

Walnut High School

400 North Pierre Road • Walnut CA, 91789 • (909) 594-1333 • Grades 9-12

Jeff Jordan, Principal

jjordan@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

District Governing Board

Larry L. Redinger - President

Helen M. Hall - Vice President

Y. Tony Torng, Ph.D. - Clerk

Cynthia M. Ruiz - Member

Phillip D. Chen, Ed.D - Member

District Administration

Dr. Robert P. Taylor
Superintendent

Ron Murrey
Interim Assistant Superintendent,
Business Services

Dr. Michelle J. Harold
Assistant Superintendent, Human
Resources

Dr. Matthew L. Witmer
Assistant Superintendent,
Educational Services

School Description

Principal's Message

Welcome to the 2013-2014 Walnut High School year in review! 2013-2014 was a time of growth and excitement as students and staff began the process of implementing Common Core State Standards. Teachers across campus received initial training on the new standards, technology and strategies necessary for helping 21st century learners prepare for college and careers. For the first time in nearly 20 years the WHS community began the school year with a new bell schedule. The new bell schedule allows faculty to collaborate weekly which has aided the CCSS implementation process. An added benefit of the new bell schedule is the 40 minute Tutorial period during each of our three block days each week. During Tutorial, students are able to connect with any of their assigned teachers for extra help, making up work from an absence or for quiet studying.

After two years of steady recruitment we moved closer to fully implementing the Academic Design Program. Using Designed-Based Learning as its foundation, three teachers service 37 sophomores and 64 juniors in a school-within-a-school community. 2013-2014 was also the implementation of the International Baccalaureate Career Certificate program which was teamed with Project Lead the Way (PTLW) classes in the area of Biomedical Sciences. Students choosing this three year pathway work to solve hands-on, real life problems while earning an IB certificate. We are proud to be the only high school in California to provide this exciting learning opportunity in the biomedical sciences. Our International Baccalaureate Diploma and Advanced Placement programs continue to flourish with 62 students receiving an IB diploma and 913 students participating in 1,954 AP exams. The support of parents and community is critical to maintain quality educational opportunities for students. I encourage you to participate in one or more of our many school programs, either through joining booster organizations; volunteering on campus; joining the Parent Advisory Group; or attending the variety of activities, events, performances, and sport contests throughout the year. Our vision of WHS as an integrated learning center relies on the collaborative efforts of everyone to continue the academic, personal, and emotional growth essential for student success.

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 VISION

We envision the high school as an integrated learning center involving the collaborative efforts of staff, students, and the community in the process of education.

This safe and secure environment will promote lifelong learning and critical thinking and decision making skills for our students. Respect for diversity in language and culture, an appreciation of the arts, and the use of technology will empower and prepare students for their futures. Our graduates will leave with an increased awareness of their own value as well as the value of others, and will be prepared to participate effectively in and contribute to the diverse society of the 21st century.

School Profile

Walnut High School is located in the southeastern region of Walnut and serves students in grades nine through twelve following a

traditional calendar. At the beginning of the 2013-14 school year, 2,774 students were enrolled, including 7% in special education, 8% qualifying for English Language Learner support, and 13% qualifying for free or reduced price lunch.

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) 594-1333.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	635
Gr. 10	672
Gr. 11	755
Gr. 12	718
Total	2,780

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	53.5
Filipino	8.0
Hispanic or Latino	25.9
Native Hawaiian/Pacific Islander	0.8
White	8.3
Two or More Races	0.7
Socioeconomically Disadvantaged	16.4
English Learners	7.7
Students with Disabilities	7.7

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 High School	12-13	13-14	14-15
Fully Credentialed	116	131	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	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 High School	12-13	13-14	14-15
Teachers of English Learners	0	122	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

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)

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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 19, 2012	
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	Pearson Prentice Hall, Literature - 2012 Houghton Mifflin Harcourt - Collections - 2015
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	2008 Glencoe/McGraw-Hill, Algebra 2 2007 Glencoe/McGraw-Hill, Geometry 2007 McDougal Littell, Geometry 2005 Pearson Prentice Hall, Algebra I 2005 Pearson Prentice Hall, Pre-Algebra
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe/McGraw-Hill, Biology: The Dynamics of Life - 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt McDougal, Modern World History: Patterns of Interaction - 2007
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Walnut High School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut High School uses a school site inspection Walnut High School 5 2011-12 School Accountability Report Card survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, August 8, 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 8, 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]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 8, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	81	84	80	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	73	74	75	78	79	78	54	56	55
Math	70	69	70	76	77	77	49	50	50
HSS	73	76	74	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	10	10	10
Similar Schools	6	6	6

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.1	18.9	67.2

* 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.

