Walnut Canyon Arts & Technology School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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 at https://dq.cde.ca.gov/dataquest/ 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Walnut Canyon Arts & Technology School
Street	280 Casey Road
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 517-1722
Principal	Yalda Jamal
Email Address	yjamal@mrpk.org
School Website	https://walnutcanyon.mrpk.org/
Grade Span	P-5
County-District-School (CDS) Code	56739406109847

2025-26 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2025-26 School Description and Mission Statement

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. 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.

2025-26 School Description and Mission Statement

By providing enriching learning experiences, students are motivated and engaged in the learning process. We employ a drama and a music teacher to help facilitate our performing arts program. We employ a ceramics teacher and visual arts are integrated into classroom instruction. State of the art technology and media arts curriculum enriches and challenges the learning environment in all subject areas.

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 small class sizes for elective classes. Our after school program offers engaging opportunities to learn new skills, improve academic achievement, and have fun!

Walnut Canyon has a strong Multi-Tiered System of Support (MTSS) where students receive targeted instruction based on their instructional needs and our English learners receive daily designated English language development in addition to targeted instruction.

Our school community and stakeholders work as a team to ensure a safe and productive environment for our students to learn. Through combined efforts of staff and parents, we created and adhere to a Family-School-Compact. This compact outlines the responsibilities of staff, students, and parents to create a family-school partnership.

The PTA, parent volunteers, and other volunteers from organizations such as; the Kiwanis Club, Moorpark Women's Fortnightly Club, and the Moorpark Library are an essential part of our school community, as they help support student success.

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/technology to enhance instruction and communication
- 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	73
Grade 2	71
Grade 3	72
Grade 4	73
Grade 5	80
Total Enrollment	486

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.2
Asian	6.8
Black or African American	1
Filipino	0.6
Hispanic or Latino	37.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.6
White	47.1
English Learners	11.5
Homeless	0.6
Socioeconomically Disadvantaged	28
Students with Disabilities	12.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.2	100	225.4	83.58	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.73	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.6	1.71	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.8	4.75	11953.1	4.28
Unknown/Incomplete/NA	0	0	24.9	9.23	15831.9	5.67
Total Teaching Positions	19.2	100	269.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	100	216.8	86.97	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.4	0.97	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.9	1.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	11	4.44	14303.8	5.15
Total Teaching Positions	18.1	100	249.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.5	100	229.6	87.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.9	0.38	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.1	2.7	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.4	5.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.1	4.61	13705.8	4.91
Total Teaching Positions	20.5	100	263.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Wonders (McGraw Hill) 2017	0
Mathematics	enVision Math (Pearson) 2015	0
Science	California Science (Pearson Scott Foresman) 2008	0
History-Social Science	Social Studies (Scott Foresman) 2007	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	

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

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, a multipurpose classroom, cafeteria, a large library, and four classroom wings that extend from the central multipurpose room. There is a covered eating area equipped with student lunch tables outside the library. In addition, there are 18 portable classrooms on campus. These portables house 3 classrooms, an art room, a tech lab, a dance studio, a ceramics room, targeted instruction, ELD instruction, and a preschool classroom. There is one additional portable 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 of 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. Former Bond R money was used to provide Newline interactive whiteboards and Active Expressions in order to bring the 21st century into every classroom.

School Facility Conditions and Planned Improvements

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. Walnut Canyon is a visual, performing arts, and technology magnet school. In addition to the auditorium, there is a dance room and two music rooms. All classrooms have wireless internet access and one-to-one student devices. All classrooms are equipped with interactive white boards with all grade levels utilizing upgraded boards.

Year and month of the most recent FIT report	11/14/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Staff Lounge: Flooring is bubbling up creating trip hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 16 PTA Portable: Access ramp needs to be repaired RM 18:

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	74	54	59	47	48
Mathematics (grades 3-8 and 11)	71	62	43	44	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	220	99.10	0.90	74.09
Female	106	106	100.00	0.00	82.08
Male	116	114	98.28	1.72	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	61.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	81.82
White	100	100	100.00	0.00	81.00
English Learners	17	17	100.00	0.00	23.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	71	98.61	1.39	53.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	35.14

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	220	99.10	0.90	61.82
Female	106	106	100.00	0.00	66.98
Male	116	114	98.28	1.72	57.02
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	45.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	100	100	100.00	0.00	71.00
English Learners	17	17	100.00	0.00	29.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	71	98.61	1.39	42.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	21.62

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.33	49.37	39.59	39.2	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100.00	0.00	49.37
Female	41	41	100.00	0.00	46.34
Male	38	38	100.00	0.00	52.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	54.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	26.67

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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 2002, 2018, and again in 2020, because of our outstanding instructional program and strong school-community partnerships.Most recently Walnut Canyon received the Thriving School Award from the Social Emotional Intelligence Alliance for California.

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. 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. Walnut Canyon is a California Lutheran University (CLU) Professional Development School (PDS). Our School Site Council is an excellent avenue for parents to participate in all areas of school business and instruction. Our ELAC committee is also an excellent avenue for parents of Multilingual Learners to participate and help with important decision making for our school plan.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	487	26	5.3
Female	244	240	13	5.4
Male	249	247	13	5.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	181	18	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	1	3.1
White	232	230	7	3.0
English Learners	57	56	6	10.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	145	141	20	14.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	73	6	8.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0.21	0	2.75	2.89	2.47	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 2023/2024 Comprehensive School Safety Plan was reviewed by the Walnut Canyon staff on October 10, 2025 and the School Site Council on November 18th, 2025. Previous goals were reviewed and new goals will be developed for the 2025/2026 school year based on the data received from a school wide needs assessment through Parent Square. Once approved, the updated Comprehensive Safety Plan will be available for parents to view on the school and district websites. Goals were developed in three areas. People and Programs: Goal 1: Provide Each Student with Resiliency Skills (Expectations, Caring, and Participation), Goal 2: Assure a Safe Physical Environment. Places: Goal 3: Assure each student a safe physical environment. The principal, school counselors, classroom teachers, and office staff will be responsible for implementation of goals. The School Site Council and English Language Advisory Committee will review progress toward goals regularly throughout the school year.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	5	0
1	21	0	3	0
2	24	0	3	0
3	24	0	3	0
4	32	0	2	0
5	32	0	1	0
6	0	0	0	0
Other	17	1	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	24	0	3	0
2	23	0	3	0
3	24	0	3	0
4	30	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	30	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		3	
2	24		3	
3	24		3	
4	29		2	
5	32		2	
Other	32		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	480

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$81,701
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,035	$62,145
Mid-Range Teacher Salary	$80,436	$97,088
Highest Teacher Salary	$106,370	$120,436
Average Principal Salary (Elementary)	$136,935	$151,343
Average Principal Salary (Middle)	$145,548	$159,514
Average Principal Salary (High)	$173,019	$177,261
Superintendent Salary	$270,000	$294,805
Percent of Budget for Teacher Salaries	26.41%	29.95%
Percent of Budget for Administrative Salaries	6.15%	5.4%

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement		4	