

# Walnut Valley Unified School District Walnut High School

Grades 9 through 12  
Russell Lee-Sung, Principal



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## 2006-07 School Accountability Report Card

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### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work  
Readiness  
Professional Staff  
District Expenditures

*The statistical information disclosed in this report is obtained from the California Department of Education and the Walnut Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.*

## Principal's Message

On behalf of the entire Walnut High School staff, I welcome you to our annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff.

Founded in 1968, Walnut High School has a long tradition of academic excellence and a variety of quality programs, from athletics to the arts to one of the largest International Baccalaureate programs in the country. Walnut High School has been a California Distinguished School six times and a two-time National Blue Ribbon School. Recently, U.S. News and World Report identified Walnut High School as one of the top high schools in the nation.

Our ethnically-diverse student body of 2,900 students is supported by a talented and dedicated staff, committed to developing the whole child and preparing all for post-secondary education and careers. The overriding philosophy is "Kids First: Every Student, Every Day". This is evident in the daily work that provides students with a rigorous curriculum, quality instruction, comprehensive interventions, current technology and an abundance of opportunities for success within the classroom and beyond. Using the Professional Learning Community model, our staff is dedicated to ongoing, systemic improvement of our instructional program to make student learning and success the focus of efforts. We also work in partnership with parents and booster organizations to enhance educational experiences for each student.

If you do not find the information you need, please do not hesitate to contact the school – our staff will be happy to assist you. Thank you for your interest and support of Walnut High School.

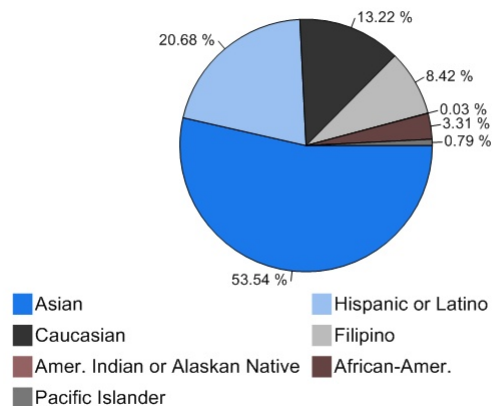
## Mission Statement

The mission of Walnut Valley Unified School District is to be recognized as a premier educational community by focusing on students and providing them with a high quality education to become critical thinkers who are independent, caring members of our changing society.

## 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 2006-07 school year, 2,897 students were enrolled, including 7% in special education, 6% qualifying for English Language Learner support, and 8% qualifying for free or reduced price lunch. Walnut High School achieved a 2007 Academic Performance Index (API) score of 854 and met all 2007 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2006-07 Enrollment: 2897



## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Walnut High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), Apenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Walnut High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 39.2% of the grade nine students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Walnut High School			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	66	65	69	69	70	71	40	42	43
Math	56	55	58	67	68	68	38	40	40
Science	49	73	73	53	69	72	27	35	38
Social Science	65	62	66	61	63	66	32	33	33

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Walnut High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	38	*	81	62	50	*	66
Math	23	*	73	44	30	*	46
Science	36	*	85	77	50	*	69
Social Science	43	*	76	60	44	*	58

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Walnut High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	65	74	18	57	14	
Math	60	56	62	50	20	
Science	76	70	30	67	18	
Social Science	69	62	19	58	14	

## California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Walnut High School			WVUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	72.7	78.8	76.1	75.7	81.3	75.8	49.0	51.1	48.6
Math	77.6	80.1	82.2	81.4	84.2	83.3	45.2	46.8	49.9

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

## California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2006-07

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	23.9	33.1	43	17.8	32.7	49.5
Male	28.1	34.4	37.5	16.9	30	53.1
Female	19.7	31.7	48.6	18.7	35.4	45.9
African-Amer.	50	40.9	9.1	44.4	50	5.6
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	13.6	34.7	51.7	3.9	28.9	67.2
Filipino	22.4	37.9	39.7	19.3	40.4	40.4
Hispanic or Latino	38	31.7	30.3	39.6	37.4	23
Pacific Islander	*	*	*	*	*	*
Caucasian	35.6	26.9	37.5	32.7	32.7	34.6
English Learners	59.5	31	9.5	20.3	44.3	35.4
Economically Disadvantaged	35.8	29.6	34.6	20.5	39.7	39.7
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	78.7	19.7	1.6	71.4	22.4	6.1

\* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

## Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements\* 2005-06\*\*

Walnut High School	WVUSD	California
100.0 %	100.0 %	82.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

\*\* Most current information available

### California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is

initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 97% of Walnut High School's tenth grade students who took the test passed the math portion of the exam and 94% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

#### Academic Performance Index (API) Three Year Rank Comparison

	2005	2006	2007
Statewide Rank	10	10	10
Similar Schools Rank	7	7	6

Results generated from 2005, 2006, and 2007 Base API Reports

#### Academic Performance Index (API) Three Year Performance Comparison

Results	API Score	Increase/Decrease in API Score	
	2007	2005	2006
Schoolwide - All Students	854	9	13
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	909	16	-1
Filipino	848	5	24
Hispanic or Latino	757	-6	15
Pacific Islander	*	*	*
Caucasian	810	2	-19
<b>Other Subgroups</b>			
Students with Disabilities	533	*	46
Economically Disadvantaged	808	36	40
English Learners	763	*	-29

Results generated from 2005, 2006, and 2007 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2006-07 AYP cycle, high schools must achieve a 22.3% or higher proficiency rate in English/Language Arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8), achieving a graduation rate of 82.9% or higher, and obtaining an API growth score of 590 or higher or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2006-07		
Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WHS	WVUSD
Overall Results	Yes	Yes
<i>Participation Rate - 2006-07</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score 590 or Increase API by 1 point	Yes	Yes
Graduation Rate	Yes	Yes

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Walnut High did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school

has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	WHS	WVUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

## Parent 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, the school website, the school marquee, and Parent Partners newsletter. Contact the school office 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  
Parent Partners  
KAPA (Korean American Parents Association)  
Athletic Booster Clubs  
Fine and Performing Arts Booster Clubs  
Chinese American Parent Association (CAPA)  
Council of African American Parents (CAAP)

### School Activities

Back to School Night  
Open House  
Student Performances  
Student Orientation  
Sports Events  
International Baccalaureate Program Nights  
College Information Night  
FAFSA Night

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Walnut High's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, administrators inspect facilities for safety hazards or other conditions that need attention

prior to students and staff entering school grounds. three day custodians and five evening custodians are assigned to Walnut High. The day custodians are responsible for:

- Restrooms
- Cafeteria Cleanup/Setup
- Facility Maintenance

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restroom Cleanup
- Office Area Cleaning
- Cleaning Desks and Whiteboards
- Facility Maintenance

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1968
Acreage	43
Square Footage	250,000
Quantity	
Permanent Classroom	98
Restroom (student use)	4 sets
Band Room	1
Library	1
Computer Lab	4
Science Lab	15
Gymnasium	1
Teacher Lounge	1
Staff Work Room	1
Multipurpose Room	1
Choir Room	1
Theater Complex	1

## Deferred Maintenance

Walnut High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Walnut High School received \$123,264 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Electrical Systems
- Floor Systems
- Paving
- Asbestos
- Wall Systems
- Classroom Lighting

## Facilities Inspection

The district's maintenance department inspects Walnut High on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent

school inspection took place on Friday, May 16, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2006-07, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, May 16, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: the principal, assistant principals, and grade level coordinators. The principal and assistant principals monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal and assistant principals monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Walnut High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Walnut High 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 staff in August 2007.

### Classroom Environment

#### Instructional Time

All instructional time offered at Walnut High either meets or exceeds California's Education Code requirements. For the 2006-07 school year, Walnut High offered 180 days of instruction comprised of 155 regular days and 25 modified days. Modified days were used for professional development, final exams, and last day of school. The state requires high school students to receive 64,800 minutes of instruction; Walnut High offered a total of 65,542 minutes of instruction for the 2006-07 school year for all grade levels.

