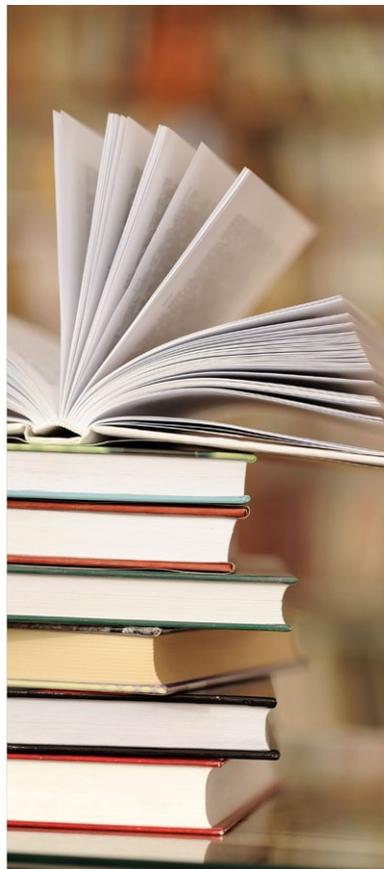


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Walnut Heights Elementary School

Grades TK-5
CDS Code 07-61812-6005243

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Walnut Creek School District

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Principal's Message

Walnut Heights Elementary School, nestled in the foothills of Mount Diablo, enjoys the 3-acre Nature Area adjacent to the Walnut Creek Open Space. This natural setting provides the backdrop to the school that serves 387 students and their families in transitional kindergarten (TK) through fifth grade. In addition, Walnut Heights is home to the district's Early Intervention Program for preschool-aged children on Individualized Education Plans. The school population is 59 percent Caucasian, 14.69 percent Hispanic, 14.43 percent Asian, 1 percent African American, 0.52 percent Hawaiian/Pacific Islander and 9.79 percent who identify as multiple ethnicities. Additionally, Walnut Heights is comprised of 15.5 percent English learners and 7 percent special education students.

Walnut Heights is staffed by one principal, 19 certificated general education classroom teachers three certificated PE teachers (roving), a resource specialist, a half-time instructional coach, eight paraprofessionals, a library media specialist, an office manager, a part-time office clerk and two custodians. Part-time instructional specialists support art, music and science instruction. Other part-time employees include one playground supervisor, two food-service employees and a reading intervention teacher who provides Tier 2 interventions. Part-time personnel shared with other Walnut Creek School District schools include a psychologist, speech therapist, an occupational therapist, an English language development (ELD) aide and a district nurse.

Built in 1952 and modernized in 1998, the school district added outdoor learning areas in 2003 and a new amphitheater in 2004. Bond monies provide continuous improvement of the school site. The playground was enlarged and renovated during the 2007-08 school year.

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.

For the 2018-19 school year, our site goals are in the following areas:

- Literacy
- Mathematics
- School Climate

English language: Provide all students (including English learners [EL], socioeconomically disadvantaged [SED] students, and students with disabilities [SWD]) with quality literacy instruction aligned with state standards. Teachers will implement Lucy Calkins' Units of Study in the areas of reading and writing. They will be supported with site and district-based ongoing training. In addition, teachers will have the support of a site-based literacy coach to meet students' individual needs. Online tools (i.e. RAZ kids) may be used for additional support and to increase student engagement.

Mathematics: Provide all students (including EL, SED and SWD) with mathematics instruction that is rich, rigorous and aligned to state standards. Classroom teachers will use the district-adopted math curriculum, including the use of the online math program to differentiate instruction for all students.

School Climate: Create a safe school community and learning environment that promotes academic achievement, physical, mental and emotional health. The School Site Council (SSC) and the site leadership teams analyzed data from the spring 2018 Youth Truth survey to inform this goal. We will analyze our current Character Education program and investigate possible alternative programs. All teachers will participate in bullying awareness/prevention training this year. Will we continue and create student leadership opportunities (e.g. Student Council, "Kind" Club, Peacemakers).

