

# Walnut Heights

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Walnut Heights
Street	4064 Walnut Blvd.
City, State, Zip	Walnut Creek, CA 94596
Phone Number	(925) 944-6834
Principal	Amy Romem
Email Address	aromem@walnutcreeksd.org
Website	<a href="https://www.walnutcreeksd.org/Page/19">https://www.walnutcreeksd.org/Page/19</a>
County-District-School (CDS) Code	07618126005243

Entity	Contact Information
<b>District Name</b>	Walnut Creek School District
<b>Phone Number</b>	(925) 944-6850
<b>Superintendent</b>	Marie Morgan
<b>Email Address</b>	mmorgan@walnutcreeksd.org
<b>Website</b>	<a href="https://www.walnutcreeksd.org/">https://www.walnutcreeksd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### District Mission

Positively engage with the world through discovery, innovation, creativity, leadership and character will continue to lead us in becoming a model of educational excellence.

Vision: Engage, inspire and empower all learners!

### Walnut Heights Elementary Mission Statement

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

### School Profile

Walnut Heights Elementary School is located in the foothills of Mt. Diablo. The school site is adjacent to a three-acre Nature Area that extends up to the Walnut Creek Open Space. This natural setting provides the backdrop to the school that serves 415 students and their families in grades transitional kindergarten through five. In addition we are home to one of the district's Early Intervention classrooms for preschool-aged children on Individualized Education Plans. The school population is 59% Caucasian, 14.69% Hispanic, 14.43% Asian, 1% African American, 0.52% Hawaiian/Pacific Islander and 9.79% identifying as multiple ethnicities. Additionally, Walnut Heights is comprised of 15.5% English Language Learners and 7% Special Education students.

Walnut Heights is staffed by one principal, 18 certificated classroom teachers, 3 certificated P.E. teachers (roving), a Resource Specialist, a half-time Instructional Coach, 8 paraprofessionals, a Library Media Specialist, an office manager, a part-time office clerk and two custodians. Part-time instructional specialists teach art, music, and science. Other part-time employees include three playground supervisors, two food service employees and a Reading Intervention teacher who provides Tier 2 interventions. Part-time district personnel include a psychologist, a speech therapist, an occupational therapist and a nurse. One Marriage and Family Therapist intern provides crisis and short-term, school-based counseling 1 day each week.

Built in 1952 and modernized in 1998, the school district added outdoor learning areas in 2003 and a new amphitheater in 2004. Bond monies provided continuous improvement of the school site. Playground and field renovations were completed in 2007.

In addition to the district-adopted curriculum based on the Common Core State Standards, a School Site Plan is jointly updated each year by parents and staff, providing a roadmap for allocation of key resources; time, funding and personnel.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	66
Grade 1	61
Grade 2	65
Grade 3	61
Grade 4	71
Grade 5	63
Total Enrollment	387

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	13.2
Filipino	1.3
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.5
White	59.2
Two or More Races	9.6
Socioeconomically Disadvantaged	11.6
English Learners	15.2
Students with Disabilities	7
Foster Youth	0.3
Homeless	

**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**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	20	19	177
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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)

**Year and month in which data were collected:** September 23, 2019

The state of California requires that each child have a current standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign-language texts are also up-to-date. Thus, all textbooks in the Walnut Creek School District are current, standards-based, and consistent with the content and cycles of the Curriculum Frameworks and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The Walnut Creek School District governing board held a public hearing on September 23, 2019 and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Calkins Units of Study for Writing, Reading	Yes	0%
Mathematics	Bridges Math	Yes	0%
Science	Pearson Scott Foresman	Yes	0%
History-Social Science	Macmillan/McGraw-Hill	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Walnut Heights School facility was inspected by district maintenance personnel in October 2019. The facilities were found to be in good repair, with an exemplary overall rating. Through Measure D and Proposition 39 funds, Walnut Heights acquired the following facility upgrades; a new LED marquee, upgraded technology infrastructure, upgrades to alarms, a wireless energy management system, and a new emergency notification system.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/3/2019

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	78	73	72	50	50
Mathematics (grades 3-8 and 11)	85	79	71	70	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	196	98.49	1.51	77.55
Male	90	88	97.78	2.22	72.73
Female	109	108	99.08	0.92	81.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	26	96.30	3.70	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	113	113	100.00	0.00	77.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	87.50
Socioeconomically Disadvantaged	31	30	96.77	3.23	53.33
English Learners	27	25	92.59	7.41	68.00
Students with Disabilities	21	20	95.24	4.76	50.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	197	98.99	1.01	78.68
Male	90	89	98.89	1.11	78.65
Female	109	108	99.08	0.92	78.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	96.30
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	69.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	113	113	100.00	0.00	75.22
Two or More Races	16	16	100.00	0.00	93.75
Socioeconomically Disadvantaged	31	31	100.00	0.00	67.74
English Learners	27	27	100.00	0.00	62.96
Students with Disabilities	21	19	90.48	9.52	57.89
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	38.5	24.6	12.3

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.



