

Walker Junior High 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	Walker Junior High School
Street	8132 Walker Street
City, State, Zip	La Palma, CA 90623-2049
Phone Number	(714) 220-4051
Principal	Jennifer Sasai
Email Address	sasai_j@auhsd.us
School Website	https://walker.auhsd.us
Grade Span	7-8
County-District-School (CDS) Code	30664316058903

2025-26 District Contact Information

District Name	Anaheim Union High School District (AUHSD)
Phone Number	(714) 999-3511
Superintendent	Jaron Fried, Ed.D.
Email Address	fried_ja@auhsd.us
District Website	https://www.auhsd.us

2025-26 School Description and Mission Statement

Mission Statement:

The mission of Walker Junior High School is to provide rigorous programs and curricula in which our students are challenged to meet high levels of academic achievement. Students will become compassionate life-long learners as they develop a greater sense of their role in the global community. Walker will provide a comprehensive system of support services that will ensure that all students learn.

General Information:

Walker Junior High School is truly a community school with strong connections to both local businesses, families, and a strong

2025-26 School Description and Mission Statement

alumni base. We are a two-year junior high school that offers seven periods per day. In addition to a strong and rigorous core program, students have the opportunity to experience two elective classes, such as band, choir, art, Spanish, Korean, home economics, computers, multi-media, photography, STEAM (Science, Technology, Engineering, Arts, and Math), and yearbook. We believe in exposing students to a variety of electives so that they can experience an array of offerings and see if there are particular pathways they are interested in following in high school. Our core classes teach the content standards through literacy and collaboration, communication, creativity, and critical thinking. We strive to teach our students 21st-century skills, so they are prepared to succeed in high school, college, and in their careers.

Highlights:

At Walker Junior High School, the STEAM Academy was recognized as a Gold Ribbon model program in 2015. The STEAM Academy focuses on several STEAM-centric learning opportunities, including computer programming through the lens of video game development, working with drones, artificial intelligence, electronics, and microcontroller programming, culminating in robotics work. This academy is the first step of the Exclusive Pathway between Walker and Kennedy High School: the Kennedy Institute of Technology and Engineering (KITE). Additionally, Walker Junior High School is a California Democracy school and was awarded the 2021 Civic Learning Award of Excellence by the Judicial Council of California and the California Department of Education.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	438
Grade 8	452
Total Enrollment	890

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.8
Asian	17.3
Black or African American	3.7
Filipino	10.8
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	3.6
White	13.3
English Learners	7.9
Foster Youth	0.2
Homeless	7.2
Socioeconomically Disadvantaged	64.4
Students with Disabilities	13.3

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)	35.5	82.7	1094.6	83.18	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.5	0.65	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	5.3	73.2	5.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	32.8	2.5	11953.1	4.28
Unknown/Incomplete/NA	5.1	11.95	106.8	8.11	15831.9	5.67
Total Teaching Positions	43	100	1316.1	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)	36.8	85.69	1131.1	84.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.54	12.1	0.9	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	2.95	55.4	4.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.84	41.3	3.09	11746.9	4.23
Unknown/Incomplete/NA	3.4	7.93	99.8	7.45	14303.8	5.15
Total Teaching Positions	42.9	100	1340	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)	33.4	94.18	1010.1	82.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.29	66.4	5.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.93	31.5	2.57	12112.8	4.34
Unknown/Incomplete/NA	1.2	3.54	111	9.06	13705.8	4.91
Total Teaching Positions	35.5	100	1225.9	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	2.20	1.2	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	1.2	0.4

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	0.2	0.3
Local Assignment Options	0.00	0.5	0
Total Out-of-Field Teachers	0.00	0.7	0.3

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)	6.2	4.3	1.7
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

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected September 11, 2025.

