

# Walnut Heights Elementary School

## School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007



**Diane Collen**  
Principal

### Principal's Message

Walnut Heights School, nestled in the foothills of Mt. Diablo, enjoys a three-acre Nature Area adjacent to the Walnut Creek Open Space. The natural setting provides the backdrop to the school that serves 355 students and their families in kindergarten through fifth grade. The student population is 80.6% Caucasian, with smaller representations of 3.8% Asian, 4.4% Hispanic/Latino and 11.2% from other cultures.

One principal, 17 certificated classroom teachers, a Resource Specialist, a Literacy Coach, three special education paraprofessionals, an office manager, and two custodians staff our school. Part-time staff includes four classroom aides, and 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 and a new amphitheater in 2004. Bond monies have allowed for the continuous improvement of the school facilities. The Walnut Heights 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.

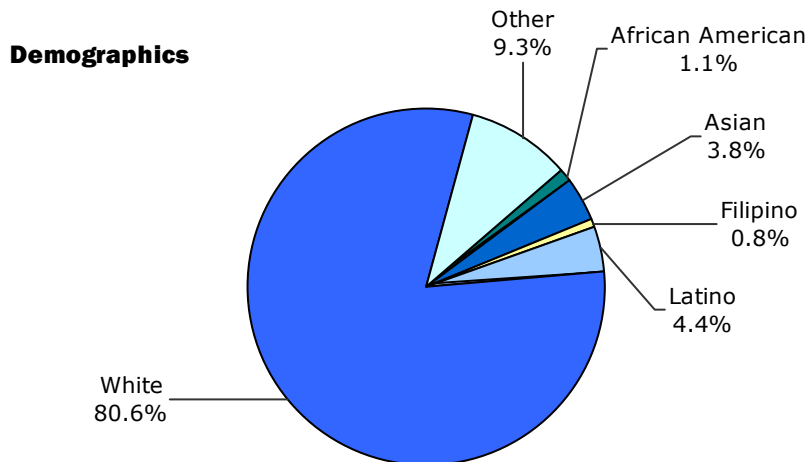
Goals in the 2006-2007 Strategic Plan are in three areas for this year. Goals include teaching students character traits such as responsibility, respect, and flexibility. The differentiation of the curriculum to meet the needs of a wide variety of learners is another goal. A continuing goal is to provide the structure and procedures to support students who are not successful in meeting the benchmarks and standards at each grade level.

In addition to the district curriculum, based on State benchmarks and standards, a Strategic Plan is created by a joint team of staff and parents. The plan is the blueprint for the year, directing resources and personnel toward achievement of the goals. Part of the process each year is to review the Mission Statement that reads as follows:

***"As partners, the families, community and staff of Walnut Heights School will provide a child centered, academically challenging environment which cultivates character and celebrates learning. Through our enriched and varied curriculum we will develop lifelong learners with the skills, confidence and enthusiasm to shape a changing world."***

### Enrollment and Demographics

The total enrollment was 364 students for the 2005-2006 school year.



### Walnut Heights Elementary School

"Home of the Cougars"

Grades K-5

4064 Walnut Boulevard  
Walnut Creek, CA 94596

Phone: (925) 944-6834

Fax: (925) 934-0648

[www.walnutcreeksd.org/wh](http://www.walnutcreeksd.org/wh)

### Walnut Creek School District

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

960 Ygnacio Valley Road  
Walnut Creek, CA 94597

Phone: (925) 944-6850

Fax: (925) 944-1768

[www.walnutcreeksd.org](http://www.walnutcreeksd.org)

