

Walnut Canyon Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Theresa Garner, Principal

Principal, Walnut Canyon Elementary

About Our School

[Oprima aqui para leer en español](#)

Walnut Canyon is a special and unique magnet school that integrates arts and technology into all curricular areas to make learning a creative experience. Our goal is to provide excellence in education in a culturally diverse environment while developing creativity and an appreciation for the arts. Walnut Canyon offers a rich curriculum that integrates arts, technology, and academics. We emphasize a strong academic program while ensuring students experience visual and performing arts as part of the regular school program.

Walnut Canyon promotes high academic standards. Our talented staff recognizes the diversity of learners and promotes academic achievement in literacy, math, science, and social studies. Through the integration of the arts into the core curriculum, teachers cultivate and nurture a life-long interest in the arts. Technology is used as a tool for learning and is incorporated into classroom learning and instruction. In addition to our computer labs and computers on wheels, all of our classrooms are equipped with Promethean interactive white boards as well as student computers. There are 2 shared iPad carts for grades 1 through 5 and an iPad cart for Kindergarten. Kindergarten also has Osmo learning systems in each classroom. In addition, there is a technology lab equipped with Dot and Dash Robotics, Lego Robotics, an iPad cart and a green screen corner.

Parent support is an integral part of our school. Our school community works as a team to ensure a safe, productive environment where children can develop academic skills, achieve success, and become life-long learners. The PTA and volunteers are an essential part of our learning environment, as they support our children at the classroom, school, district, and community levels. Walnut Canyon School is a great place to be!

Contact

Walnut Canyon Elementary
280 Casey Rd.
Moorpark, CA 93021-1131

Phone: 805-517-1722
E-mail: tgarner@mrpk.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Moorpark Unified
Phone Number	(805) 378-6300
Superintendent	Kelli Hays
E-mail Address	khays@mrpk.org
Web Site	www.mrpk.org

School Contact Information (School Year 2017-18)	
School Name	Walnut Canyon Elementary
Street	280 Casey Rd.
City, State, Zip	Moorpark, Ca, 93021-1131
Phone Number	805-517-1722
Principal	Theresa Garner, Principal
E-mail Address	tgarner@mrpk.org
County-District-School (CDS) Code	56739406115430

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

School Description

Walnut Canyon School is a Magnet School with a focus on the arts and technology. We serve preschool and Transitional Kindergarten through fifth grade students throughout the Moorpark Unified School District attendance area and beyond. Walnut Canyon celebrates learning by integrating visual and performing arts and technology throughout the core curriculum. Through arts and technology, teachers create a firm academic foundation and develop responsible, successful students who are committed to excellence in academics, the arts, and life-long learning. Students are accepted through an application and lottery process. The arts are a special and treasured part of Walnut Canyon and the foundation of our culture and philosophy. By infusing visual arts, drama, music, and performance into the core curriculum, our teachers cultivate a learning environment that supports student achievement by stimulating the imagination and developing vital skills such as critical thinking, creativity, problem solving, understanding, and innovation. By providing enriching learning experiences, students are motivated and engaged in learning. We employ a drama teacher and a music teacher to help facilitate our performing arts programs. Visual arts are integrated into classroom instruction. State of the art technology in each classroom, the computer lab, and tech lab enriches and challenges the learning environment in all subject areas. Students experience the importance of technology as an effective tool to enhance and communicate learning. As our world grows and changes, Walnut Canyon is continually updating our school with the most current educational technology and training. Starting in Transitional Kindergarten, we use technology to focus on the development of specific skills, content knowledge, expertise, and literacies. Our entire school is wireless and all of our classrooms are equipped with technology such as Promethean interactive white boards, Active Expressions, document cameras, and student computer stations. Students can wirelessly access technology based learning programs with our Computers on Wheels carts (COW carts) containing class sets of laptops or iPads that are shared by our students as well as a computer lab, a tech lab with robotics and green screen, classroom computers, and library computer stations.