Year and month in which the data were collected	September 11, 2025
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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	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.	0

History-Social Science	<p>History/Social science textbooks were adopted in 2018-19 and 2019-20.</p> <p>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition</p> <p>8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict</p> <p>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition</p> <p>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change</p> <p>12th grade- McGraw-Hill- Principles of American Democracy.</p> <p>Savvas- California Economics Principles in Action</p> <p>There is one textbook available per student.</p>	0
Foreign Language	<p>Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p> <p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p>	0

	<p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p> <p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puerorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Ti?ng Vi?t M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Ti?ng Vi?t M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Ti?ng Vi?t M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>	
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Walker Junior High School opened in 1959. The 27-acre site includes 26 regular classrooms and a number of portable classroom buildings. There are 18 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.). The site also includes a cafeteria, a library, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 24, 2025.

Year and month of the most recent FIT report OCTOBER, 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			
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			ROOM 10 - OVERHEAD PLYWOOD BY SOUTH ENTRANCE IS FALLING. ROOM 9 - OVERHANG PLYWOOD HAS POSSIBLE TERMITE AND WATER DAMAGE. ACTION TAKEN OR PLANNED: REPAIR THE OVERHEAD PLYWOOD BY SOUTH ENTRANCE, BY ROOM 10, THAT IS FALLING. REPAIR THE OVERHANG PLYWOOD, THAT HAS POSSIBLE TERMITE AND WATER DAMAGE, BY ROOM 9.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		SIDEWALK ON NORTH SIDE OF PRINCIPAL'S OFFICE, HAS LIFTED CONCRETE, DUE TO TREE ROOTS. ACTION TAKEN OR PLANNED: REPAIR SIDEWALK ON NORTH SIDE OF PRINCIPAL'S OFFICE, THAT HAS LIFTED CONCRETE, DUE TO TREE ROOTS. AREA IN BETWEEN ROOM 1 AND BIKE RACK HAS LIFTED ASPHALT, CAUSED BY ROOTS, CREATING A TRIPPING HAZARD. ACTION TAKEN OR PLANNED: REPAIR THE AREA IN BETWEEN ROOM 1 AND BIKE RACK, THAT HAS LIFTED ASPHALT, CAUSED BY ROOTS, CREATING A TRIPPING HAZARD.

School Facility Conditions and Planned Improvements

			ASPHALT WEST OF ROOM 44 HAS BIG GAPS-TRIPPING HAZARD. ASPHALT OUTSIDE SPEEDLINE IS IN REALLY BAD SHAPE. ACTION TAKEN OR PLANNED: REPAIR THE ASPHALT WEST OF ROOM 44.
			CRACKED ASPHALT BY STUDENT STORE. ACTION TAKEN OR PLANNED: REPAIR THE CRACKED ASPHALT BY STUDENT STORE.
			SOUTH END OF TENNIS COURTS HAS LARGE CRACKS GOING THROUGH THE WHOLE COURT. ACTION TAKEN OR PLANNED: REPAIR THE SOUTH END OF TENNIS COURTS, THAT HAS LARGE CRACKS GOING THROUGH THE WHOLE COURT.

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)	46	50	42	43	47	48
Mathematics (grades 3-8 and 11)	32	34	24	25	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	897	891	99.33	0.67	50.06
Female	458	455	99.34	0.66	55.60
Male	439	436	99.32	0.68	44.27
American Indian or Alaska Native	--	--	--	--	--
Asian	154	154	100.00	0.00	75.32
Black or African American	33	32	96.97	3.03	21.88
Filipino	96	96	100.00	0.00	83.33
Hispanic or Latino	436	434	99.54	0.46	38.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	50.00

White	123	120	97.56	2.44	43.33
English Learners	43	43	100.00	0.00	6.98
Foster Youth	--	--	--	--	--
Homeless	62	61	98.39	1.61	37.70
Military	34	33	97.06	2.94	45.45
Socioeconomically Disadvantaged	577	573	99.31	0.69	42.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	128	97.71	2.29	8.59