### District Mission Statement

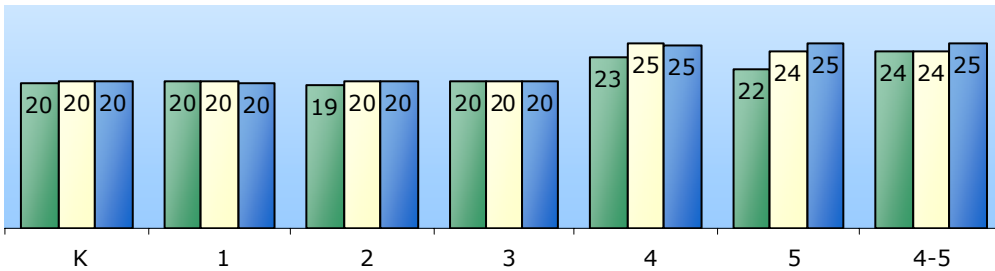
*In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.*

## Class Size

The three-year data for average class size is displayed below.

### Class Size By Grade

■ 03-04 ■ 04-05 ■ 05-06



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

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2			3		
1	3			4			3		
2	3			3			3		
3	3			4			4		
4		2			2			3	
5	1	1			2			1	
4-6		1			1			1	

## Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Suspensions and Expulsions

The table below 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			Walnut Creek SD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.000	0.000	0.000	0.044	0.034	0.030
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

## Instruction and Leadership

Classroom instruction is based on the California benchmarks and standards. Instruction in the core curriculum is differentiated to meet the needs of students. Access to the core curriculum is accomplished through flexible small group instruction, tiered assignments, and menus adapted to the learner's needs. Support for students learning English, needing speech and language services, or special education is provided. Intervention tutoring in reading is provided for students in grades 2-5 who are not at grade level in reading. Students qualifying for the Gifted and Talented program are provided an individualized learning plan that outlines opportunities for enriched learning at their level. Through a district wide foundation (Walnut Creek Educational Foundation) students receive weekly instruction in music, art, and PE while the teachers collaborate, often with a Literacy Coach. Teachers collaborate to analyze data and plan instruction to provide all student access to the core curriculum. The Walnut Heights PTA has for many years provided weekly lab experience in computers and science. In the 2006-2007 school year we are implementing a new social studies curriculum, a new math program in grades 4 and 5, and launching a new-report card.

Student progress is monitored continuously through a variety of assessments. Students in kindergarten are monitored with an Early Literacy Survey and students at all grade levels are given running record assessments as well as periodic summative tests in reading. A writing sample is administered periodically to assess student writing. Math tests are given weekly as part of our math program. All student data is entered into a student database called Edusoft that is available for teachers to keep track of their student's progress.

*Continued on page 3*

## School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other	✓	

\* The school inspection date and Interim Evaluation Instrument completion date occurred in September 2006.

## Facilities

Walnut Heights, originally constructed in 1952, was extensively renovated in 1998. Facility modernization included a new roof, updated plumbing, wiring, and data systems, cabinetry, carpeting, and interior and exterior painting. A new Library Media Center was constructed in the second wing utilizing the space of two previously existing classrooms. The modernization included a state-of-the-art computer lab with glass walls located in the Library Media Center. 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 appealing landscaping between the wings with paved areas for outdoor learning. During the summer of 2004 an amphitheater was added. Additional portables house art and science labs and a music room. A fourth portable is the home for the district Home School office. Planning is currently underway to renovate the fields, expand the playground, and add a running track.

A high priority for the school is to keep it well maintained and clean at all times. The school is cleaned on a regular basis by two full time custodians and one four hour employees. We have a full time day custodian and two evening custodians, one full time and one part time, that work together to clean the school and set up for school activities. Volunteer community groups and parents volunteer their time to maintain and clean the three acre Nature area and keep the landscaping looking attractive. Students often volunteer to pick up litter on the playground to earn Caught Using Lifeskills slips.

## 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, dance 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, and in addition to parents, scout troops, and community volunteers developing and maintaining the three-acre Nature Area adjoining the school, they also help in the classroom, office, and library.

For more information on how to become involved, contact Jill Buschini, at (925) 944-1905.