In 2007, The Magnet Schools Assistance Program awarded Walnut Canyon with a grant to support our excellent arts and technology programs that are infused in our standards-based instruction. The grant also assisted us in developing cultural and ethnic diversity of our student body that provide first-hand opportunities for our students to experience the cultural heritage and of each group. The Walnut Canyon Staff is comprised of one principal, 18 classroom teachers, one preschool teacher, two specialists who provide Resource and Speech/Language services, and a part time counselor. There is a music teacher, drama teacher, and a computer technician. Two part time teachers and two instructional assistants assist teachers with implementing Response to Intervention and Instruction (RtI). An office manager and part time bilingual clerical assistant, a nurse, and a clerical technician for assessment support complete the office staff. Additional staff provides service to the students through playground supervision, library services, food services, health office, and Special Education Instructional Aides. An occupational therapist and school psychologist also provide assistance as needed. In addition to the regular school day, Walnut Canyon offers an outstanding extended day Cultural Arts Program (CAP) to families as an alternative to traditional after school care. CAP continues the arts and technology experiences by offering elective classes in arts and crafts, musical keyboard, rock band, drama, dance, computers, movie making, ceramics, illustration, sewing, guided homework, physical education, to name a few. Our program offers engaging opportunities to learn new skills, improve academic achievement, and have fun!

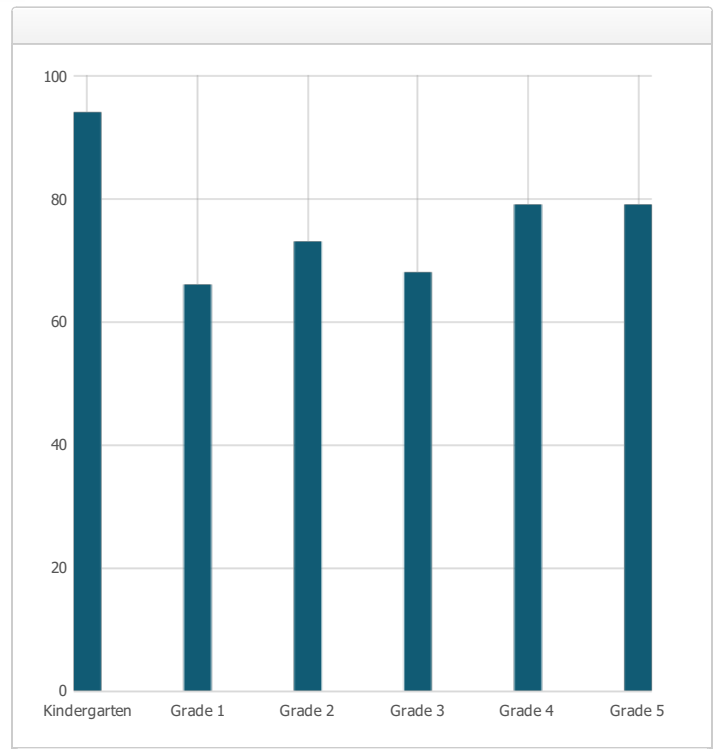
Mission Statement

Walnut Canyon School's community of learners consists of staff, family and students sharing the responsibility for learning. We expect high academic achievement from all students.

- We utilize the visual/performing arts and technology to enhance instruction and to communicate.
- We value the participation of the greater community as an educational partner.
- We offer enriching opportunities to support the development and growth of every child.
- We promote enthusiastic learning.
- We cultivate an atmosphere of mutual respect.
- We nurture and embrace the creativity and innovation of every member of the learning community.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	94
Grade 1	66
Grade 2	73
Grade 3	68
Grade 4	79
Grade 5	79
Total Enrollment	459



Last updated: 1/19/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.4 %
Asian	2.4 %
Filipino	0.7 %
Hispanic or Latino	53.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	37.2 %
Two or More Races	4.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.2 %
English Learners	32.0 %
Students with Disabilities	8.9 %
Foster Youth	0.4 %

