Walnut Elementary School

625 North Walnut St. • La Habra, CA 90631 • (562) 690-2369 • Grades 3-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

La Habra City Elementary School District
500 North Walnut St.
La Habra, CA 90631
(562) 690-2305
www.lahabraschools.org

District Governing Board
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Ida MacMurray, Member
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Superintendent
Teresa Egan
Assistant Superintendent
Sheryl Tecker
Director of Programs and Assessment
Dr. Cammie Nguyen
Director of Special Education
Mike Mc Elroy
Child Welfare and Wellness Coordinator

School Description

Welcome to Walnut School. We are proud of our dedicated staff and the relationships we've cultivated with students and parents. We continue to work together with students, parents, and staff to create a learning environment that fosters a love of knowledge and strives to develop children intellectually, emotionally, physically, and socially. We consider parents our partners in education and we look forward to the opportunity to work with you and your children. Our greatest focus as a professional learning community will continue to be supporting students in achieving and performing at grade level and above in the foundational skills of language arts and mathematics. Schoolwide we teach and encourage excellent behavior utilizing Positive Behavior Intervention and Support (PBIS) for all of our students. We are proud to be an AVID Elementary School and have a culture of working to close the achievement gap by preparing all students for college readiness and success in a global society through the four components of student success skills, organizational skills, WICOR, and partnerships.

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 http://www.cde.ca.gov/ta/ac/sa/.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 3	185
Grade 4	184
Grade 5	184
Total Enrollment	553

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.7
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0
White	4.2
Two or More Races	0.9
Socioeconomically Disadvantaged	84.4
English Learners	43.6
Students with Disabilities	13.2
Foster Youth	0.5

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	**14-15**	**15-16**	**16-17**
With Full Credential	21	21	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
La Habra City Elementary School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	3.19
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Walnut Elementary School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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

2015-16 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* 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 2016-17)

On September 22, 2016, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #20-2016 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that 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 English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of August, 2016.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	HM Reading: Medallion Ed./2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Scott Foresman-Addison Wesley enVisionMath/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt Science/2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McMillan/McGraw Hill/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety is a major priority at Walnut School. Many safety precautions have been put in place in order to secure our campus. All Walnut employees are required to wear school identification at all times. Guests on campus are required to check in with the office and wear visitor badges. Any person on campus without proper identification are required to check in or leave the campus. Our facilities are in the middle of a remodeling project which include a new media center, computer lab and 21st century classrooms. Our parking lot has been expanded and traffic flow is strictly enforced in order to insure the safety of our students when coming and going from school. Please feel free to stop by the office at any time if you have any further questions.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/18/16				
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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	24	27	29	34	44	48
Math	18	22	19	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	39	25	38	55	47	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	17.9	1.9

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	184	183	99.5	37.7
Male	88	87	98.9	37.9
Female	96	96	100.0	37.5
Hispanic or Latino	169	168	99.4	37.5
Socioeconomically Disadvantaged	92	92	100.0	33.7
English Learners	61	61	100.0	16.4
Students with Disabilities	28	28	100.0	32.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	189	186	98.4	24.2
	4	181	180	99.5	28.3
	5	184	184	100.0	27.9
Male	**3**	96	94	97.9	21.3
	4	88	87	98.9	18.4
	5	88	88	100.0	19.5
Female	**3**	93	92	98.9	27.2
	4	93	93	100.0	37.6
	5	96	96	100.0	35.4
Hispanic or Latino	**3**	179	177	98.9	23.7
	4	165	164	99.4	26.8
	5	169	169	100.0	27.4
Socioeconomically Disadvantaged	**3**	100	100	100.0	20.0
	4	98	97	99.0	17.5
	5	92	92	100.0	23.9
English Learners	**3**	91	91	100.0	11.0
	4	78	78	100.0	9.0
	5	61	61	100.0	11.5
Students with Disabilities	**3**	31	30	96.8	
	4	20	20	100.0	5.0
	5	28	28	100.0	3.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	189	186	98.4	30.6
	4	181	180	99.5	20.2
	5	183	183	100.0	14.8
Male	**3**	96	94	97.9	29.8
	4	88	87	98.9	22.4
	5	87	87	100.0	14.9

