

# Walnut Heights Elementary School

## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-5

4064 Walnut Boulevard Walnut Creek, CA 94596

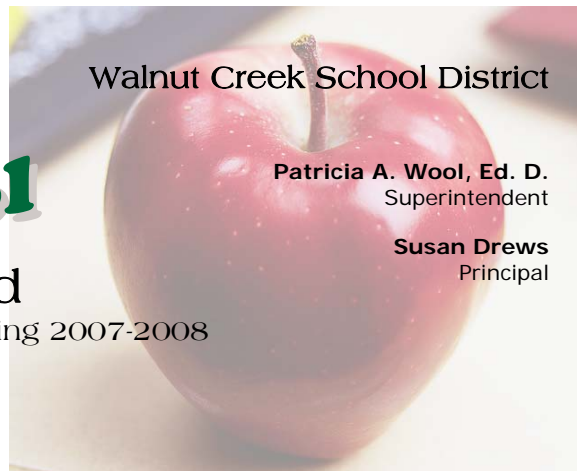
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Walnut Creek School District

Patricia A. Wool, Ed. D.  
Superintendent

Susan Drews  
Principal



### Principal's Message

Walnut Heights School, nestled in the foothills of Mt. Diablo, enjoys a three-acre Nature Area adjacent to the Walnut Creek Open Space. The natural setting provides the backdrop to the school that serves 337 students and their families in kindergarten through fifth grade. The student population is 79% Caucasian, with smaller representations of 4% Asian, 6% Hispanic/Latino and 11% from other cultures.

One principal, sixteen 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 Parent Teacher Association (PTA) has renovated the three-acre Nature Area adjacent to the school with outdoor learning and study areas, and the repair and maintenance of an outdoor amphitheater. The playground is being enlarged and renovated during the 2007-08 school year.

Goals in the 2006-07 Strategic Plan are in three areas for this year: 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; and 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 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."

### 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 outlined in the Parent Handbook and are clearly communicated to all students. We are currently updating our safety plan and our Walnut Heights Parent Handbook.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November, 2007.



### Walnut Creek School District

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

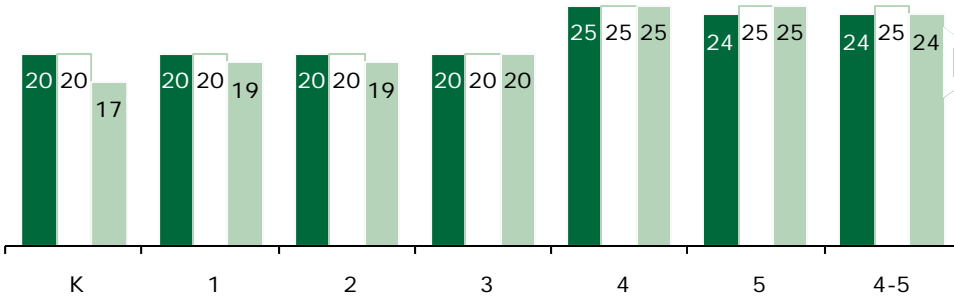
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### District Mission Statement

*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.*



# Walnut Creek School District



**Class Size**  
The adjacent chart displays the three-year data for average class size.

■ 04-05 □ 05-06 ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			3			3		
1	4			3			3		
2	3			3			3		
3	4			4			3		
4		2			3			2	
5		2			1			2	
4-5		1			1			1	

**Public Internet Access**  
Members of the public may view the full School Accountability Report Card online. Internet access is available to the public without charge at Contra Costa County Library locations in Walnut Creek and nearby Lafayette, Danville, and Pleasant Hill.

Class Size Reduction			
Grade	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

**Class Size Reduction**  
Funding is provided to school districts that decrease the size of K-3 classes to 20 or fewer students per certificated teacher. The table to the left shows the percentage of students enrolled in a Class Size Reduction classroom for grades K-3.

## 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; parents also help in the classroom, office, and library.

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





## Minimum Days and Instructional Minutes

For 2006-07, Walnut Heights Elementary School had five minimum days (early release). Two minimum days as per contractual agreement for Back to School Night and Open House and one minimum day for the last day of school. Two days are designated for staff development and parent-teacher conferences. 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	50,400	50,400
4-5	54,000	54,000

## School 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 Education (GATE) program are provided an individualized learning plan that outlines opportunities for enriched learning at their level.