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	80
Male	82
Female	78
Black or African American	83
American Indian or Alaska Native	
Asian	89
Filipino	86
Hispanic or Latino	60
Native Hawaiian/Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	37
Students with Disabilities	29
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	6	2	-2
Black or African American			
American Indian or Alaska Native			
Asian	13	-2	-5
Filipino	15	-6	13
Hispanic or Latino	6	15	-4
Native Hawaiian/Pacific Islander			
White	-10	-2	7
Two or More Races			
Socioeconomically Disadvantaged	13	5	3
English Learners	1	2	1
Students with Disabilities	-9	27	9

* "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

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

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 ConnectEd (automated telephone message delivery system), the school marquee, the school website, monthly newsletters, social media (Facebook, Instagram, Twitter) and direct mailings. Contact the school office or any parent organization at (909) 594-1333 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Campus Volunteers

Committees

English Learner Advisory Council
Korean American Parent Association
Chinese American Parent Association (CAPA)
Latino American Parent Association
African American Parent Association
Filipino American Parent Association
Athletic Booster Club
Band Boosters
Fine and Performing Arts Booster Clubs

School Activities

Back to School Night
Student Orientation
Student Performances
International Baccalaureate Program/ International Baccalaureate Career Component Nights
College Information Nights
FAFSA Night

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 High 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 August 2012.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.3	2.1	1.6
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	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	No	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	9.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	310

* 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
Other	0			2			0			0		
English	27.7	27	27	20	19	19	49	69	65	23	18	18
Math	30.3	26	28	12	24	19	15	44	39	46	33	34
Science	29.4	28	27	5	8	11	43	63	58	16	8	6
SS	30.3	29	28	6	11	14	25	41	45	19	27	22

* 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	\$6,247	\$1,085	\$5,162	\$74,684
District	♦	♦	\$7,500	\$73,903
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-31.2	1.1
Percent Difference: School Site/ State			10.1	7.7

Types of Services Funded at Walnut High 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 High School

All training and curriculum development activities at Walnut High School revolve around the California State Content Standards and Frameworks. During the 2013-14 school year, Walnut High School held staff development devoted to:

- Instructional Technology
 - Action Plan Goals
- Common Core State Standards

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	21	24	55	11	31	58
All Students at the School	22	25	53	10	33	57
Male	24	26	51	6	33	61
Female	20	24	56	13	33	54
Black or African American	38	62		18	73	9
American Indian or Alaska Native						
Asian	15	20	64	2	22	76
Filipino	13	24	63	9	38	53
Hispanic or Latino	37	26	36	28	46	26
Native Hawaiian/Pacific Islander						
White	23	35	42	9	49	42
Two or More Races						
Socioeconomically Disadvantaged	28	29	43	16	38	46
English Learners	82	14	4	21	35	44
Students with Disabilities	77	15	8			
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Walnut High School	2011-12	2012-13	2013-14
English-Language Arts	77	78	78
Mathematics	89	89	90
Walnut Valley Unified School District	2011-12	2012-13	2013-14
English-Language Arts	80	79	79
Mathematics	88	88	89
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	98.71	99.62	84.56
Black or African American	100.00	98.00	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	99.23	100.22	92.94
Filipino	97.78	95.76	92.20
Hispanic or Latino	98.45	99.39	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	96.92	100.00	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	107.32	113.46	82.58
English Learners	86.54	91.09	53.68
Students with Disabilities	94.00	95.73	60.31

Dropout Rate and Graduation Rate

Walnut High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.2	2.3	1.7
Graduation Rate	97.22	96.80	97.55
Walnut Valley Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.2	1.4	1.3
Graduation Rate	96.79	97.87	98.25
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	11	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	13	♦
Science	14	♦
Social Science	18	♦
All courses	64	1.0

* Where there are student course enrollments.

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	77.42
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	30.54

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	372
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13

Career Technical Education Programs