School Mission Statement

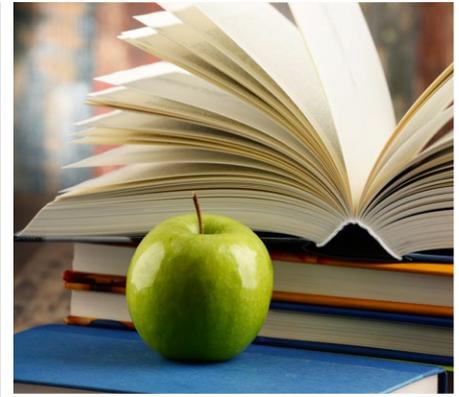
In a child-centered, academically challenging environment that cultivates character and celebrates learning, the families, community and staff of Walnut Heights Elementary School as partners will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

School Safety

Each year the school safety plan is updated. A large part of the plan involves procedures for disaster preparedness. Throughout the year we have preparedness drills for fire, earthquake, hazardous materials and dangerous intruders. The school, with the help of the Parent Teacher Association, replenishes the supplies and updates the procedures for emergency drills. Staff members have specific duties in the event of any emergency. Each year, members of the staff are trained in CPR and first aid.

The school safety plan includes child-abuse reporting procedures, discipline policies, a sexual-harassment policy, dress code, and other procedures for the school that involve student and staff safety. Safety is the first priority for the Walnut Heights school community—staff and parents.

The school safety plan was last reviewed and updated with the School Safety Committee in October 2018. 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 address specific improvements to playground supervision and campus safety issues as they arise.



School Accountability Report Card

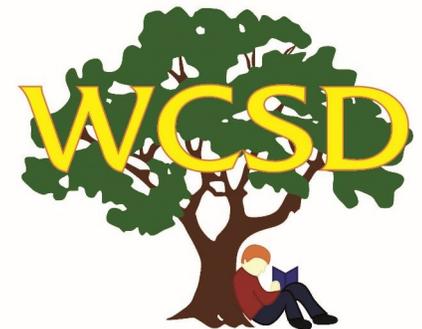
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

District Vision Statement

Engage, inspire and empower *all* learners!

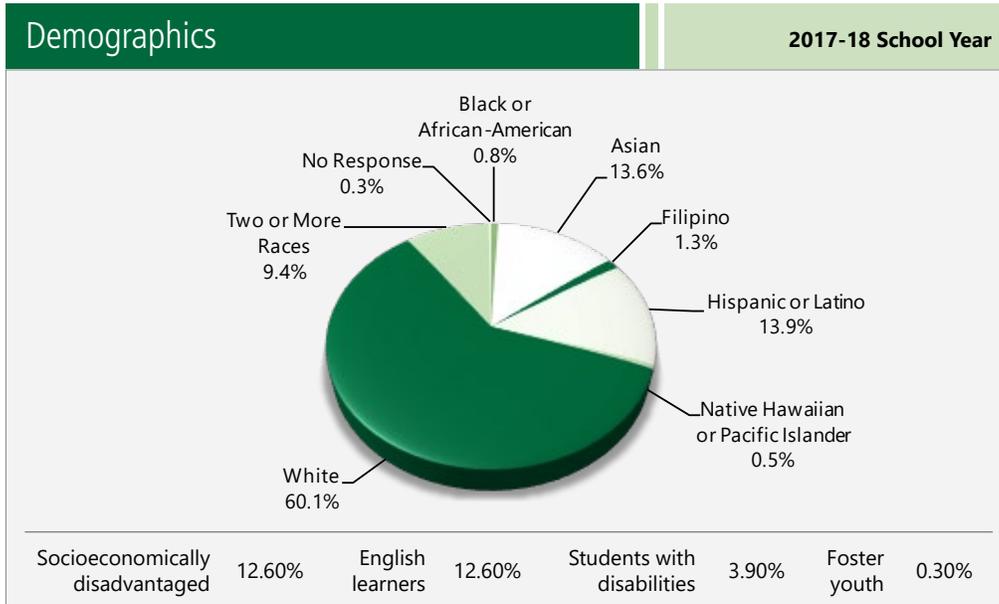


Governing Board

Elizabeth Bettis
Heidi Hernandez Gatty
Nithin Iyengar
Aimee Moss
Katie Peña

Enrollment by Student Group

The total enrollment at the school was 381 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