#### Discipline & Climate for Learning

Walnut High School's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, develop behavior management programs, establish character education programs, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Walnut High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include parent contact, referral to a grade level coordinator, referral to assistant principal, on campus suspension, and at home suspension.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in an appointment with their grade level coordinator and parents. Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of the school year. Walnut High School sponsors the following behavioral incentives: Student of the Week and Student of the Month. Academic honors include Honor Roll.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Walnut High School offers Black Student Union, Chinese American Student Association, French Club, German Club, International Alliance, Japanese Club, Korean Club, Latin Alliance, Students from Abroad Union, Spanish Club, Debate Club, Future Business Leaders of America (FBLA), Hip Hop Club, Varsity Art, Girls League, Evergreen, Key Club, Interact,

LEO, and Mentor. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, wrestling, basketball, cross country, softball, baseball, soccer, football, track, swimming, Tennis, and Water Polo.

Suspensions & Expulsions			
	WHS		
	04-05	05-06	06-07
Suspensions (#)	11	12	16
Suspensions (%)	0.40 %	0.42 %	0.55 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	0.03 %
WVUSD High Schools			
Suspensions (#)	97	111	78
Suspensions (%)	1.60 %	1.76 %	1.24 %
Expulsions (#)	3	0	2
Expulsions (%)	0.05 %	0.00 %	0.03 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.6	14	56	26
Math	30.5	13	23	36
Science	29.1	5	54	15
Social Science	32.1	4	25	35
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.6	14	52	37
Math	30.8	10	33	39
Science	29.0	4	60	15
Social Science	30.3	11	29	30
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.0	16	68	23
Math	30.0	11	43	34
Science	28.0	8	62	12
Social Science	30.0	12	34	29

### Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Walnut High's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, after-school tutoring, individual tutoring, and working with an at-risk coordinator. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Graduation & Dropout Rates				
		WHS		
		03-04	04-05	05-06
Dropout Rate		0.0%	0.3%	0.0%
Graduation Rate		100.0%	99.3%	99.7%
		WVUSD		
		03-04	04-05	05-06
Dropout Rate		0.0%	0.0%	0.0%
Graduation Rate		99.0%	99.0%	99.0%
		California		
		03-04	04-05	05-06
Dropout Rate		3.0%	3.0%	4.0%
Graduation Rate		85.0%	85.0%	83.0%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Walnut High revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum. Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2006-07 school year, Walnut High held three (3) staff development days devoted to:

- Instructional strategies
- Beginning Teacher Support and Assessment
- AB 2913 Training

Walnut High offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Walnut High are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's board of trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. On

Wednesday, September 05, 2007, the Walnut Valley Unified'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 #08-04 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		
Adoption Year	Publisher & Series	Grades
<b>History-Social Science</b>		
2007	Glencoe, <i>World History: Modern Times</i>	9-12
<b>Language Arts</b>		
1999	McDougal-Littell, <i>The Language of Literature</i>	9-12
<b>Math</b>		
2000	Glencoe, <i>Geometry Concepts and Applications</i>	9-12
2001	Glencoe, <i>Algebra II</i>	9-12
2005	Prentice Hall, <i>Pre-Algebra</i>	9-12
2005	Prentice Hall, <i>Algebra I</i>	9-12
<b>Science</b>		
2001	Glencoe, <i>The Dynamics of Life</i>	9

### School Leadership

The administrative team is comprised of the principal, the assistant principal, and the Letterhead Group, who work closely with teachers, parents, and school staff. Principal Russell Lee-Sung is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Letterhead Group, comprised of the principal, assistant principal, instructional deans, and grade level coordinators. The Letterhead Group meets monthly throughout the year to focus on instructional issues and school operations.

Principal Russell Lee-Sung has been in the educational field for 23 years and serving Walnut High for two years (as of 2006-07). Previous positions held in other schools include: principal, assistant principal, classroom teacher, department chair, and dean of students. Principal Russell Lee-Sung holds a bachelor's degree in Music Education, a master's degree in Educational administration and supervision and Music Education, a Clear Single Subject Teaching Credential and a Clear Administrative Services Credential.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Walnut High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Walnut High School's teachers utilize English in a Flash series, a state-approved reading intervention program and textbook adoption. Walnut High monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Walnut High School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Walnut High School takes advantage of the district's participation in the East San Gabriel Valley Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Walnut High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to

help students improve academic and/or behavioral performance.