Through a districtwide 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 2006-07 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. Second and fifth grade teachers received summer training in the New York Writing Project. This writing program is being implemented in second, third, and fifth grades two.

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.

The staff, principal, PTA, and School Site Council (SSC) 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 SSC, 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.

Susan Drews has been principal of Walnut Heights School since 2007, and has 30 years of experience in education.

## Types of Service Funded

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

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





## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in December, 2007, and the inspection form was most recently completed in December, 2007.

## School Facilities

There are sixteen classrooms at Walnut Heights School housing students in grades K-5 and one classroom is utilized for teacher collaboration with the instructional specialist and the Read Naturally program. Small offices are also utilized for resource instruction, speech, a counselor, and a bilingual instructional assistant—all of whom work with students who demonstrate need in these areas.

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.

*Continued on sidebar*

## School Facilities

*Continued from left*

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

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

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

*Continued on page 5*



## Textbooks and Instructional Materials

The State of California requires that each child have a current, standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. 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.

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	MacMillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	0%

Note: This data was most recently collected and verified in October, 2007.

## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Walnut Heights ES			Walnut Creek SD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.000	0.000	0.000	0.034	0.030	0.068
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001



### School Facilities

*Continued from page 4*

Construction and renovation are currently underway to move and upgrade the fields, expand the playground, and add a running track. A new, large play structure, climbing rocks and a large shade structure are being added. Playground striping will be added in the near future. Our fields will be completed next summer and will include two soccer fields and two Little League size baseball diamonds. Additional parking is being created for overflow parking during school events.



### Suspensions and Expulsions

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



## California Standards Tests Results

Percentage of Students At Proficient or Advanced Levels									
	Walnut Heights ES			Walnut Creek SD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>English-Language Arts</b>	76%	86%	85%	72%	78%	79%	40%	42%	43%
<b>Mathematics</b>	77%	92%	86%	72%	77%	77%	38%	40%	40%
<b>Science</b>	52%	81%	87%	54%	67%	74%	27%	35%	38%

## California Standards Tests

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and 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 through 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**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables 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/>.

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
<b>Male</b>	83%	86%	82%
<b>Female</b>	88%	86%	89%
<b>Economically Disadvantaged</b>	❖	❖	❖
<b>English Learners</b>	❖	❖	❖
<b>Students with Disabilities</b>	41%	41%	❖
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	88%	88%	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	69%	77%	❖
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	86%	86%	86%

❖ Data are reported only for numerically significant subgroups.

## 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 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 2006-07, 55.89% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).





### Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Walnut Heights ES	88%	82%	87%	93%	87%	95%
Walnut Creek SD	75%	77%	76%	78%	84%	83%
California	41%	42%	42%	52%	53%	53%



### 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 NRT 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/>.

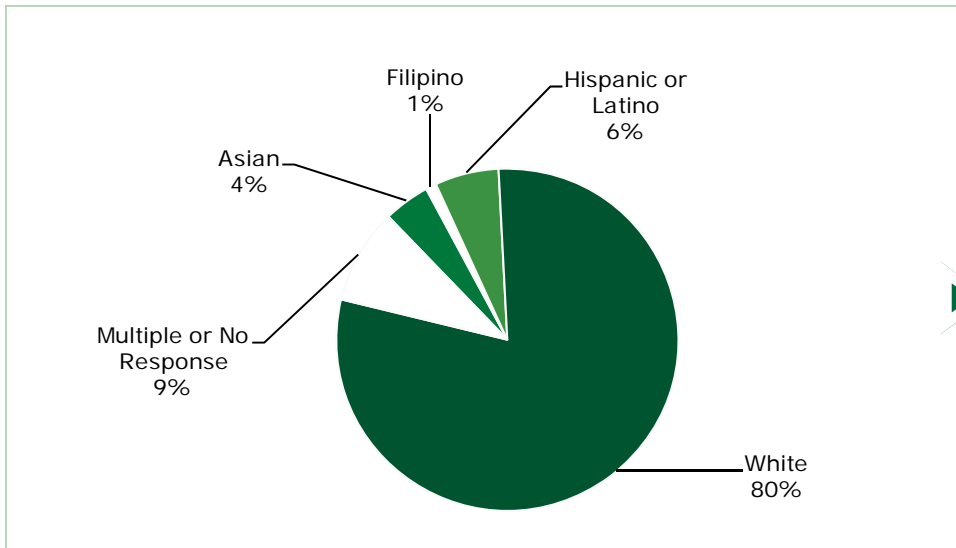
The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