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	897	889	99.11	0.89	33.86
Female	458	453	98.91	1.09	34.88
Male	439	436	99.32	0.68	32.80
American Indian or Alaska Native	--	--	--	--	--
Asian	154	154	100.00	0.00	62.99
Black or African American	33	32	96.97	3.03	9.38
Filipino	96	96	100.00	0.00	59.38
Hispanic or Latino	436	432	99.08	0.92	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	39.47
White	123	120	97.56	2.44	24.17
English Learners	43	43	100.00	0.00	2.33
Foster Youth	--	--	--	--	--
Homeless	62	61	98.39	1.61	34.43
Military	34	32	94.12	5.88	21.88

Socioeconomically Disadvantaged	577	572	99.13	0.87	27.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	127	96.95	3.05	6.30

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)	26.62	29.61	28.3	26.77	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	460	456	99.13	0.87	29.61
Female	222	221	99.55	0.45	27.15
Male	238	235	98.74	1.26	31.91
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	53.42
Black or African American	18	18	100.00	0.00	5.56
Filipino	48	48	100.00	0.00	50.00
Hispanic or Latino	232	231	99.57	0.43	20.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	37.50
White	65	62	95.38	4.62	24.19
English Learners	18	18	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	22.58
Military	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	315	313	99.37	0.63	23.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	77	96.25	3.75	9.09

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 7	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

Walker Junior High is a family-friendly school. Walker offers parents the opportunity to be involved through a strong PTSA, English Learner Advisory Committee (ELAC), and School Site Council, as well as several volunteer opportunities. Walker has an established cohort of skilled volunteers to help with lunchtime activities and supervision on a daily basis. Through Walker Engagement Passport, families are encouraged to track engagement as they participate in school activities. Walker facilitates communication to students and parents in a variety of ways, including home calls, the school website, College/Career Week, Back to School Night/Open House, Aeries (student information system) Parent Portal training, Coffee with the Principal, and parent workshops on many topics that are of interest to parents. Walker reaches out to 6th-grade parents through a 6th-grade Walker Showcase. Additionally, Walker utilizes its counseling department to reach out to feeder elementary schools and reaches out to the elementary schools through selected elective and academic programs. This year, we introduced a parent book club that meets monthly to engage parents and foster shared reading experiences between parents and students.

The Family and Community Engagement Specialist (FACES) communicates with our community by providing a parent link to the school and offering events throughout the school year. Through this collaboration, we offer the Parent Leadership Academy twice a year in English, Spanish, and Korean. Through our Family and Community Engagement Team and newly opened Family and Community Engagement Center we host a variety of parent and community workshops, trainings, and activities. The goal of a Family & Community Engagement Center is to help all families succeed, and we do that by removing barriers and connecting families with available community resources. "The Center" is the hub of support for the Walker community. Help can come in many forms: anything from student homework help and school supplies to health services and dental care, clothing, food, emergency housing, job assistance, and more. All of our services are free and available to the community. More than just a resource, The Center @ Walker is a catalyst for community engagement; inviting and encouraging connections. It houses programs that affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society. Our calendar for Parent and Community workshops is already full- we start with our first workshop in August and don't stop until school is out. The Center@Walker is the place to collaborate, learn, and grow as a community. The Center is an environment for learning and sharing information. We have the following workshops/programs for our community that will be held in The Center:

Multiple Meeting Programs:

- Parent Leadership Academy Spring
- Parent Learning Walks Monthly
- Coffee w/ Principal monthly
- PTSA Meetings monthly
- ELAC Meetings monthly
- Parent Book Club

Single Meeting Workshops:

- Technology Learning Labs (FACES Presentation)
- Social Media & Teens- What You Need to Know (ADMIN & LCSW Presentation)
- Teens and the Law (SRO Presentation)
- Other Workshops as needed (FACES Presentation)

All parents are encouraged to get involved and volunteer at Walker. We look forward to meeting all of you!