Last updated: 1/24/2018

A. Conditions of Learning

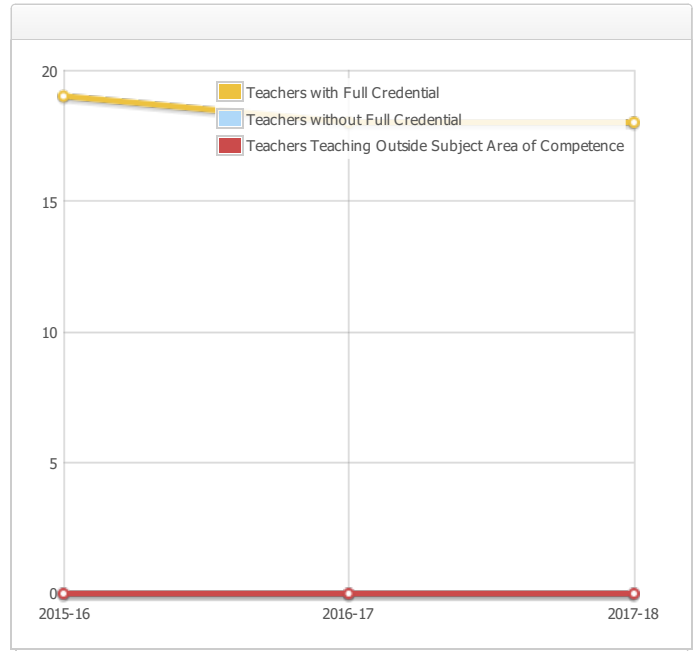
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

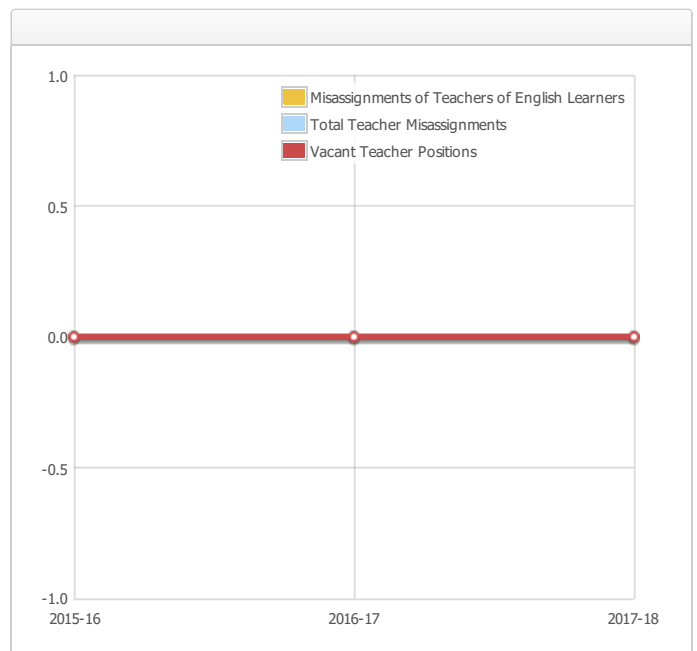
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	18	18	282
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year.

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	A legacy of Literature, Houghton Mifflin	No	0.0 %
Mathematics	enVision Math California Common Core, Pearson 2015	Yes	0.0 %
Science	California Science, Pearson Scott Foresman 2008	No	0.0 %
History-Social Science	Social Studies, Scott Foresman 2006-2007	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/24/2018

