

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Walnut High	District Name	Walnut Valley Unified
Principal	Mr. Russell Lee-Sung	Superintendent	Dr. Kent Bechler
Street	400 North Pierre Rd.	Street	880 South Lemon Ave.
City, State, Zip	Walnut, CA 91789-2535	City, State, Zip	Walnut, CA 91789-2931
Phone Number	909-594-1333	Phone Number	909-595-1261
FAX Number	909-444-3602	FAX Number	909-444-3433
Web Site	www.walnuths.org	Web Site	www.walnutvalley.k12.ca.us
E-mail Address		E-mail Address	
CDS Code	19-73460-1939149	SARC Contact	Robin Carmon

School Description and Mission Statement

Information about the school, its programs, and its goals.

Walnut High School, centrally located amid the rolling hills of the east San Gabriel Valley, is situated northwest of the juncture of the 60 and 57 freeways in the city of Walnut. Part of the Walnut Valley Unified School District, the high school serves approximately 2700 ninth through twelfth graders from the cities of Walnut, Diamond Bar, and West Covina. The student body reflects the dynamic cultural and ethnic diversity of our suburban community.

Walnut High School's mission is to be responsive and adaptive to the current and future needs of students and the community. In addition to providing a safe and secure environment for students

and staff, we are committed to creating an atmosphere of encouragement. We strive to prepare our students to be productive and successful in a global, technological, and information-based society and to empower them to set and achieve goals as they plan for their futures. Opportunities, guidance, and encouragement promote excellence in Academics, Athletics, the Arts, and extra-curricular Activities. California State Standards, and our own Expected School Learning Results direct student efforts to meet our school motto – “Excellence in Action: Yesterday, Today, and Tomorrow.”

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Jeanie Koury	Contact Person Phone Number	562-699-2533
Parents play an important role in all segments of WHS – opportunities abound through athletic and performing arts group booster organizations; the principal’s Parent Partners advisory/support group; and in working directly in support of staff, whether it be as a Information Center/Library volunteer or a field trip chaperone. Parent organizations are established within the community, and serve a variety of important school support functions. Parents have a direct line of communication with their student’s Grade Level Coordinator, particularly during the yearly, mandatory summer scheduling conference, where parent, student, and GLC meet to review each student’s program and four-year plan.			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	758
Grade 10	689
Grade 11	666
Grade 12	605
Ungraded Secondary	0
Total Enrollment	2718

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	101	3.7	Hispanic or Latino	549	20.2
American Indian or Alaska Native	1	0.0	Pacific Islander	3	0.1

Asian	1,434	52.8	White (Not Hispanic)	404	14.9
Filipino	226	8.3	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	March 2004	Date Last Discussed with Staff	September 2004
-----------------------------------	-------------------	---------------------------------------	-----------------------

The school safety plan includes input from all eight Grade Level Coordinators, and integrates our efforts with those of the district and the nearby Los Angeles County Sheriff's station. On-campus security and a closed campus policy provide a safe and secure environment. Aspects of the school safety plan are reviewed throughout each school year, including drills practicing evacuation and securing the campus in case of emergency. Comprehensive plans exist for dealing with disaster situations, and emergency supplies are stored on campus.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Walnut High School offers an array of both co-curricular and extra-curricular programs to complement the academic instructional program. Our unique administrative structure places a member of the leadership team in direct supervision: visual and performing arts is overseen by an Instructional Dean, athletics by the Athletic Director, academic content areas by Instructional Deans, and clubs/organizations/ASB by an Activities Director. Walnut ASB utilizes grade-level student leadership; a House of Representatives; class cabinets at each grade level; ASB-organized lunchtime activities, pep rallies, homecoming, dances, and other opportunities to encourage students to fully participate in their high school experience.

An Interclub Council connects the 54 clubs and organizations on campus. Over 74.5% of our student body participates in one or more extra-curricular or co-curricular opportunities. Staff is heavily involved in advising, coaching, and sponsoring these activities – 63% of the current staff has taken on these responsibilities. These groups run the gamut: service clubs, such as Key Club; special interest clubs, such as Anime; heritage and cultural clubs, such as the Korean Club; and honor organizations, such as National Honor Society.

Fine and Performing Arts involves over 35% of our students each school year in a variety of settings: String Orchestra, Marching Band, Dance Team, Chamber Singers, Colorguard, and Drama to name just a few. Visual Arts participates in the Los Angeles County Fair, has produced a video yearbook, and presents a Spring International Baccalaureate Art Show.