Classroom teachers monitor student performance on daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Students Enrolled in UC/CSU Courses 2005-06*	
	%
Students enrolled in courses required for UC/CSU admission	82.3
Graduates who completed all courses required for UC/CSU admission	56.8

\*Most current data available

### SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800. Walnut High offers SAT Reasoning workshops, which provide students the opportunity to prepare themselves for their college entrance examinations. The workshops offer instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

SAT Reasoning Test**			
	WHS		
	04-05	05-06	06-07
Test Takers (%)	73	77	75
Average Verbal Score	535	530	526
Average Math Score	600	597	587
Average Writing Score*	*	529	526

\*2005-06 is the first year that the exam included a writing portion and score.

\*\*Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

### Advanced Placement

In 2006-07, Walnut High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2006-07		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	1	2.7 %
Fine and Performing Arts	1	1.3 %
Foreign Language	0	--
Math	2	11.5 %
Science	3	11.6 %
Social Science	6	12.7 %
All Courses	13	39.7 %

*Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.*

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Grade Level Coordinator to discuss their four-year academic plan and are introduced to Walnut High's technical and career education programs; the Grade Level Coordinator meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Walnut High offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Career Pathways

Students enrolled in Walnut High's career education programs are offered free child care when needed to eliminate barriers that may interfere with students' efforts in acquiring job skills. Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

## Professional Staff

### Substitute Teachers

Walnut High occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, teachers share the responsibility and cover the absent teacher's classroom during their prep period.

Substitutes are available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)
- A 30-day substitute permit

### Teacher Evaluations

Evaluation procedures and criteria for Walnut High's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

### Counseling & Support Staff

Walnut High provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Walnut High's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07		
	No. of Staff	FTE
Counselor	8	8.0
Nurse*	1	0.1
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	1.0

\*as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2006-07 school year, Walnut High had 110 teachers who met all credential requirements in accordance with state guidelines. All of Walnut High's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials & Assignments				
	WHS		WVUSD	
	04-05	05-06	06-07	06-07
Total Teachers	104	115	116	679
Teachers with full credentials	102	109	110	661
Teachers without full credentials	2	6	6	18
Teachers in alternate routes to certification	0	5	5	11
Pre-Internship	0	0	0	1
Teachers with emergency permits	2	1	1	7
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	3	3	3	26
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WHS	WVUSD
	07-08	07-08
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2006-07		
	WHS	WVUSD
Doctorate	0.9 %	0.7 %
Master's degree plus 30 or more semester hours	39.7 %	35.2 %
Master's degree	29.3 %	29.2 %
Bachelor's degree plus 30 or more semester hours	23.3 %	28.9 %
Bachelor's degree	6.9 %	6.0 %
Less than Bachelor's degree	0.0 %	0.0 %

Percentage of Core Classes 2006-07		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Walnut High School	97.8 %	2.2 %
<b>District Totals</b>		
All Schools	97.0 %	4.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	96.6 %	3.4 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2005-06		
	WVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,639	\$38,478
Mid-Range Teacher Salary	\$62,408	\$60,735
Highest Teacher Salary	\$80,113	\$76,906
Superintendent Salary	\$184,842	\$169,243
<b>Average Principal Salaries:</b>		
High School	\$120,207	\$110,489
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.3%	41.9%
Administrative Salaries	4.7%	5.2%

### Expenditures Per Student

For the 2005-06 school year, Walnut Valley Unified spent an average of \$6,321 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at

the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Walnut Valley Unified receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

	Expense of Education Per Pupil 2005-06				
	Dollars Spent per Student				
	WHS	WVUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Size & Type	
ADA*	2774	15075	N/A	N/A	N/A
Total**	\$5,456	\$6,859	79.55	N/A	N/A
Restr. †	\$802	\$1,778	45.12	N/A	N/A
Unrestr. ††	\$4,654	\$5,080	91.61	\$4,943	94.15
Avg. Teacher Salary	\$66,324	\$65,739	100.89	\$59,934	110.66

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student