

Walnut Elementary School

841 South Glenwick • Walnut CA, 91789 • (909) 594-1820 • Grades K-5

Janet Green, Principal
jgreen@wvusd.k12.ca.us
www.wvusd.k12.ca.us

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Walnut Valley Unified School District

880 S. Lemon Ave
Walnut, CA 91789
(909) 595-1261
www.wvusd.k12.ca.us

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Principal's Message

Welcome to Walnut Elementary's annual School Accountability Report Card issued in accordance with Proposition 98 to fulfill state and federal disclosure requirements. The report contains valuable information about academic achievement, staff, instructional programs and materials, safety procedures, classroom environments, and our facilities.

Walnut Elementary earned the title of California Distinguished School in 2012. Our students receive a challenging and differentiated education as we transition to the Common Core State Standards. Ongoing assessments of student progress and achievement help us refine instructional programs for students to achieve academic proficiency. We are WVUSD's only Dual Language Immersion (DLI) Program currently serving over 150 kindergarten, first, and second grade students who receive instruction in Mandarin for 50% of their day and English for 50% of their day. The DLI program grows by one grade level each year. Additionally all Walnut Elementary students receive world language exposure in either Spanish, Mandarin, or French through the Middlebury Interactive online program. Expanded learning opportunities are offered within the school day and after school so students may develop their multiple intelligences through visual and performing arts, STEM, literacy, and subject-matter interventions. Technology such as laptops, Smart Boards, and iPads are integrated into teaching and learning.

We have made the commitment to provide the best educational program possible for Walnut Elementary students and welcome any questions you may have about the information contained in this report or about the school. Together, our students will be challenged to reach their maximum potential and become 21st Century global citizens.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

School Profile

Walnut Elementary School is located in the southern region of Walnut and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2012-13 school year, 461 students were enrolled, including 8% in special education, 23% qualifying for English Language Learner support, and 21% qualifying for free or reduced price lunch. Walnut Elementary School achieved a 2013 Academic Performance Index (API) score of 885.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (909) 594-1820.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	104
Gr. 1	112
Gr. 2	108
Gr. 3	53
Gr. 4	71
Gr. 5	54
Total	502

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	47.4
Filipino	2.4
Hispanic or Latino	33.7
Native Hawaiian/Pacific Islander	0.8
White	8.6
Two or More Races	5.2
Socioeconomically Disadvantaged	25.9
English Learners	19.5
Students with Disabilities	6.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Walnut Elementary School	12-13	13-14	14-15
Fully Credentialed	23		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Walnut Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	699
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Walnut Elementary School	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum at Walnut Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 19, 2012, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Walnut Valley Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

**Textbooks and Instructional Materials
Year and month in which data were collected:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Hampton Brown, ESL Library - Super Classroom Sets - 2002 Houghton Mifflin, Reading California - 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Houghton Mifflin Company, Houghton Mifflin California Math - 2011
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson Scott Foresman, Scott Foresman California Science - 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Harcourt Brace, Social Science - 2007

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Walnut Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, August 5, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

**School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 5, 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	89	83	87	85	86	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	71	76	62	78	79	78	54	56	55
Math	83	85	83	76	77	77	49	50	50
HSS				75	74	74	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	8
Similar Schools	3	2	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.1	30.4	26.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	87
Male	89
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	79
Filipino	
Hispanic or Latino	95
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	95
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	29	16	-25
Black or African American			
American Indian or Alaska Native			
Asian	14	-3	-5
Filipino			
Hispanic or Latino	46	12	-41
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	22	0	-19
English Learners	46	-16	-10
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, school newsletters, the school website, First Day Parent Meet and Greet, Principal Coffee Talks, Blackboard, and Friday folders. Contact the school office at (909) 594-1820 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Assistant
- Room Parent
- Field Trips
- Snacky Friday

Community Club

- School Site Council
- English Learner Advisory Council
- Dual Language Immersion Advisory Committee
- HOPE (Hands-on Parents for Education)

School Activities

- Back to School Night
- HOPE Family Literacy Nights
- HOPE Family Math Night
- HOPE Common Core Informational meetings
- Technology Night
- Title I Parent Night
- Vocal & Performing Arts Performances
- Dual Language Immersion Parent Meetings
- COLT Stampede
- Rodeo Round-Up

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Walnut Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2013.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.1	1.6	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.3	2.0	1.8
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24.3	20	21	0	1	1	4	4	4	0		
Gr. 1	15.3	19	22	4	2	1	0	4	4	0		
Gr. 2	21.7	19	22	1	1	1	2	2	4	0		
Gr. 3	25	22	27	0			2	3	2	0		
Gr. 4	31	26	36	0			2	2		0		2
Gr. 5	25	34	27	0			3		2	0	2	

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$41,318
Mid-Range Teacher Salary	\$67,242	\$65,615
Highest Teacher Salary	\$89,309	\$84,981
Average Principal Salary (ES)	\$108,259	\$107,624
Average Principal Salary (MS)	\$116,368	\$112,817
Average Principal Salary (HS)	\$128,652	\$121,455
Superintendent Salary	\$244,140	\$206,292
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,997	\$3,046	\$4,952	\$76,217
District	♦	♦	\$7,500	\$73,903
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-34.0	0.7
Percent Difference: School Site/ State			-10.6	10.7

Types of Services Funded at Walnut Elementary School

- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs

Professional Development provided for Teachers at Walnut Elementary School

All training and curriculum development activities at Walnut Elementary School revolve around the Common Core State Standards and the shifts required to meet said standards. During the 2012-13 school year, Walnut Elementary School held staff development devoted to:

- Student Engagement Strategies
- GLAD Strategies
- ST Math Mind Institute
- Dual Language Immersion
- Student Digital Devices
- Instructional Quality and Teacher Walk-throughs