School Facility Conditions and Planned Improvements

Walnut Canyon School opened in September of 1998. Our beautiful main facility consists of a central hub, which houses administrative offices, multipurpose classroom, cafeteria, a large library and four classroom wings that extend from the central multipurpose room. Outside the library is a covered eating area equipped with student lunch tables. In addition, there are 18 relocatable classrooms on campus. These relocatables house 3 classrooms, an art room, a computer lab, a dance studio, a sewing/ceramics room, a literacy lab, language arts and ELD instruction, and a preschool classroom. There is one additional relocatable that serves as the CAP (Cultural Arts Program) office. Walnut Canyon is situated on a hill on the site of the former Moorpark Memorial High School. The old high school auditorium was renovated and modernized with funds acquired through a General Obligation Bond passed in March 2002. The gorgeous Art Deco facility has a capacity for 420 spectators to enjoy student performances. It is used daily by teachers and by CAP students and may be reserved by District schools and community groups. During the summer of 2005, a shade structure was built on the playground. This structure was funded from bond proceeds to benefit students on the main playground. Current Bond R money was used to provide Promethean interactive white boards and ActiveExpressions in order to bring the 21st century into every classroom. The facilities and grounds are well maintained by the District's Grounds and Maintenance Departments. Safety checks of the grounds, fencing, play equipment, and facilities are completed on a regular basis. Repairs are made in a timely and appropriate manner. Restrooms are cleaned daily and repaired promptly when needed. A large grass area provides space for students to play as well as enjoy a small reflection garden. Students participate in a paper and plastic recycling program designed to promote care and concern for a healthy school/global environment. Walnut Canyon is a visual, performing arts, and technology magnet school. All classrooms have internet access and five student computers. Wireless technology is available throughout the school. There are two computer labs; the one in the library contains 16 computers while the other lab contains 33 student computers. These labs provide opportunities for exploration and instruction in Successmaker, Accelerated Reader, BrainPop, IXL Math, Photostory, Power Point, Web Quests and many other programs. In addition, each classroom has a printer with additional printers located the classroom wings for teacher and student use. The teachers also have access to laptops, iPads, and netbooks housed in COW (Computers on Wheels) carts to use in the classroom.

Last updated: 1/24/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/24/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	67%	67%	63%	62%	48%	48%
Mathematics (grades 3-8 and 11)	63%	60%	49%	47%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	225	99.12%	66.96%
Male	109	107	98.17%	58.49%
Female	118	118	100.00%	74.58%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	125	124	99.20%	53.23%
Native Hawaiian or Pacific Islander				
White	80	79	98.75%	80.77%
Two or More Races	13	13	100.00%	100.00%
Socioeconomically Disadvantaged	99	99	100.00%	52.53%
English Learners	77	77	100.00%	49.35%
Students with Disabilities	22	21	95.45%	20.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	224	98.68%	60.27%
Male	109	106	97.25%	56.60%
Female	118	118	100.00%	63.56%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	125	124	99.20%	48.39%
Native Hawaiian or Pacific Islander				
White	80	78	97.50%	74.36%
Two or More Races	13	13	100.00%	84.62%
Socioeconomically Disadvantaged	99	99	100.00%	45.45%
English Learners	77	77	100.00%	46.75%
Students with Disabilities	22	20	90.91%	15.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	62.0%	75.0%	73.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/24/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.8%	17.5%	46.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parental support is an integral part of Walnut Canyon School. Our School community works as a team to ensure a safe, productive environment for our students to learn. The PTA and other volunteers are an essential part of our school community, as they help ensure student success. Walnut Canyon School received California Distinguished School Recognition in May 2002, because of our outstanding instructional program and strong school community partnerships. The Walnut Canyon community has created a Family-School Compact through the combined efforts of the staff and parents. This compact outlines the responsibilities of staff, students and parents to ensure that all students are learning and achieving grade level standards and benchmarks. The Moorpark Kiwanis Club recognizes the positive character traits of students through the Terrific Kids Program. The Women’s Fortnightly Club regularly volunteers and implements the Paired Reading Program at Walnut Canyon. Several local universities are academic partners through student teaching programs. These partnerships give our students additional support and assistance as they work towards meeting or exceeding grade level standards. Our School Site Council is an excellent venue for parents to participate in all areas of school business and instruction. Parental support of our Accelerated Reading program provides an additional focus on reading at home and at school.