## Instruction and Leadership

*Continued from page 2*

The staff, principal, PTA, and School Site Council take the leadership for school change and improvement. A staff/parent process of examining our instructional program, evaluating the success, and drafting new goals results in a Strategic Plan that drives decisions involving resources and school structures. Both the staff and the parents take the lead to meet our goals that include the differentiation of instruction, the teaching of character traits, and adherence to a school structure that outlines the procedures to help at-risk students. The Literacy Coach takes the lead in working with each grade level to analyze and improve instructional techniques through the reading of professional literature and the examination of data. Teachers discuss and assume responsibility for important school safety procedures, proposed staff development, and structures to help at-risk students. Parents have taken leadership roles on the School Site Council, arranging whole school events, monitoring the budget, and taking active roles in the implementation of the strategic plan. We have a Student Council that takes the lead in deciding on special spirit days and choosing a worthwhile cause for fund-raising and contributions.

Diane Collen has been principal of Walnut Heights School since 1994, and has 30 years of experience in education.



## 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. In Walnut Creek, we have purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics as a part of this requirement. 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.

Textbooks		
Subject Area	Textbook Title/Publisher	Year Adopted
English-Language Arts	Houghton Mifflin, McDougall Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougall Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Foreign Language	0%	

\* This data was most recently collected and verified in September 2006.

## Minimum Days and Instructional Minutes

For 2005-06, Walnut Heights Elementary School had six minimum days (early release) designated for staff development and parent-teacher conferences. Also, shortened days are held periodically throughout the school year for report card preparation. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	36,000	36,000
1-3	50,670	50,400
4-5	55,130	54,000

## Positive Learning Environment

One of the basic elements of a good elementary school program is that it strives to provide a happy, positive environment for students to maximize their learning and the development of positive character traits. Walnut Heights works hard to provide a positive learning environment for students. Every student is treated as a unique individual and an integral part of our school community. Structures are in place to ensure that no student fails or "falls through the cracks." An emphasis on early identification of at-risk students with an established protocol with intervention plans designed by the teacher and parents ensure that students who do not meet benchmarks are identified by the November parent conference. Several teachers are trained in Reading Recovery and work with first graders who are experiencing difficulty in learning to read in an intensive one-on-one format. Students in grades two through four receive after-school tutoring in reading and math if they are not meeting benchmarks.

In addition to academic programs and interventions, the school staff works to develop a positive learning environment. The development of admirable character traits in our students is a high priority. An interdisciplinary Life Skills program emphasizes character traits such as responsibility, respect, cooperation, and friendship. Students are given "Caught Using Life Skills" slips that can be entered into a lunchtime drawing for school supplies. In addition, the Student Council organizes spirit days. There are many opportunities to participate in after-school activities such as art, chorus, drama, chess, and Spanish club. The PTA sponsors several whole community events such as the Novel Feast, Fall Carnival, and Art and Science Fairs. The staff also organizes a day of reading on Dr. Seuss' birthday called Read Across America. Informal activities such as singing a birthday song to students at lunchtime all contribute to students enjoying being at Walnut Heights.

## California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

### CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Walnut Heights ES			Walnut Creek SD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
<b>English-Language Arts</b>	78%	76%	86%	71%	72%	78%	36%	40%	42%
<b>Mathematics</b>	81%	77%	92%	70%	72%	77%	34%	38%	40%
<b>Science</b>	69%	52%	81%	65%	54%	67%	25%	27%	35%

### CST Subgroup Results: English-Language Arts, Mathematics, and Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels			
	English-Language Arts	Mathematics	Science
Year Tested	2005-06	2005-06	2005-06
<b>Male</b>	83%	93%	86%
<b>Female</b>	89%	91%	74%
<b>English Learners</b>	❖	❖	❖
<b>Economically Disadvantaged</b>	❖	❖	❖
<b>Students with Disabilities</b>	42%	47%	❖
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	92%	100%	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	87%	92%	83%

❖ Data are reported only for numerically significant subgroups.

