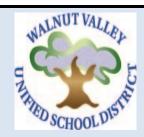# Walnut Elementary School

841 S. Glenwick Ave. • Walnut, CA 91789 • (909) 594-1820 • Grades K-5
Robert Chang, Principal
rchang@wvusd.k12.ca.us
https://walnutelementary.wvusd.k12.ca.us/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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

District Governing Board

Larry L. Redinger - President

Layla Abou-Taleb - Vice President

Tony Y. Torng, Ph.D - Clerk

Cynthia M. Ruiz - Member

Helen M. Hall - Member

District Administration

Dr. Robert P. Taylor
Superintendent

Dr. Matthew L. Witmer
Deputy Superintendent, Educational Services

Dr. Matt Torres
Assistant Superintendent, Business Services

Assistant Superintendent, Human Resources

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.

School Description:

Walnut Elementary School is a welcoming educational environment reflecting the 21st Century world in which we live. We are one of nine elementary, three middle, and two comprehensive and one alternative high schools in the Walnut Valley Unified School District. Walnut Elementary meets the needs of our 668 students through innovative and supportive instructional programs. We were recognized by the state of California as a California Distinguished School. Our teachers meet in Grade Level Collaboration teams to embed Common Core State Standards to build strong reading, writing, and math skills in their students. Intervention teachers assist those requiring more support in these areas. As a Title One school, Data Days are used to develop goals for individual students after a extensive review of all student data.

The original Walnut Elementary School was constructed in 1892. The present facility, constructed in 1971, underwent modernization in 2005. The main building houses the administrative office, multipurpose room, health room, a workroom, a staff lounge, the Elementary Learning Specialist office, the school psychologist office and counseling office, the Title I Specialist office, and one conference room. There are also four first grade classrooms, the school library, and a technology lab with desktop computers. The kindergarten area has six classrooms, including a TK through First Grade class for students identified as moderate to severe needs. Seventeen second through fifth grade classrooms surround the quad in addition to classrooms for Intervention, Speech and Language, and Specialized Academics.

We are proud that Walnut Elementary is the first and only elementary school in the district to have the Dual Language Immersion Program in Mandarin program. We have two classes in all grade levels, Kindergarten through fifth. Students are taught 50% of their day in English and the other 50% in Mandarin.

The K-5 student and staff population is a reflection of our ethnically diverse community. The student populations are divided as follows: 1% African-American, 62% Asian, 24% Hispanic, , 4% White, 4% Filipino, and 5% two or more races. There are three significant subgroups with 26% are identified as socioeconomically disadvantaged, 18% are identified as English Learners, and 7% are identified as students with disabilities. Parent involvement is one of the major contributors to our school success. Community Club, School Site Council, and English Learner Advisory Committee are some of the organizations in which parents and families can be involved. Parents, students, teachers, support staff, and administration work together in an atmosphere of mutual respect and cooperation.

Technology is embedded both in our classrooms and our professional environments. Classrooms have LCD projectors, document cameras, and desktop computers to enhance learning. We have Chromebooks available for all grade levels. Our kindergarten classes each have 6 Chromebooks and six iPads. Currently, 25 Chromebooks are shared in Grade 1, 25 in second, 25 are shared in Grade 3, 70 are shared in Grade 4, and Grade 5 also has a full class set of 35 Chromebooks. In addition, each grade levels in first through fifth have an iPad cart to be used primarily for Project Lead the Way, but also for other additional applications. Our technology lab is used by all students, with online programs such as Mind Institute ST Math, Accelerated Reader, and other programs including StarFall and Imagine Learning. Last year we received a Mobile Chromebook Lab cart of 35 Chromebooks from our Community Club to be shared with Grades first through fifth, and this year we have received a second mobile Chromebook cart.

We have continued supporting "Genius Hour" for students in grades three, four, and five. Students choose among STEAM activities such as folk dance, gardening and agriculture, drama, computer coding, school newsletter, yoga, leadership, and much more. All students receive physical education and academic art. Fourth grade receives music and song flutes and fifth graders may choose to join band or choir during school hours, and an after school choir is also available for all fourth and fifth grade students. The STAR (Success Through Awareness and Resistance) Program, facilitated by a Sheriff Deputy, is provided for all the fourth and fifth grade classes. After school, fee-based programs include Symphonic Strings, Success through Chess, and Lego Engineering. Third grade has a Folk Dance class one time a week for a ten week program, and it is connected to our social science curriculum. We will also be starting a second grade theatrical arts class in the second half of the school year.

