



# Walnut High School

400 North Pierre Road • Walnut CA, 91789 • (909) 594-1333 • Grades 9-12

Brandon Dade, Principal

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www.walnuths.net/

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Walnut Valley Unified School District

880 S. Lemon Ave  
Walnut, CA 91789  
(909) 595-1261  
www.wvusd.k12.ca.us

#### District Governing Board

Helen M. Hall - President  
Y. Tony Tornig, Ph.D. - Vice President  
Cynthia M. Ruiz - Clerk  
Phillip D. Chen, Ed.D - Member  
Larry L. Redinger - Member

#### District Administration

Dr. Robert P. Taylor  
**Superintendent**  
Michael Hodson  
**Assistant Superintendent, Business  
Services**  
Dr. Michelle J. Harold  
**Assistant Superintendent, Human  
Resources**  
Dr. Matthew L. Witmer  
**Assistant Superintendent,  
Educational Services**

### School Description

#### Principal's Message

Welcome to the 2014-2015 Walnut High School year in review! 2014-2015 was a time of growth and excitement as students and staff began the process of implementing Common Core State Standards. Teachers across campus received training on the new standards, technology and strategies necessary for helping 21st century learners prepare for college and careers. For the first time in nearly 20 years the WHS community began the school year with a new bell schedule. The new bell schedule allows faculty to collaborate weekly which has aided the CCSS implementation process. An added benefit of the new bell schedule is the 40 minute Tutorial period during each of our three block days each week. During Tutorial, students are able to connect with any of their assigned teachers for extra help, making up work from an absence or for quiet studying.

After three years of steady recruitment we have fully implemented the Academic Design Program. Using Designed-Based Learning as its foundation, four teachers service 31 sophomores, 37 juniors and 44 seniors in a school-within-a-school community. 2014-2015 was also the implementation of the International Baccalaureate Career Certificate program which was teamed with Project Lead the Way (PLTW) classes in the area of Biomedical Sciences. Students choosing this three year pathway work to solve hands-on, real life problems while earning an IB certificate. We are proud to be the only high school in California to provide this exciting learning opportunity in the biomedical sciences. Our International Baccalaureate Diploma and Advanced Placement programs continue to flourish with 67 students receiving an IB diploma and 857 students participating in 1,759 AP exams. The support of parents and community is critical to maintain quality educational opportunities for students. I encourage you to participate in one or more of our many school programs, either through joining booster organizations; volunteering on campus; joining the Parent Advisory Group; or attending the variety of activities, events, performances, and sport contests throughout the year. Our vision of WHS as an integrated learning center relies on the collaborative efforts of everyone to continue the academic, personal, and emotional growth essential for student success.

#### Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

#### SCHOOL VISION

We envision the high school as an integrated learning center involving the collaborative efforts of staff, students, and the community in the process of education.

This safe and secure environment will promote lifelong learning and critical thinking and decision making skills for our students. Respect for diversity in language and culture, an appreciation of the arts, and the use of technology will empower and prepare students for their futures. Our graduates will leave with an increased awareness of their own value as well as the value of others, and will be prepared to participate effectively in and contribute to the diverse society of the 21st century.

#### 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 2014-15 school year, 2,731 students were enrolled, including 7% in special education, 8% qualifying for English Language Learner support, and 13% qualifying for free or reduced price lunch.

### About the SARC

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 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (909) 594-1333 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	683
Grade 10	660
Grade 11	665
Grade 12	733
<b>Total Enrollment</b>	<b>2,731</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.07
Asian	42.8
Filipino	6.0
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.6
White	6.8
Two or More Races	1
Socioeconomically Disadvantaged	14.5
English Learners	8.1
Students with Disabilities	8.2
Foster Youth	0.2

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Walnut High School	13-14	14-15	15-16
<b>With Full Credential</b>	131	132	
<b>Without Full Credential</b>	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	
Walnut Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	681
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Walnut High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	122		0
<b>Total Teacher Misassignments</b>	0		1
<b>Vacant Teacher Positions</b>	0		0

\* "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.

#### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

On Wednesday, September 16, 2015, the Walnut Valley Unified School District'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 #13-06 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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Pearson Prentice Hall, Literature - 2012 Houghton Mifflin Harcourt - Collections - 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	2008 Glencoe/McGraw-Hill, Algebra 2 2007 Glencoe/McGraw-Hill, Geometry 2007 McDougal Littell, Geometry 2005 Pearson Prentice Hall, Algebra I 2005 Pearson Prentice Hall, Pre-Algebra  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Glencoe/McGraw-Hill, Biology: The Dynamics of Life - 2007 Standard Level Biology, Pearson Baccalaureate, 2015 Higher Level Biology, Pearson Baccalaureate, 2015 Campbell Biology in Focus, Pearson, 2015 Higher Level Chemistry, Pearson Baccalaureate, 2015 Chemistry & Chemical Reactivity, AP Edition, Cengage Learning, 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Holt McDougal, Modern World History: Patterns of Interaction - 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Themes, Vista Publishing, 2015 Denk Mal, Vista Publishing, 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Exploring Visual Design, Davis Publications, 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Walnut High School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut High School uses a school site inspection Walnut High School 5 2011-12 School Accountability Report Card survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, July 6, 2015 to Friday, July 17, 2015. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2014-15, all restrooms were fully functional and available for student use.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: July 06, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.50	26.90	41.00