State Priority: Pupil Engagement

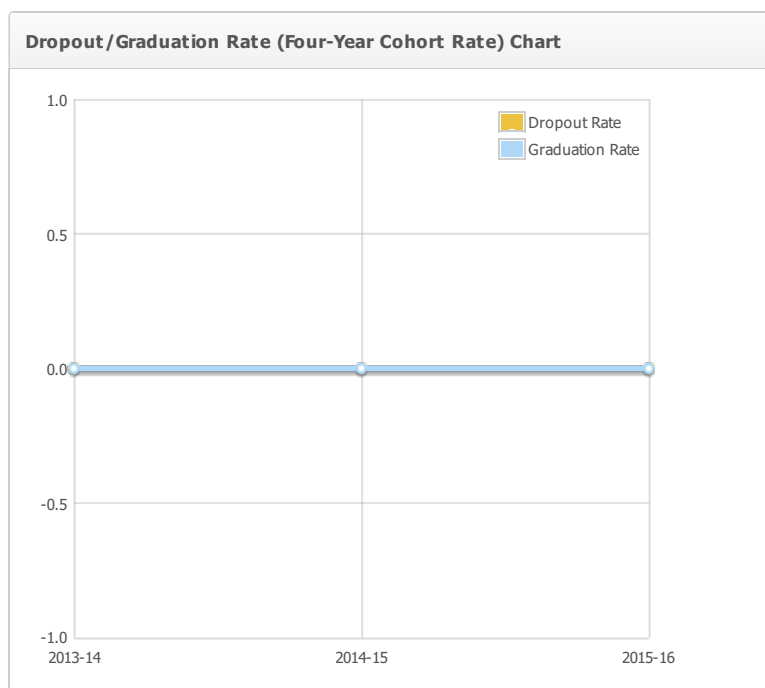
Last updated: 1/24/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	90.2%	93.1%	94.2%	81.0%	82.3%	83.8%



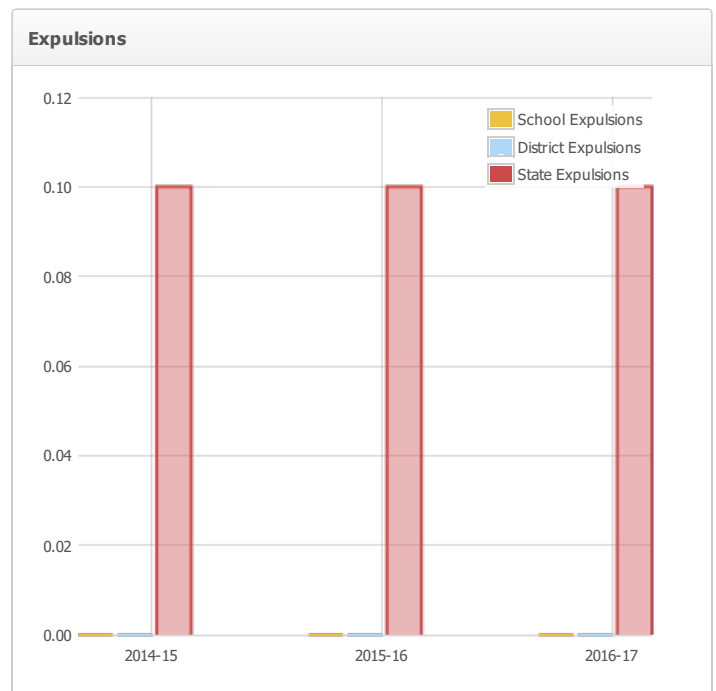
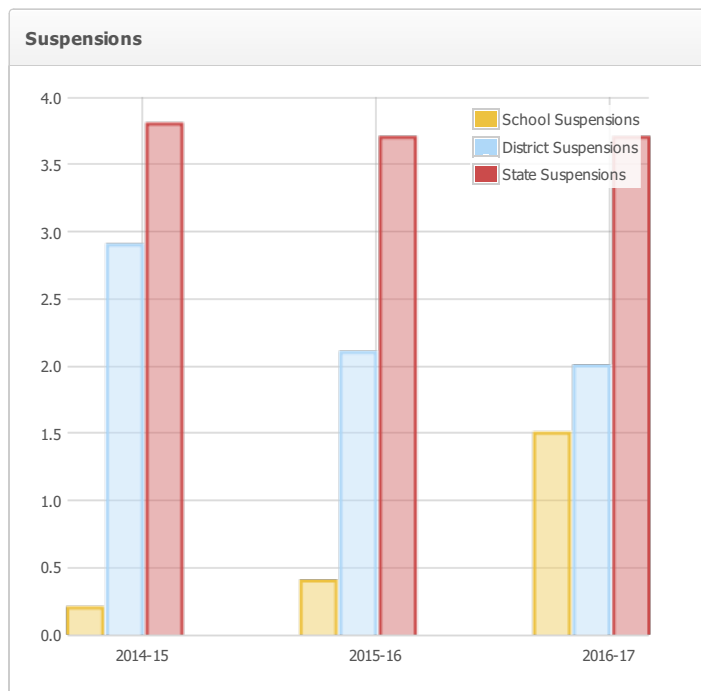
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	0.4%	1.5%	2.9%	2.1%	2.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/24/2018