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	**3**	93	92	98.9	31.5
	4	93	93	100.0	18.3
	5	96	96	100.0	14.6
Hispanic or Latino	**3**	179	177	98.9	29.4
	4	165	164	99.4	19.1
	5	168	168	100.0	13.7
Socioeconomically Disadvantaged	**3**	100	100	100.0	26.0
	4	98	97	99.0	14.6
	5	91	91	100.0	11.0
English Learners	**3**	91	91	100.0	14.3
	4	78	78	100.0	6.5
	5	60	60	100.0	6.7
Students with Disabilities	**3**	31	30	96.8	3.3
	4	20	20	100.0	
	5	27	27	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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.

Opportunities for Parental Involvement (School Year 2016-17)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC) or the Advisory and Information (A&I) committee, which works with administration to help make financial decisions and disseminate information regarding Walnut School. Parents of English Learners are vital to our ELAC and to our outreach efforts on behalf of new families. The PTA meets frequently and would welcome your involvement. We buy new books for the library and help pay for field trips through PTA fund-raisers. Parent volunteers are always welcome to help with special projects in the classroom and to chaperone on field trips. We always need new volunteers! To volunteer, contact Principal Susan Goellrich at (562) 690-2369. We offer several meetings a year for parents. Subjects may include anti-bullying education, math, reading, writing, and/or state test information. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October and January.

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

School staff members monitor the grounds for 30 minutes before school as well as at recess and lunchtime. Staff and the principal regularly review the rules for safe, responsible behavior in school, on the playground and on the way to and from school. Visitors are asked to enter the school through the office where they are assigned a visitor badge to wear throughout their stay. We revise our School Safety Plan annually; it was last revised in October of 2015 and approved by our SSC in November of 2015. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy of this plan is available in the office. We share the plan with all staff during our first schoolwide staff meeting of the year. We practice earthquake and intruder drills twice yearly and hold fire drills monthly.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.4	2.2	0.7
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.8	2.0	1.1
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		77.8

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.80
Resource Specialist	1
Other	1.39
Average Number of Students per Staff Member	
Academic Counselor	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	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
3	28	29	29.3				6	6	6			
4	27	29	29.3				6	6	6			
5	26	28	27.5	2	1		6	6	6			
Other		17	12		1	3						

Professional Development provided for Teachers

To choose specific targets for professional development, teachers and administrators look at test scores and review the most pressing issues of the previous year. We have worked with an organization called Targeted Leadership for the last seven years. This group has helped us to hone our best practices and tailor the staff development done at school to our own particular needs. We dismiss students at 1:30 p.m. on Wednesdays. This allows teachers time to work in their Professional Learning Communities to collaborate on lesson planning, best practices in teaching and learning, and to analyze student work.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,267	$44,507
Mid-Range Teacher Salary	$76,305	$68,910
Highest Teacher Salary	$100,776	$88,330
Average Principal Salary (ES)	$120,717	$111,481
Average Principal Salary (MS)	$124,509	$115,435
Average Principal Salary (HS)		$113,414
Superintendent Salary	$222,677	$169,821
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	8414	2287	6127	91942
District	♦	♦	6545	$84,568
State	♦	♦	$5,677	$71,610
Percent Difference: School Site/District			-6.4	15.9
Percent Difference: School Site/ State			14.6	33.1

* Cells with ♦ do not require data.

Types of Services Funded

Federal Title I funds pay for release time for teachers on special projects and for additional technology in the classroom. These expenditures are approved through the SSC and are tied to our school's Single Plan for Student Achievement. Title I funds also contribute to the running of our afterschool program where students work on improving skills. Our PTA raises funds for field trips, library books, and special assemblies through our annual fund-raisers.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.