Athletic competition is available in all three seasons of sport, with 43 teams representing 16 CIF sports. Competing in the San Antonio League, we have received the league's Sportsmanship Award; won a number of league championships, and compete in CIF playoff competitions each year. Girls Soccer won an unprecedented third consecutive title in their division. Over 900 student athletes participate each school year.

Technology connects each learning space in a campus-wide network of over 600 computers, linked to our Information Center/Library, and out to the world through our district link. Computer Assisted Drafting and Design, Technology Lab, Computer Programming AB/AP, Introduction to Computer Programming, and Digital Video Productions are some of the offerings available to

students. A media network provides data, video, and audio capability to each classroom, and serves as the backbone of our infrastructure. "Mustang Update" produced by Video Production class broadcasts updates to each classroom on a regular basis.

International Baccalaureate is offered as a separate program from our already-existing Advanced Placement program. Using an international curriculum and exams, this two year course of study leads to the coveted IB Diploma, recognized by colleges and universities as the most prestigious of academic accomplishments. In only the third year of awarding diplomas, WHS has become one of the most successful in the Western United States. The Class of 2005 had all 45 of 46 candidates receive their diploma – 7.8% of all diplomas awarded in California. In three years, 161 of 169 candidates achieved a diploma for a rate of 95.2% - the state average is 72.5%.

Academic Foundations links 125 ninth grade students with four teachers in a facility designed especially for their use. These students representing the middle learner study English, World History, Biology, and Algebra 2 in a four-period block of time organized by their teachers. Many of these students find the close support and integration propels them into more challenging coursework as tenth graders, including honors programs.

Intervention Programs assist students to achieve to their ability, and meet the expectations of state standards. Using Edusoft on-line for student-specific data, GLCs and teachers can identify individual students needing additional assistance. Tutoring programs are offered on weekends and after-school to improve student skills in responding to both STAR testing and the CAHSEE.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions		18	14		202	
Rate of Suspensions		.007	.005		.013	
Number of Expulsions	1	1	0	7	6	
Rate of Expulsions		.0004	0		.0004	

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Constructed in 1968, WHS features 16 buildings housing 93 classrooms. An administration building also houses an information center/library. The campus includes a multipurpose facility, band and choir rooms, air-conditioned gymnasium with weight and dance rooms, a swimming pool, baseball, softball, and soccer fields, lighted stadium with an all-weather track, tennis courts, and a theater complex (opened in May, 2000). Eight portable classrooms support our growing population. WHS has benefited from two bond measures (1990 and 1999) that expanded and renovated facilities. Completed projects include conversion of one building into five new science labs; a technology preparation facility; a non-dedicated computer lab surrounded by five new classrooms; a two-story modular building providing a teacher preparation facility and six new

classrooms; and a \$900,000 media distribution system. The 2004-2005 school year saw the beginning of what is planned as a three year campus modernization, renovating and updating classrooms and buildings. The main science complex was renovated, the Multiple Purpose Room renovated, and renovation began in both J and H buildings. Twenty-two relocatable classrooms were installed on the softball field to accommodate teachers displaced during modernization.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Other	✓		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state

content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	63	60	66	62	64	69	35	36	40
Mathematics	53	43	56	59	59	67	35	34	38
Science	46	47	49	48	50	53	27	25	27
History-Social Science	63	61	65	57	58	61	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	41	*	78	70	41	60	63
Mathematics	34	*	68	43	31	46	47
Science	23	*	63	38	23	38	42
History-Social Science	49	*	76	61	43	42	60

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	63	69	7	38	4	
Mathematics	58	54	51	50	14	
Science	50	48	22	31	6	
History-Social Science	69	60	23	43	18	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average).

School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	79	73		70	69	66	43	43	41
Mathematics	82	79		79	80	80	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	43.2	41.9	44.4	48.1	49.0	47.3	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its

API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	99	Percent Tested	99	99	100
API Base Score	791	832	829	API Growth Score	816	823	838
Growth Target	1	A	A	Actual Growth	25	-9	9
Statewide Rank	10	10	10				
Similar Schools Rank	6	8	7				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			

API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	851	884	882	API Growth Score	863	875	898
Growth Target	A	A	A	Actual Growth	12	-9	16
Filipino				Filipino			
API Base Score	782	828	818	API Growth Score	803	813	823
Growth Target	1	A	A	Actual Growth	21	-15	5
Hispanic or Latino				Hispanic or Latino			
API Base Score	689	732	725	API Growth Score	726	718	719
Growth Target	1	1	1	Actual Growth	37	-14	-6
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	771	819	812	API Growth Score	806	813	814
Growth Target	1	A	A	Actual Growth	35	-6	2