School Safety Plan (School Year 2017-18)

Students and parents are notified yearly regarding the school wide discipline plan through the Parent Handbook and Family-School Compact. Fire drills are held monthly during regular school hours and during the Cultural Arts Program (CAP) hours. Disaster drills and lock down drills are scheduled once every trimester along with a bi-yearly District wide drill. Staff receives training in search and rescue to maintain a readiness status. Positive student behavior is recognized weekly through drawings of student "Caught Being Good" certificates. Character traits and Student of the Month are celebrated monthly through school wide student recognition assemblies. Emphasis on student responsibility for our campus makes this a safe place for students. In an effort to keep a safe and secure campus, visitors and parents are required to check in through the school office and wear an ID badge while on campus. Campus gates are locked shortly after school begins each morning, and reopened prior to dismissal time. Secure fencing surrounds the school grounds, and the staff is instructed to notify the office if unfamiliar individuals are seen on the campus. Parents are reminded to follow established traffic regulations when dropping off or picking up their children. Visitors are asked to park in designated visitor parking slots. Campus rules are designed to ensure student safety.

Last updated: 1/24/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 4	Year 4
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	4	0	22.0	0	4	0	23.0	0	4	0
1	23.0	0	3	0	23.0	0	3	0	21.0	1	2	0
2	26.0	0	3	0	22.0	0	3	0	23.0	0	3	0
3	26.0	0	3	0	26.0	0	3	0	23.0	0	3	0
4	24.0	0	3	0	27.0	0	3	0	33.0	0	0	2
5	24.0	1	3	0	25.0	0	3	0	32.0	0	1	2
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	2.0	1	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/24/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.7	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	1.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3344.0	\$86.0	\$3258.0	\$77938.0
District	N/A	N/A	\$9954.0	\$71784.0
Percent Difference – School Site and District	N/A	N/A	101.0%	8.0%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	67.0%	5.0%

