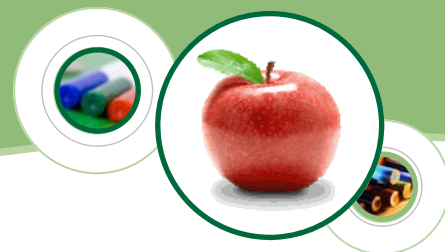# INDIAN VALLEY ELEMENTARY SCHOOL

GRADES K-5
551 Marshall Drive   Walnut Creek, CA94598
Phone: (925) 944-6828   Fax: (925) 935-1091
Web site: www.walnutcreeksd.org/iv

Patricia A. Wool, Ed. D.
Superintendent

Nancy Weatherford
Principal

2007-08 School Accountability Report Card
Published During the 2008-09 School Year

Principal's Message

Indian Valley School's Mission Statement:

"Through the efforts of staff and parents, we dedicate ourselves to providing a stimulating environment that promotes intellectual, social, and personal growth for all children."

Our belief at Indian Valley (IV) School is that school should be a place where children are valued. They are our future. Every person is respected, supported, and safe. Children experience success and feel good about learning. The diversity of our community is valued, as staff works in partnership with the community to reach our educational goals. Indian Valley's Site Plan aligns the school's efforts to maintain the focus on addressing the academic, social, and emotional development of all children. The four major focus areas of the Plan are: 1) the alignment of all standards, benchmarks, and assessments within and across grade levels and implementation of a curriculum that provides academic challenge and success for all children; 2) provision of a safe school environment for all children and adults; and 3) the creation of strategies to enable parents, teachers, and students to work as a team for the success of each child; and 4) the use of schoolwide technology to support best instructional practices for student engagement and learning.

Indian Valley School is located in Walnut Creek, bordering the open space trails that lead to the top of Mt. Diablo. This California Distinguished School is the focal point of the community, enrolling 365 students in kindergarten through fifth grade.

Our school staff consists of a principal, 21 credentialed teachers; a half-time literacy coach; two SDC teachers; a school secretary; a part-time clerk; one part-time and two full-time custodians; a resource specialist; a speech therapist; one part-time English Language Development (ELD) specialist; one RS paraprofessional; two SDC paraprofessionals; one part-time school psychologist; one part-time counselor; two full-inclusion aides; library/media, science, art, music, and PE specialists; cafeteria manager and assistant; and noon supervisors. In addition to District support personnel, IV has a District music teacher that coordinates the fourth and fifth grade band program. The District also has a school nurse.

School Safety

Indian Valley has a Comprehensive Safety Plan that is updated yearly. The plan includes emergency and disaster preparedness that includes intruder, fire, and earthquake drills and procedures; school discipline policies and actions leading to suspension or expulsion; procedures to notify staff of dangerous pupils; sexual harassment policy; schoolwide dress code; and procedures for safe ingress and egress of pupils.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2008.

*"A community of learners building knowledge, skills and character."*

Walnut Creek School District

960 Ygnacio Valley Road
Walnut Creek, CA 94597
Phone: (925) 944-6850
Fax: (925) 944-1768
www.walnutcreeksd.org

Mission Statement

In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.
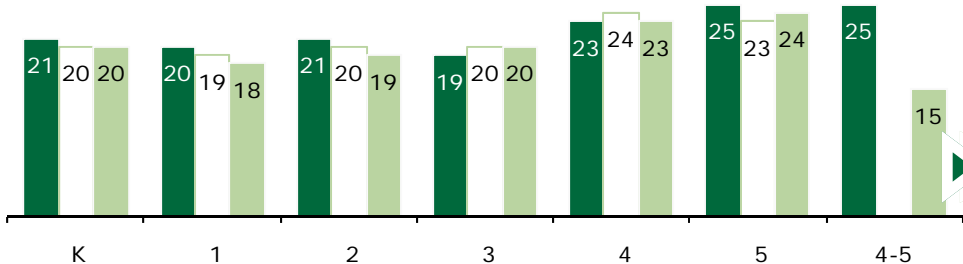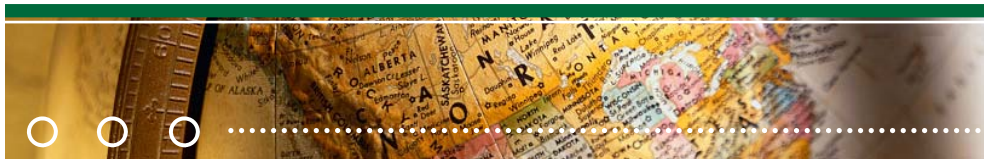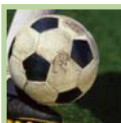
Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class size bar graph (by grade)