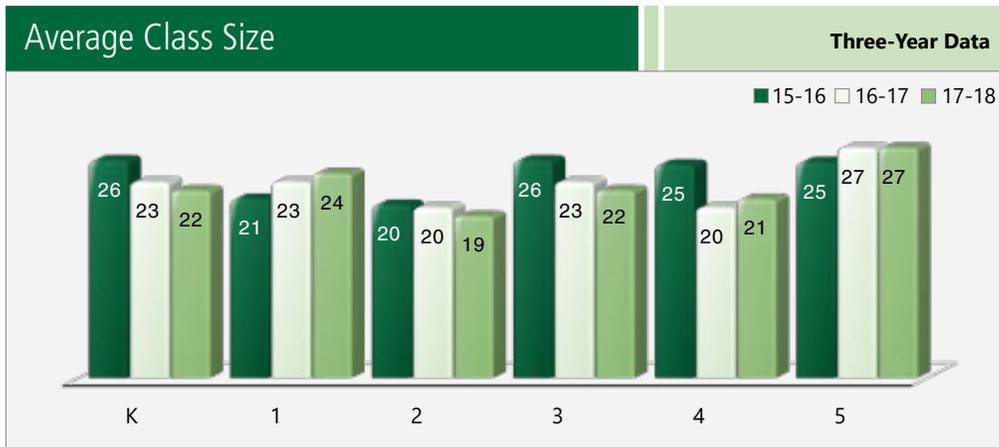
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Grade	2015-16									2016-17									2017-18								
	Number of Students									Number of Students									Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+									
K		2		1	2													2.5									
1		3		1	2													2.5									
2	2	1		3											3												
3		2			3													3									
4		3		2	1													3									
5		3			2													2									

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Walnut Heights ES			
	15-16	16-17	17-18
Suspension rates	0.2%	0.7%	0.5%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	15-16	16-17	17-18
Suspension rates	1.9%	1.6%	0.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Walnut Heights ES		Walnut Creek SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Walnut Heights ES		Walnut Creek SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	80%	85%	73%	73%	48%	50%
Mathematics	75%	85%	68%	71%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Walnut Heights ES
		Grade 5
Four of six standards		13.0%
Five of six standards		38.9%
Six of six standards		42.6%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	184	178	96.74%	84.83%
Male	84	82	97.62%	78.05%
Female	100	96	96.00%	90.63%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	23	95.83%	86.96%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	29	96.67%	75.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	112	108	96.43%	87.04%
Two or more races	13	13	100.00%	92.31%
Socioeconomically disadvantaged	25	23	92.00%	69.57%
English learners	29	26	89.66%	88.46%
Students with disabilities	14	12	85.71%	41.67%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	184	181	98.37%	84.53%
Male	84	83	98.81%	85.54%
Female	100	98	98.00%	83.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	91.67%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	70.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	112	109	97.32%	85.32%
Two or more races	13	13	100.00%	100.00%
Socioeconomically disadvantaged	25	25	100.00%	76.00%
English learners	29	29	100.00%	68.97%
Students with disabilities	14	12	85.71%	66.67%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

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 24, 2018 and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math	2017
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006



Professional Development

All professional growth is determined by both school site and district strategic planning process, which is on-going throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders, and the work is based on site-needs assessments. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2018-19, the district focus will be on the implementation of the recently adopted math programs at both the K-5 and 6-8 levels, and there will be an emphasis on the implementation of Readers' and Writers' Workshop. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP, other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners," each staff member participates in personal growth and collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. Weekly collaboration time is provided for all TK-8 teachers. Instructional coaches provide individual student-centered coaching cycles and participate in grade-level and department meetings to support professional growth.

Individual teachers and administrators keep their skills current by researching about learning, attending workshops and classes and reading on their own. Some examples are attendance at various conferences: Teachers College Reading and Writing Project, ISTE, PBL World, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery, and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the Contra Costa County Office of Education Teacher Induction Program.

We continue to provide four days each school year that are dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Walnut Heights ES	4 days	4 days	4 days

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/24/2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/3/2018	
Date of the most recent completion of the inspection form	10/3/2018	

School Facilities

Walnut Heights, originally constructed in 1952, was extensively renovated in 1998. Modernization included a new roof and updated plumbing, wiring, data systems, cabinetry, carpeting, and interior and exterior painting. A new library media center was constructed in the second wing, utilizing the space of two previously existing classrooms. Every classroom has a telephone with access to an outside line, internet access, a document camera, projector and student computing devices (iPads, Chromebooks or a combination).

Over the last several years, numerous site improvements were made. In the spring of 2016, Walnut Heights became a two-to-one device school, meaning that all classrooms in grades TK-2 contain 12 iPads and classrooms in grades 3-5 are stocked with 14 Chromebooks. In Spring 2018, additional Chromebooks were purchased so that 4th and 5th grade classrooms are 1:1. With bond funds, we landscaped the area between wings with paved areas for outdoor learning. Amphitheater and butterfly gardens with fencing enhanced the Nature Area. In 2007, we expanded the playground to include new play structures, swings and large climbing rocks. In the summer of 2016, Walnut Heights saw many new improvements on campus. Through Measure D and Proposition 39 funds, Walnut Heights acquired a new LED marquee, in addition to the upgraded technology infrastructure, which included new wiring, cabling, expanded Wi-Fi networks and a new emergency notification system. We upgraded all burglar alarms and installed Pelican wireless energy management systems in all classrooms. On the play areas, we installed synthetic turf on all playground fall zones and did asphalt seal coating and striping, and repaired the concrete, fencing and handrails.