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	698	754	703	API Growth Score	750	700	739
Growth Target	1	1	1	Actual Growth	52	-54	36

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	N/A	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	No	Yes	Yes
English Learners	Yes	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	2,434	2,565	2,575	5,565	5,757	5,859	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	4	12	11	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	0.1	0.2	0.2	2.7	3.2	3.3
Graduation Rate	100.0	100.0	100.0	99.7	99.3	99.3	87.0	86.7	85.3

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	18	63	11	27.8	15	49	23	28.6	13	53	22
Mathematics	29.4	5	35	26	31.0	8	27	31	30.6	11	21	31
Science	27.3	6	61	1	28.8	4	56	4	29.4	3	49	14
Social Science	29.9	3	34	20	31.0	5	17	29	33.1		21	32

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	97.4
All Schools in District	94.9
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	94.6

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	109	106	104
Teachers with Full Credential	102	103	102
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	0	0
Pre-Internship	1	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	5	3	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			37

Total Teacher Misassignments	2	2	39

Teacher Education Level

Data reported is the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	1.9	0.8
Master's Degree plus 30 or more semester hours	40.4	35.1
Master's Degree	26.9	26.5
Bachelor's Degree plus 30 or more semester hours	25.0	31.2
Bachelor's Degree	5.8	6.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

WHS' four instructional deans conduct formal observations and evaluations of all teachers. Each school year, approximately 100+ observations are recorded. Probationary teachers, as well as interns and temporary teachers, are evaluated each year, with tenured staff formally evaluated every other year. Overall, about 55 teachers a year are formally evaluated. The WVUSD Professional Growth Plan details the evaluation process, and focuses on the continued improvement in the quality of instruction. Teachers meet with their dean to select objectives, determine what activities will help them meet those objectives, and what resulted from their efforts. Experienced teachers can select a specific project or program goal that may extend beyond the evaluation year. Teachers are encouraged by their dean, who writes their summative evaluation, to stretch themselves professionally and personally.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are employed through the district's Human Resources office, and scheduled through a computerized system that allows regular staff to specifically request a particular sub, or accept a random selection. The automated system allows teachers to indicate specific assignments, time periods, and locations for each absence. Several of our subs are veterans of assignments on our campus, are knowledgeable about our programs, and valued by our staff. On occasions when the available sub pool is emptied by a large professional development activity, a series of steps are in place at WHS to guarantee a credentialed teacher is in the classroom.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	8.0
Library Media Teacher (Librarian)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
8.0	339.8

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

California state standards and WHS' Expected School Learning Results serve as the basis for instruction throughout the campus. A staff composed of experienced teachers with deep content knowledge, and a willingness to participate in co-curricular and extra-curricular leadership roles provides students with opportunities for academic enrichment, career and technical educational preparation, and personal growth. Whether it is in the Fine and Performing Arts, Athletics, Activities, or Academics, students have a wide range of choices, and support.

Courses are offered to meet the range of student needs and interests. IB, AP, and honors provide the rigor for students aiming towards entry to the best universities and colleges in the U.S. ROP introduces students to vocational and specialized career and technical coursework, leading to community college certification programs, technical schools, or the workplace. Tutoring programs, before school, after school, and in Saturday study skills classes, reinforce skills students will need to achieve in class, and perform to their potential on state STAR testing and the California High School Exit Exam. Teachers and GLCs are able to identify students needing additional aid, and those students whose performance have dropped, and offer help, guidance, and encouragement.

The alternate administrative structure at Walnut High provides an effective focus on instructional leadership and student services. The principal guides four instructional deans, each possessing an administrative credential, in supervising instructional and teacher evaluations. Each dean oversees two or more content areas, providing support for instruction, long range planning, and resource allocation. They also each teach two classes. They fulfill roles formerly handled by