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	80	72	44
Math	68	68	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	81
Male	79
Female	80
Black or African American	63
Asian	84
Filipino	85
Hispanic or Latino	68
Native Hawaiian or Pacific	--
White	84
Two or More Races	--
Socioeconomically Disadvantaged	28
English Learners	37
Students with Disabilities	67
Foster Youth	--

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	79	81	85	86	84	59	60	56

\* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	670	639	95.4	5	15	30	50
Male	11		345	51.5	6	15	31	48
Female	11		294	43.9	4	14	28	53
Black or African American	11		9	1.3	--	--	--	--
American Indian or Alaska Native	11		2	0.3	--	--	--	--
Asian	11		344	51.3	2	9	24	64
Filipino	11		50	7.5	0	14	46	40
Hispanic or Latino	11		167	24.9	13	25	32	31
Native Hawaiian or Pacific Islander	11		5	0.7	--	--	--	--
White	11		57	8.5	7	19	33	40
Two or More Races	11		5	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		109	16.3	9	22	30	38
English Learners	11		51	7.6	25	45	22	4
Students with Disabilities	11		43	6.4	40	37	21	2
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	670	647	96.6	15	16	26	42
Male	11		351	52.4	15	16	25	44
Female	11		296	44.2	16	17	27	40
Black or African American	11		9	1.3	--	--	--	--
American Indian or Alaska Native	11		2	0.3	--	--	--	--
Asian	11		354	52.8	3	9	26	61
Filipino	11		49	7.3	8	22	39	31
Hispanic or Latino	11		166	24.8	39	27	19	15
Native Hawaiian or Pacific Islander	11		5	0.7	--	--	--	--
White	11		57	8.5	21	25	35	19

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		5	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		110	16.4	29	15	25	30
English Learners	11		62	9.3	21	15	32	31
Students with Disabilities	11		43	6.4	81	12	2	2
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

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 (automated telephone message delivery system), the school marquee, the school website, weekly Friday Forecasts, social media (Facebook, Instagram, Twitter) and direct mailings. Contact the school office or any parent organization 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
  - Korean American Parent Association
  - Chinese American Parent Association (CAPA)
  - Latino American Parent Association
  - African American Parent Association
  - Filipino American Parent Association
  - Athletic Booster Club
  - Band Boosters
  - Fine and Performing Arts Booster Clubs

- School Activities
- Back to School Night
  - Student Orientation
  - Student Performances
  - International Baccalaureate Program/ International Baccalaureate Career Component Nights
  - College Information Nights
  - FAFSA Night
  - Open House
  - Academic Design Program Information Night

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

The Comprehensive School Site Safety Plan was developed for Walnut High School 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 school staff in August 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.08	1.56	1.67
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.98	1.83	1.42
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	27	26	19	19	34	69	65	50	18	18	22
Math	26	28	26	24	19	27	44	39	29	33	34	42
Science	28	27	29	8	11	8	63	58	45	8	6	20
SS	29	28	27	11	14	25	41	45	27	27	22	26

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	9.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	310

\* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$43,062
Mid-Range Teacher Salary	\$67,980	\$67,927
Highest Teacher Salary	\$94,790	\$87,811
Average Principal Salary (ES)	\$108,259	\$110,136
Average Principal Salary (MS)	\$116,368	\$115,946
Average Principal Salary (HS)	\$128,652	\$124,865
Superintendent Salary	\$244,140	\$211,869
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery
- Special Education

#### Professional Development provided for Teachers

All training and curriculum development activities at Walnut High School revolve around the California State Content Standards and Frameworks. During the 2013-14 school year, Walnut High School held staff development devoted to:

- Instructional Technology
  - Action Plan Goals
- Common Core State Standards

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,247	\$1,085	\$5,162	\$74,684
District	♦	♦	\$7,500	\$75,800
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-31.2	1.1
Percent Difference: School Site/ State			10.1	7.7

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	20	56	13	36	50
All Students at the School	23	19	57	10	38	52
Male	26	22	52	9	37	54
Female	20	17	63	11	39	50
Black or African American	31	15	54	33	42	25
Asian	19	15	66	2	30	68



**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Filipino	25	28	47	18	56	26
Hispanic or Latino	34	24	42	21	54	25
White	19	26	56	24	43	33
Socioeconomically Disadvantaged	39	23	39	20	45	35
English Learners	84	15	2	12	43	45
Students with Disabilities	69	24	6			

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Walnut High School	2012-13	2013-14	2014-15
English-Language Arts	78	78	77
Mathematics	89	90	90
Walnut Valley Unified School District	2012-13	2013-14	2014-15
English-Language Arts	79	79	56
Mathematics	88	89	63
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

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

Walnut High School	2011-12	2012-13	2013-14
Dropout Rate	2.30	1.70	1.40
Graduation Rate	96.80	97.55	98.36
Walnut Valley Unified School District	2011-12	2012-13	2013-14
Dropout Rate	1.40	1.30	1.60
Graduation Rate	97.87	98.25	98.09
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	372
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2014		
	School	District	State
All Students	100.28	99.67	84.6
Black or African American	103.7	98.18	76
American Indian or Alaska Native	100	100	78.07
Asian	100	99.55	92.62
Filipino	101.47	100	96.49
Hispanic or Latino	100	99.69	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100	100.71	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	115.69	108.51	61.28
English Learners	92.65	87.83	50.76
Students with Disabilities	129.06	129.13	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.8
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	62.22

**2014-15 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	8	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	12	♦
Science	15	♦
Social Science	15	♦
All courses	55	1.3

\* Where there are student course enrollments.

## **Career Technical Education Programs**

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.