Each morning our school starts off with some words of wisdom as well as the Pledge of Allegiance. Announcements include social and emotional learning growth and development. Students learn integrity, empathy, social responsibility, and many more attributes.

Walnut Elementary Mission Statement:
Data analysis and collaboration will be the driving force for Walnut Elementary staff to prepare all students to achieve academic and social success through implementation of innovative teaching strategies, research-based interventions, and family involvement opportunities.

Walnut Elementary Vision Statement:
Walnut Colts are an inclusive community of empathetic and respectful problem solvers who communicate effectively, own their actions, listen attentively, take risks, and support their community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	111
Grade 2	108
Grade 3	115
Grade 4	109
Grade 5	118
Total Enrollment	660

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	62.4
Filipino	3.9
Hispanic or Latino	24.1
White	4.1
Two or More Races	4.7
Socioeconomically Disadvantaged	26.1
English Learners	18.2
Students with Disabilities	7
Foster Youth	0.3
Homeless	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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 for Walnut Elementary	17-18	18-19	19-20
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Walnut Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

*   Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 18, 2019, 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 #20-01 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.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Houghton Mifflin Company, Houghton Mifflin Math Expressions - 2015 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	Harcourt Brace, Social Science - 2007 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

Note: Cells with N/A values do not require data.

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 Friday July 26, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2019-20, 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: July 26, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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 Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	76	76	77	50	50
Math	78	77	74	75	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.6	25.4	33.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	341	97.15	75.95
Male	169	162	95.86	73.46
Female	182	179	98.35	78.21
Black or African American	--	--	--	--
Asian	211	205	97.16	83.41
Filipino	--	--	--	--
Hispanic or Latino	92	90	97.83	63.33
White	12	12	100.00	50.00
Two or More Races	21	20	95.24	100.00
Socioeconomically Disadvantaged	100	98	98.00	65.31
English Learners	97	89	91.75	71.91
Students with Disabilities	23	21	91.30	9.52
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	345	98.29	77.39
Male	169	165	97.63	79.39
Female	182	180	98.90	75.56
Black or African American	--	--	--	--
Asian	211	209	99.05	88.04
Filipino	--	--	--	--
Hispanic or Latino	92	91	98.91	59.34
White	12	12	100.00	41.67
Two or More Races	21	20	95.24	95.00
Socioeconomically Disadvantaged	100	99	99.00	61.62
English Learners	97	94	96.91	76.60
Students with Disabilities	23	21	91.30	14.29
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, helping in the library, participating in a decision-making groups, volunteering in the school programs and activities, or attending school events.

Parents stay informed on upcoming events and school activities through phone calls, emails, flyers, the school marquee, the school website, Principal meetings, Blackboard ConnectEd, and Friday folders.
Parents and guardians can contact the school office for more information on how to become involved in their child's learning environment.

- Volunteer Opportunities
- Classroom Helper
- Library Assistant
- Room Parent
- Field Trips
- Community Club Meetings
- School Site Council
- English Learner Advisory Committee
- Back to School Nights
- Open House Nights
- Family Literacy Nights
- Family Math Night
- Title I Parent Information Meetings
- Vocal & Performing Arts Events
- Spelling BEE
- COLT Stampede
- 100 Mile Club
- Family Movie Nights
- Family Dinner Nights
- School Carnival

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (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 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.1	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1320.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	4		19	2	4		20	1	4	
1	27		4		27		4		25		4	
2	26		4		21	1	4		21	2	3	
3	23		5		24		5		25		5	
4	32		2	2	30		2	2	27		4	
5	26	2		2	31		2	2	30		2	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	111	85

Benchmark Advance Language Arts: new language arts adoption support at the district level.
- Lucy Calkins Units of Writing: district supported writing program
- Project Lead the Way: school adopted science curriculum for K-5
- Illuminate: district supported student assessment database
- GLAD Strategies: district supported instructional strategies

Social Emotional/Behavior Modification: school supported professional development provided by counselor, psychologist, and specialized academic instruction teacher

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,680	$51,374
Mid-Range Teacher Salary	$75,410	$80,151
Highest Teacher Salary	$105,160	$100,143
Average Principal Salary (ES)	$121,431	$126,896
Average Principal Salary (MS)	$133,448	$133,668
Average Principal Salary (HS)	$143,102	$143,746
Superintendent Salary	$276,250	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,997	$3,046	$4,952	$76,217
District	N/A	N/A	$7,500	$81,644.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.0	0.7
School Site/ State	-10.6	10.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title I
- Title II
- Title III
- State Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.