**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.

### NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	77%	93%
Female	97%	97%
Economically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	87%	96%

❖ Data are reported only for numerically significant subgroups.



### Enrollment and Demographics

The total enrollment was 346 students for the 2006-07 school year.



## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Walnut Heights ES		Walnut Creek SD	
<b>Met Overall AYP Status</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<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>	✧		✧	

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

## Academic Performance Index

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	4	8

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
<b>All Students at the School</b>	-3	45	-6	942
<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>	-2	42	-4	944
<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 05-06 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/).

## 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 adjacent tables show 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/).







## No Child Left Behind Compliant Teachers

No Child Left Behind (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 NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Walnut Heights ES	100.0%	0.0%
All Schools in District	99.7%	0.3%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	99.7%	0.3%

## Academic Counselors

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

## 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 is considered 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) ensures that students who do not meet benchmarks are identified by the November parent conference. Several teachers work with students who are experiencing academic difficulty in an after-school intervention program which provides intense remedial instruction in reading and math. Students who have difficulty in fluency receive instruction through the Read Naturally program. In addition, we are in the process of implementing Accelerated Reader for improved student accountability and reading comprehension.

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 are entered into a lunchtime drawing for prizes (which are 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, and chess. The PTA sponsors several whole community events such as the Novel Feast, Fall Dinner, the 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 "Happy Birthday" in the cafeteria to students on their birthdays provides positive interaction for students and adults.

Our school rules are:

1. We treat others with courtesy and respect.
2. We practice safety and use self-control.
3. We dress appropriately for school.

*Continued on sidebar*

## Positive Learning Environment

*Continued from left*

4. We take pride in our school.
5. We use equipment properly.

Our Student Code of Conduct is: show good citizenship, be safe, be responsible, be respectful, be fair, be caring, be trustworthy.

The six pillars of good character are: respect, responsibility, caring, fairness, citizenship, and trustworthiness.

Our student Behavior Standards are:

1. I will come to school on time and ready to learn.
2. I will behave in such a way that allows teachers to teach and students to learn.
3. I will respect the safety, property, and rights of others and myself.
4. I will use behavior and language that is cooperative and courteous.
5. I will follow the directions of adults in charge.
6. I will follow school computer and Internet use policy.
7. I will be tolerant and accepting of individual differences: ethnic, religious, gender, and ability.





## Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Walnut Heights ES		
Teachers	2006-07	2004-05	2005-06	2006-07
<b>With Full Credential</b>	173	19	20	19
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		<b>2005-06</b>	<b>2006-07</b>	<b>2007-08*</b>
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b>		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

\* Most current data.

## Professional Development

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

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

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

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

## 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 30 consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

## Teacher Qualifications

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



## 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.



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year 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%

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 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>	\$38,889	\$38,159
<b>Mid-Range Teacher Salary</b>	\$57,714	\$59,148
<b>Highest Teacher Salary</b>	\$70,988	\$73,514
<b>Average Principal Salary</b>	\$105,988	\$91,903
<b>Superintendent Salary</b>	\$161,710	\$132,994
<b>% of Budget for Teacher Salaries</b>	45.6%	41.6%
<b>% of Budget for Administrative Salaries</b>	6.2%	5.9%

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>	\$5,959	\$678	\$5,281	\$58,790
<b>Walnut Creek SD</b>			\$4,514	\$58,924
<b>California</b>			\$4,943	\$58,519
<b>% Difference Between School and District</b>			14.52%	-0.23%
<b>% Difference Between School and State</b>			6.40%	0.46%

## 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 0.4
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.6
- Resource Specialist (non-teaching) 0.0
- Other 0.0



**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

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