## 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)

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Walnut Heights recognizes the importance of the partnership between home and school and is committed to supporting parents as partners. Parents are active members of our school community supporting the school improvement process and serving in a number of capacities including the library, PTA and the Walnut Creek Education Foundation. Parent volunteers support classroom events and activities and community events. Parents often support our specialist-taught classes of art and science.

During the course of the year, parents have many opportunities to get involved. We have a very active Parent Teacher Association (PTA). They sponsor many programs that bring parents to school. For example, on a yearly basis this organization sponsors back to school activities, book fairs, a fall carnival and other activities. Our Educational Foundation was formed to help our district fundraise for programs that support equity across the district and benefit all students. Parent support of "WCEF" keep our class sizes lower, funds certificated PE teachers and top-quality programs in music, visual art, and science. In addition, we enjoy a strong partnership with our Intermediate School, WCI, and the Acalanes High School District. Donations fund programs to support student mental health and well-being and also a variety of electives.

Contact Walnut Heights PTA - see website [www.whpta.org](http://www.whpta.org)

Our Site Council is composed of teachers, staff, parents, and the administrator, and they collectively write and review our yearly School Plan for Student Achievement. A PTA officer and parent representative of our English Learner community are representatives on the committee. Parents learn about academic, social and school culture goals by serving a 2-year term as an elected representative on the school site council, or by attending any of the meetings, which are open to the public.

On a weekly basis the principal sends a joint school and PTA-community e-newsletter that highlights school endeavors and issues. At Walnut Heights, parent involvement and input is highly sought after and valued. Parents are encouraged to become a part of our school community in a variety of ways.

Lastly, Walnut Heights School backs to open space and is adjacent to a 3-acre learning, nature area. School, district and local community volunteers work together to maintain a safe, clean, natural learning environment for students.

## 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.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.7	0.0	1.6	1.0	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Our School Safety and Emergency Plans are on file in the office.

We hold monthly drills and review safety procedures with students and staff on a regular basis. The plan is updated and Governing Board approved on an annual basis. The plan includes school-wide emergency responses to fire, earthquake, chemical spills and other disasters. In addition, it details plans for setting up a temporary shelter, an evacuation center or evacuation to other sites. The plan includes assignment of special, temporary duties for all personnel. Parents receive regular information and reminders about our emergency procedures in the weekly Walnut Heights eNews. The school Leadership Team meets regularly, adding safety to the agenda as needed throughout the year to work on specific improvements to playground supervision and campus safety issues as they arise. The School Safety Plan was reviewed by staff in August 2019.

## 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.

### 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	4			23		4		22	1	2	
1	19	3			23		2		20	2	1	
2	22		3		19	3			22		3	
3	21	1	2		23		3		20	2	1	
4	27		2		20	2	1		28		2	
5	26		3		27		2		26		3	
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,280	\$1,353	\$5,927	\$88,289
District	N/A	N/A	\$5,382	\$78,634.00
Percent Difference - School Site and District	N/A	N/A	9.6	11.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-23.5	12.9

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 (Fiscal Year 2018-19)

The following programs are provided to schools in the Walnut Creek School District

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,613	\$49,378
Mid-Range Teacher Salary	\$72,634	\$77,190
Highest Teacher Salary	\$92,778	\$96,607
Average Principal Salary (Elementary)	\$135,572	\$122,074
Average Principal Salary (Middle)	\$138,769	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$200,000	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The curriculum office directs a variety of subject area subcommittees, comprised of teachers and administrators representing all sites and grade levels. Regular, annual professional development days are planned together. District curriculum coaches support ongoing training with a presence at every school site.

Focus areas for professional development are based on assessment data, district initiatives and content standards and are focused on improving student achievement and deepening and strengthening teacher practice. Professional development also occurs at all sites in a variety of ways. Professional learning communities, book groups, peer coaching, demonstration lessons, after school workshops, weekly TK-5 designated, collaboration meeting time within the school day and 6-8 grade level/department level meetings all provide opportunities for collaboration and professional development. Three district-wide professional development days are scheduled throughout the year providing the opportunity for collaboration and expanding and deepening district curriculum work.