A well-maintained and clean facility is a high priority at Walnut Heights. Two full-time custodians work together to clean the school and set up for school activities. Volunteer community groups and parents maintain and clean the 3-acre Nature Area and keep the landscaping attractive.

During recess and at lunch, teachers and supervisors watch students to ensure safe and orderly play. After school, teachers supervise students as they cross the school parking lot, head home on foot or get into their parents' cars.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Parental Involvement

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, Parent Teacher Association (PTA) and the Walnut Creek Education Foundation. Parent volunteers support classroom events, 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 PTA. They sponsor many programs that bring parents to school. On a yearly basis, this organization sponsors Back to School activities, book fairs, a fall carnival, a spring fun run and other activities. Our Education Foundation was formed to help our district fundraise for programs that support equity across the district and benefit all students. Parent support of WCEF keeps 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, Walnut Creek Intermediate, and the Acalanes High School District. Donations support programs for student mental health and well-being and also bring a variety of elective offerings.

Our Site council is composed of teachers, staff, parents and the administrator, and they collectively write and review our yearly Single Plan for Student Achievement. A PTA officer and parent representative of our English learner community are on the committee. Parents are encouraged to learn about academic, social and school culture goals by serving a two-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.

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.

For more information on how to become involved at the school, contact either Angela Cartwright at (925) 934-2218 or Stephanie Doherty at (925) 944-9395. See also the PTA website: www.whpta.org.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Walnut Creek SD	Walnut Heights ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	191	24	20	23
Without a full credential	4	0	1	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Walnut Heights ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	1	0

"Walnut Heights Elementary School, nestled in the foothills of Mount Diablo, enjoys the 3-acre Nature Area adjacent to the Walnut Creek Open Space."

Types of Services Funded

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)

◇ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2017-18 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ◇

Support Staff FTE

Social/behavioral counselor 0.30

Career development counselor 0.00

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 1.00

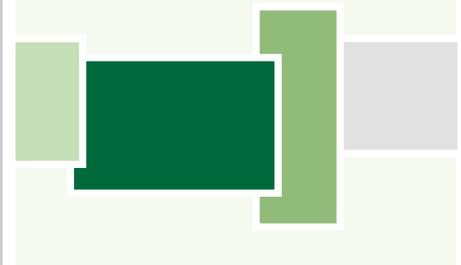
Psychologist 0.50

Social worker 0.00

Nurse 0.25

Speech/language/hearing specialist 0.50

Resource specialist (nonteaching) 1.00



Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$48,459	\$48,064
Midrange teacher salary	\$71,914	\$75,417
Highest teacher salary	\$91,859	\$94,006
Average elementary school principal salary	\$133,406	\$119,037
Average middle school principal salary	\$140,112	\$123,140
Superintendent salary	\$200,000	\$183,692
Teacher salaries: percentage of budget	40%	36%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

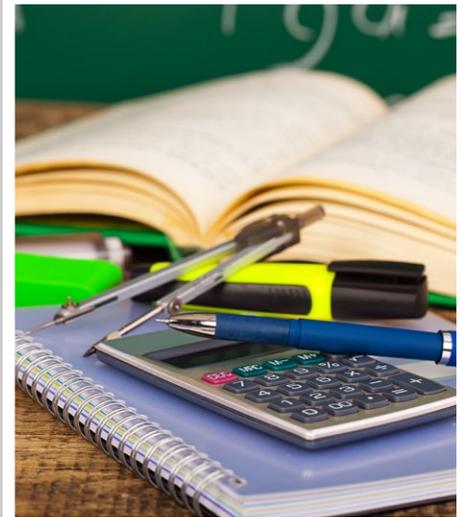
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Walnut Heights ES	\$6,202	\$76,633
Walnut Creek SD	\$7,165	\$77,459
California	\$7,125	\$76,046
School and district: percentage difference	-13.4%	-1.1%
School and California: percentage difference	-13.0%	+0.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,795
Expenditures per pupil from restricted sources	\$593
Expenditures per pupil from unrestricted sources	\$6,202
Annual average teacher salary	\$76,633



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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