that is linguistically, visually, and kinesthetically rich as it is mathematically powerful. With the implementation of this program, students will continue to develop discourse in the area of mathematics and work collaboratively to solve problems. Teachers will continue to highlight student thinking, encourage the exchanging of ideas and the use of student conversations to propel discussions.

Writer's Workshop: Writer's Workshop is an interdisciplinary writing technique, which blends students' fluency in writing through continuous, repeated exposure to the process of writing. The workshop model begins with a mini lesson that is no longer than 10-15 minutes in length. It is during this time that the teacher clearly states the teaching point or the lesson. Immediately following the mini lesson, students move into the independent portion of the workshop model. It is during this time that students work on the craft of writing. As students write independently, the teacher is either engaged in one-to-one conferring with students or working with a small group of students on a specific strategy. The conference is the heart of the workshop model. It is where teachers are able to differentiate instruction, meets the needs of each individual student. Finally, the workshop block is closed with a 10-minute share. The share is the last point in which teachers can reiterate their teaching point. Therefore, their teacher strategically picks students who are selected to share.

School Mission Statement

In a child-centered, academically challenging environment that 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 either Jenn Orr at (925) 949-8776 or Stephanie Doherty at (925) 944-9395.

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.

District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

District Vision Statement

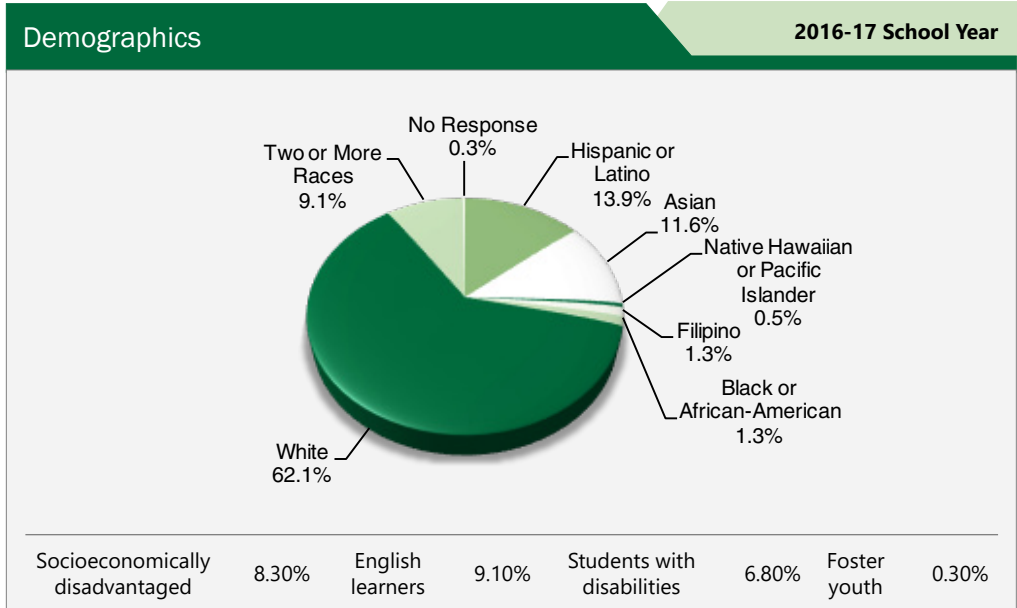Engage, inspire and empower *all* learners!

Governing Board

Elizabeth Bettis

Sherri McGoff

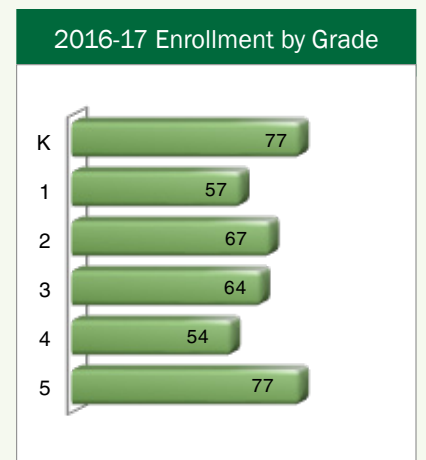Aimee Moss

Katie Peña

Barbara Pennington

Enrollment by Student Group

The total enrollment at the school was 396 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.
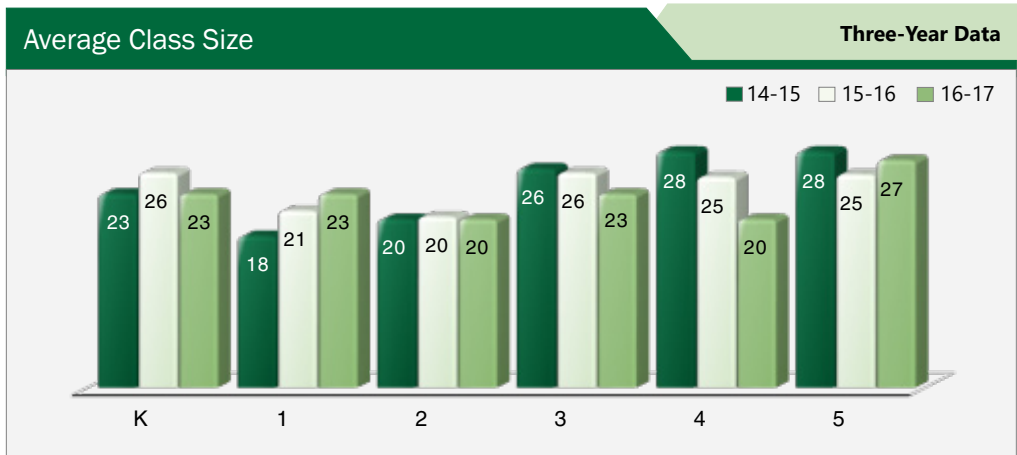
Demographics   2016-17 School Year

- Two or More Races 9.1%
- No Response 0.3%
- Hispanic or Latino 13.9%
- Asian 11.6%
- Native Hawaiian or Pacific Islander 0.5%
- Filipino 1.3%
- Black or African-American 1.3%
- White 62.1%

Socioeconomically disadvantaged	8.30%	English learners	9.10%	Students with disabilities	6.80%	Foster youth	0.30%

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.