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

The School Safety Plan was last reviewed, discussed with the school faculty, and updated in September 2006.



**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005-06 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Walnut Heights ES	80%	88%	82%	90%	93%	87%
Walnut Creek SD	75%	75%	77%	82%	78%	84%
California	43%	41%	42%	51%	52%	53%

## NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	81%	96%
Female	82%	79%
English Learners	❖	❖
Economically Disadvantaged	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	81%	85%

❖ Data are reported only for numerically significant subgroups.

## Professional Development

All professional growth is determined by the school wide 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-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 meets 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. Two meetings per month are facilitated by an instructional coach who also provides individual coaching. At the intermediate level staff development activities are planned for 'Late Start Wednesdays' each week as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

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

For the past four years, we have had 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.

## Teacher Qualifications

The table below displays 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	05-06	03-04	04-05	05-06
<b>With Full Credential</b>	176	19	19	20
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		04-05	05-06	06-07*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b> —assignment of employees to services positions without required certificate, credential, or other statutory authorization		0	0	0
<b>Vacant Teacher Positions</b> —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Data displayed is what is most currently available.

## NCLB-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. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	98.0%	2.0%
<b>High-Poverty Schools</b>	0.0%	0.0%
<b>Low-Poverty Schools</b>	98.0%	2.0%

## Teacher Evaluations

The school principal formally evaluates the tenured teachers every other year while temporary and probationary teachers are evaluated annually in order to maintain and improve the quality of education in the district. The evaluation includes teacher research, reflection, and direct observation by the principal.

The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate strategies to improve reading comprehension. Student data is reviewed during the evaluation conference so that together the principal and the teacher can examine the impact of the focal teaching strategies. A final conference takes place with the teacher and principal to review the impact of instruction on student achievement. At this time, next steps are also determined to ensure future professional growth for the teacher.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

## Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our district and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to thirty consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	0.0
• Library Media Services Staff (paraprofessional)	0.0
• Psychologist	1.0
• Social Worker	0.0
• Nurse	0.0
• Speech/Language/Hearing Specialist	1.0
• Resource Specialist (non-teaching)	0.0
• Other	0.0

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
<b>Statewide API Rank</b>	10	10	10
<b>Similar Schools API Rank</b>	6	6	4

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
<b>All Students at the School</b>	13	-3	45	948
<b>African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	7	-2	42	948
<b>Socioeconomically Disadvantaged</b>	❖	❖	❖	❖
<b>English Learners</b>	✦	✦	❖	❖
<b>Students with Disabilities</b>	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Walnut Heights ES		Walnut Creek SD	
<b>Met Overall AYP Status</b>	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	❖		❖	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 84.1% of students in the fifth grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## Federal Intervention Program

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

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

◇ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

## Financial Information

The data displayed is from the 2004-05 school year because 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.

District Salary Information — Does not include benefits		
Range	Walnut Creek SD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$37,756	\$37,797
<b>Mid-Range Teacher Salary</b>	\$56,033	\$57,601
<b>Highest Teacher Salary</b>	\$68,920	\$71,233
<b>Average Principal Salary</b>	\$98,298	\$88,676
<b>Superintendent Salary</b>	\$149,583	\$127,179
<b>% of Budget for Teacher Salaries</b>	45.5%	42.1%
<b>% of Budget for Administrative Salaries</b>	6.2%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Walnut Heights ES</b>	\$5,922	\$1,024	\$4,899	\$58,790
<b>Walnut Creek SD</b>			\$4,483	\$56,972
<b>California</b>			\$4,743	\$56,471
<b>Percent Difference Between School Site and District</b>			8%	3%
<b>Percent Difference Between School Site and State</b>			3%	4%

## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Walnut Creek Elementary School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading FTE (Buena Vista)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (for Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of October 5, 2006.

Published by:



[www.sia-us.com](http://www.sia-us.com) • 800.487.9234