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	923	913	133	14.6
Female	470	465	67	14.4
Male	453	448	66	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	159	158	9	5.7
Black or African American	34	34	8	23.5
Filipino	97	96	4	4.2
Hispanic or Latino	450	444	83	18.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	4	12.1
White	126	125	20	16.0
English Learners	89	87	14	16.1
Foster Youth	--	--	--	--
Homeless	66	64	15	23.4
Socioeconomically Disadvantaged	600	594	109	18.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	138	137	35	25.5

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
2.48	1.79	2.6	3.78	4.06	3.03	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	0	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	2.60	0.00
Female	1.49	0.00
Male	3.75	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	2.94	0.00
Filipino	3.09	0.00
Hispanic or Latino	3.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.59	0.00
English Learners	5.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.80	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

Walkers Safe Schools Action Plan is updated annually and submitted for approval in the spring. The most recently approved plan is the 2024-25 plan which remains in effect until the 2025-26 plan is approved in the Spring of 2026.

Walker's 2024-25 Safe Schools Action Plan was written in consultation with our Site Safety Focus Team, which meets monthly throughout the year. The plan was reviewed by the team and then submitted for review to our School Site Council on January 22, 2025, where it was approved. The plan was then forwarded to the local police department and approved, and then formally submitted to the District and the County on March 1, 2025.

The 2024-25 plan focused on the following goals:

- increasing pro-social communication and interaction skills and decreasing discipline referrals through a variety of presentations to students (a Welcome to Walker orientation for new students, behavioral and academic expectations presentations in classes, and schoolwide use of -- -
- PBIS and Capturing Kids' Hearts strategies, and a peer mediation program through our PALS student leadership class.
- keeping staff prepared for emergencies through annual disaster preparedness training and drills, FEMA trainings, and coordination with the City of La Palma and La Palma PD.
- improvement of physical plant safety via a safety walk-through to identify and remediate safety hazards.
- maintaining campus security and safety through the on-going use of our video surveillance system and Raptor visitor-management system.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	23	1
Mathematics	21	18	21	1
Science	24	6	27	2
Social Science	26	3	29	1

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	7	16
Mathematics	30	4	10	14
Science	31	3	9	15
Social Science	33	3	4	19

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	8	16
Mathematics	30	5	6	18
Science	30	5	5	19
Social Science	31	5	2	21

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	422.5

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

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	\$13,228	\$2,449	\$10,779	\$107,993
District	N/A	N/A	10,142	\$118,909
Percent Difference - School Site and District	N/A	N/A	6.1	-2.6
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	0.1	2.6

Fiscal Year 2024-25 Types of Services Funded

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: Special Education, Title II Professional Development, Local Control Funding Formula (LCFF), Title IV, Perkins funding, and Prop 28 funding for VAPA programs. Through the Local Control Funding Formula (LCFF) we can support struggling students and English learners with additional support and interventions. Specialized courses during the school day such as The Rewards program, for literacy development and an Intensive Reading course for SWD, who need additional reading support, STEAM, ASB, Core, World Languages, Photography, Band, Choir, Drama, Art, Culinary, 3D Design, Multimedia, NGSS science labs, and many more are supported through the LCFF and Title IV funds. Outside the school day, we offer tutoring services, EL Progress Monitoring, and Student Mentoring Programs. Additionally, we offer specialized academies for intervention and support through weekly Learning Labs and Saturday Academy. Through our partnership with the City of La Palma, we offer an after-school program called Inspo Teen to provide students with a healthy and safe place to socialize.

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	\$63,781	\$67,238
Mid-Range Teacher Salary	\$109,375	\$106,841
Highest Teacher Salary	\$139,964	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$149,574	\$167,233
Average Principal Salary (High)	\$163,653	\$193,950
Superintendent Salary	\$328,935	\$314,304
Percent of Budget for Teacher Salaries	26.83%	29.51%
Percent of Budget for Administrative Salaries	3.71%	4.87%

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Walker Junior High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

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	4	4