assistant principals and department chairs. A sole assistant principal coordinates the efforts of eight Grade Level Coordinators for student guidance, counseling, and campus supervision. Each GLC holds a Pupil Personnel Credential, and serve in pairs to take one grade level through high school, from ninth grade through to graduation. During each summer, the GLCs meet individually with each parent and their student during 22 days of summer registration appointments. As well as registering for the new school year, GLCs review four-year plans, student performance, and school policies. They supervise all campus events, and also serve as a contact point for parents seeking community health service referrals for their students.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Opportunities for staff development abound. Teachers routinely attend training, workshops, and conferences in specific course preparation, general education theory, data analysis, technology in the classroom, and other instructional practices. Other staff can choose from a variety of in-services and workshops tied to their specific job classification or general educational supports. The district provides multiple opportunities through an extensive staff development program. Staff is required to have eighteen hours of professional development a year, with twelve hours provided by the site and the remaining six hours the responsibility of the employee.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All four grade levels have both a literature anthology and a separate grammar text. Additional core and extended novels are provided for each course. All English and grammar texts have been acquired since 2000.
Mathematics	Each mathematics course has a specific, state-approved text. The average adoption date is 2001, with two titles adopted prior to 1999.
Science	Each science course has a specific, state-approved text. The average adoption date is 2000, with two titles adopted prior to 1997.
History-Social Science	Each course has a specific, state-approved text. The average adoption date is 2002, with three titles adopted prior to 2000.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board

of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students are provided 9-12 adopted English literature anthologies; each classroom has a class set of supplemental grammar texts. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
Mathematics	All students are provided a text in each mathematics course. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
Science	All students are provided a text in each science course. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
History-Social Science	All students are provided a text in each history-social science course. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
Foreign Language	All students are provided a text in each foreign language course. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
Health	All students are provided a text in each health course. Teachers have the full range of support material included for each adoption, as well as additional material acquired per their requests.
Science Laboratory Equipment (grades 9-12)	Lab equipment available for all science classes; equipment purchased each school year for growth and replacement

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	64,934	64,800
10	64,934	64,800
11	64,934	64,800

12	64,934	64,800
----	--------	--------

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Walnut High School had six minimum days during 2004-2005: the first and last school days; the days following Back to School Night and Open House; and the days prior to Thanksgiving and Winter Break. We also had two late start days for CAHSEE testing of all tenth graders. Ten late start days were placed in the academic year to allow for teacher planning and accreditation activities.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	3	3	72
Computer Science	1	1	17
English	3	9	273
Foreign Language	8	10	275
Mathematics	3	9	273
Science	3	8	207
Social Science	8	14	384

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
13367	10809	80.9

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
632	412	65.2

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	649	641	605	1430	1448	1400	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	72.3	74.1	73.2	71.3	72.5	74.3	36.7	35.3	35.9
Average Verbal Score	521	529	535	513	525	533	494	496	499
Average Math Score	591	591	600	583	589	599	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

WHS offers students on-campus preparation programs for both the SAT-1 and SAT-2. These programs are fee-based, and run in the evening over a number of weeks. WHS also has been fortunate to have both Kaplan and Princeton Review provide fee-based preparation courses on our campus, for our students.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

As freshmen enter WHS, they develop a four-year plan with their parents and their GLC that reflects goals for post-secondary life. During the 10th grade, each student does a COPS (Career Occupational Preference System) assessment that becomes a part of their four-year plan. A full range of Regional Occupation Programs, through the East San Gabriel Valley ROP, are offered to students, including classes off-campus. Future Business Leaders of America have a network of career connections, and Special Education's Strive and Workability programs place students

directly into community employment. Business program partnerships also exist with Cal Poly, Pomona and Mt. San Antonio Community College. Students in Video Production, Tech Lab, CADD, and Visual Arts (graphics and photography) learn real-world skills with immediate application in today's job market.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,380	\$36,416
Mid-Range Teacher Salary	\$58,770	\$57,615
Highest Teacher Salary	\$75,460	\$72,229
Average Principal Salary (Elementary)	\$97,876	\$92,400
Average Principal Salary (Middle)	\$100,378	\$96,144
Average Principal Salary (High)	\$116,397	\$103,778
Superintendent Salary	\$175,000	\$153,803
Percent of Budget for Teacher Salaries	45.2	42.5
Percent of Budget for Administrative Salaries	4.7	5.4

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average	State Average
----------	----------	---------------	---------------

		For Districts In Same Category	All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$92,253,272	\$5,987	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Additional funding is provided the high school for the following specific programs:

- \$5,105 for Gifted and Talented Education
- \$4,159 for EIA/LEP (English Learners)
- \$12,188 for Title 3 (English Learners)
- \$15,034 for VEA/Perkins (Vocational Education Administration)
- \$ 3,000 for TUPE/DATE (Drug, Alcohol, Tobacco Education)