Average Class Size   Three-Year Data

Legend: 14-15, 15-16, 16-17

Grade	14-15	15-16	16-17
K	23	26	23
1	18	21	23
2	20	20	20
3	26	26	23
4	28	25	20
5	28	25	27

Number of Classrooms by Size   Three-Year Data

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			2		1	2	
1	3				3		1	2	
2	2	1		2	1		3		
3		3			2			3	
4		2			3		2	1	
5		3			3			2	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

Grade	Enrollment
K	77
1	57
2	67
3	64
4	54
5	77

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

2016-17 School Year	
Grade 5	
Four of six standards	24.4%
Five of six standards	32.1%
Six of six standards	25.6%

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 table shows the percentage of students scoring at proficient or advanced.

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

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

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)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Walnut Heights ES		Walnut Creek SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	81%	80%	74%	73%	48%	48%
Mathematics	77%	75%	68%	68%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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	2017-18 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 Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math 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 table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 CAA 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 (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards			2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	198	194	97.98%	79.90%
Male	98	94	95.92%	74.47%
Female	100	100	100.00%	85.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	28	28	100.00%	82.14%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	26	96.30%	76.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	128	125	97.66%	82.40%
Two or more races	12	12	100.00%	58.33%
Socioeconomically disadvantaged	19	19	100.00%	52.63%
English learners	31	28	90.32%	64.29%
Students with disabilities	18	18	100.00%	38.89%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	198	197	99.49%	74.62%
Male	98	97	98.98%	76.29%
Female	100	100	100.00%	73.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	28	28	100.00%	89.29%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	59.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	128	127	99.22%	75.59%
Two or more races	12	12	100.00%	66.67%
Socioeconomically disadvantaged	19	19	100.00%	52.63%
English learners	31	31	100.00%	67.74%
Students with disabilities	18	18	100.00%	38.89%
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 18, 2017, 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		2017-18 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math	2017
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006

Professional Development

All professional growth is determined by both school site and district strategic planning process, which is on-going 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-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 2017-18, the district focus will be on the implementation of the newly adopted math programs at both the K-5 and 6-8 levels, also there will be an emphasis on the implementation of Writers' Workshop. 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. A late-start Wednesday provides collaboration time for all teachers TK-8. Instructional coaches provide individual coaching and participates in grade-level and department meetings to support professional growth.

Individual teachers and administrators 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: Teachers College Reading and Writing Project, ISTE, PBL World, 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
	2015-16	**2016-17**	**2017-18**
Walnut Heights ES	4 days	4 days	4 days

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

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

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/18/2017

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	**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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

"Walnut Heights enjoys a long tradition of exceptional parent and community involvement and support."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2017-18 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/25/2017
Date of the most recent completion of the inspection form	9/25/2017

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 18 Mac computers and an LCD display projector. In the spring of 2016, Walnut Heights became a two-to-one device school, meaning that all classrooms in grades TK-2 contain 12 iPads and classrooms in grades 3-5 are stocked with 14 Chromebooks. 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, we expanded the playground to include new play structures, swings and large climbing rocks. In the summer of 2016, Walnut Heights saw many new improvements on campus. Through Measure D and Proposition 39 funds, Walnut Heights acquired a new LED marquee, in addition to the upgraded technology infrastructure, which included new wiring, cabling, expanded Wi-Fi networks and a new emergency notification system. We upgraded all burglar alarms and installed Pelican wireless energy management systems in all classrooms. On the play areas, we installed synthetic turf on all playground fall zones and did asphalt seal coating and striping, and repaired the concrete, fencing and handrails.

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.

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 October 2017.

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.

Suspension and Expulsion Rates		
Walnut Heights ES		
	14-15	**15-16**	**16-17**
Suspension rates	0.9%	0.2%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD		
	14-15	**15-16**	**16-17**
Suspension rates	3.5%	1.9%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California		
	14-15	**15-16**	**16-17**
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

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	17-18	15-16	16-17	17-18
With a full credential	184	21	24	20
Without a full credential	5	0	0	1
Teaching outside subject area of competence (with full credential)	4	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	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	1

"A well-maintained and clean facility is a high priority at Walnut Heights."

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)
- 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)

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.40
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.14
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2015-16 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	2015-16 Fiscal Year	
	Walnut Creek SD	**Similar Sized District**
Beginning teacher salary	$48,459	$47,034
Midrange teacher salary	$71,914	$73,126
Highest teacher salary	$91,859	$91,838
Average elementary school principal salary	$128,372	$116,119
Average middle school principal salary	$131,399	$119,610
Superintendent salary	$217,118	$178,388
Teacher salaries: percentage of budget	42%	37%
Administrative salaries: percentage of budget	6%	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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Walnut Heights ES	$6,147	$78,258
Walnut Creek SD	$7,033	$78,450
California	$6,574	$74,194
School and district: percentage difference	-12.6%	-0.2%
School and California: percentage difference	-6.5%	+5.5%

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	
2015-16 Fiscal Year	
Total expenditures per pupil	$7,009
Expenditures per pupil from restricted sources	$862
Expenditures per pupil from unrestricted sources	$6,147
Annual average teacher salary	$78,258

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://dq.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 November 2017.

School Accountability Report Card

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