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

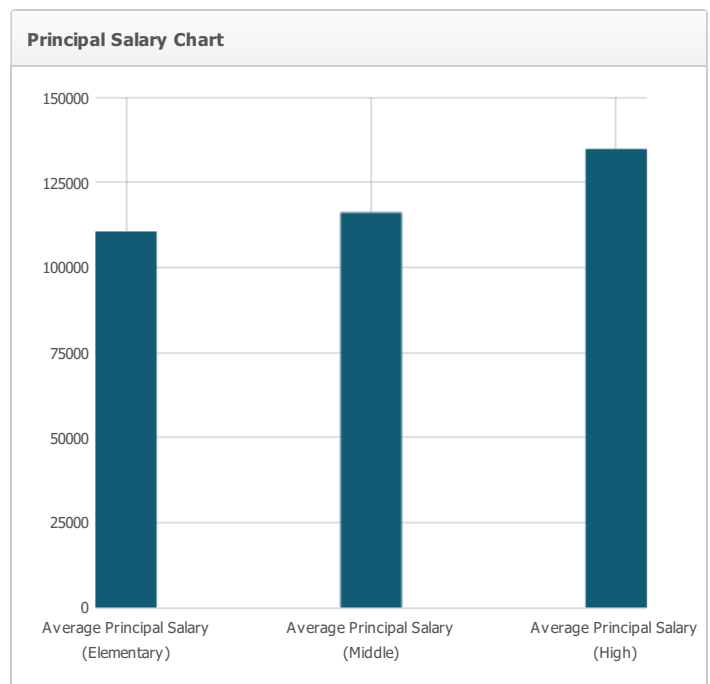
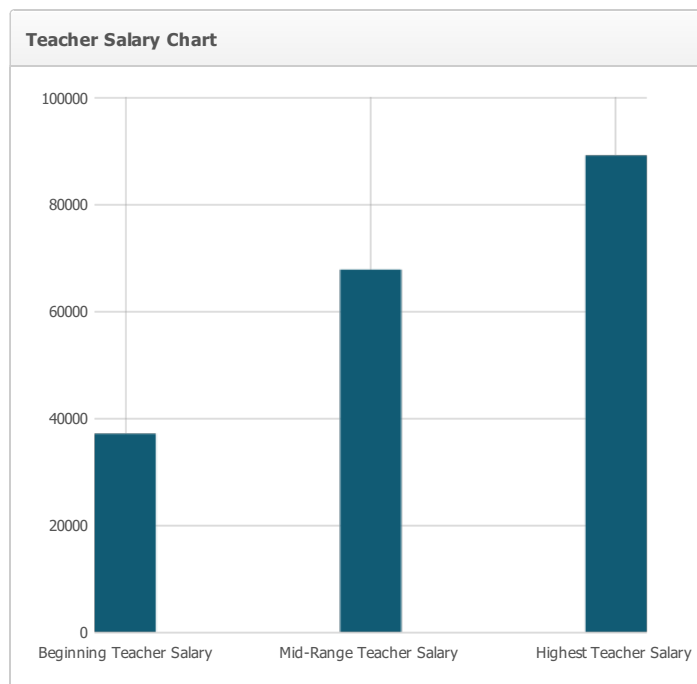
State and Federal programs at Walnut Canyon include: Special Education, Federal funding for English Learners (Title III), and Federal funding for intervention services (Title I). Through these programs, we offer intervention, staff development, and supplementary materials.

Last updated: 1/24/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,082	\$46,511
Mid-Range Teacher Salary	\$67,735	\$73,293
Highest Teacher Salary	\$89,119	\$92,082
Average Principal Salary (Elementary)	\$110,475	\$113,263
Average Principal Salary (Middle)	\$116,086	\$120,172
Average Principal Salary (High)	\$134,766	\$131,203
Superintendent Salary	\$194,017	\$213,732
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/24/2018

Professional Development

Appropriate staff development activities are based on the assessed needs of the teachers and support staff. These correlate to targeted student improvement areas defined by District and State assessment data. Teachers also attend District and County workshops and share this information with the total staff. Curriculum leaders guide the staff in the implementation of new instructional strategies and the Common Core State Standards. Collaboration and continuous training in Professional Learning Communities bring teachers together to discuss curriculum. Training in new technology for use in the classroom continues to enhance teacher skills. Our own teacher expertise is a valuable resource used through sharing of ideas and knowledge at grade level meetings, classroom visitations, presentations at Districtwide inservices, and demonstration lessons. Additional school opportunities were provided with 2-hour after school training sessions in technology, VCOE after school trainings, artists-in-residence, and release time for grade-level planning during the year. A significant amount of training has been dedicated to the implementation of the new Common Core State Standards. The number of teacher inservice days for the last three years is as follows: 2015-16 - three, 2016-17 - three, 2017-18 - three.

Last updated: 1/24/2018