Grade	05-06	06-07	07-08
K	21	20	20
1	20	19	18
2	21	20	19
3	19	20	20
4	23	24	23
5	25	23	24
4-5	25		15

Class Size Distribution — Number of Classrooms By Size									
	05-06			06-07			07-08		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2		3			3		
1	3			3			4		
2	1	2		3			3		
3	3			3			3		
4		2			2			2	
5		2			3			2	
4-5		1					1	1	

Public 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 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.

"Our belief at Indian Valley (IV) School is that school should be a place where children are valued. They are our future."
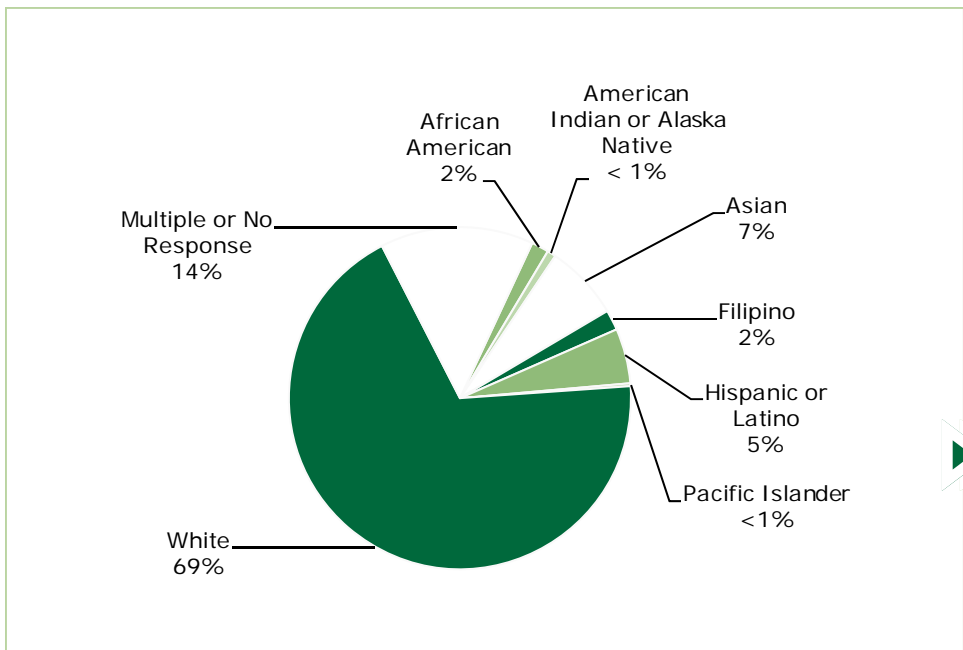
Enrollment and Demographics

The total enrollment was 366 students for the 2007-08 school year.

Demographics pie chart:
- African American 2%
- American Indian or Alaska Native < 1%
- Asian 7%
- Filipino 2%
- Hispanic or Latino 5%
- Pacific Islander <1%
- White 69%
- Multiple or No Response 14%

School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements			
Item Inspected	**Repair Status**		
	Good	**Fair**	**Poor**
Gas Leaks	✔		
Mechanical Systems	✔		
Windows/Doors/Gates (interior and exterior)	✔		
Interior Surfaces (walls, floors, and ceilings)	✔		
Hazardous Materials (interior and exterior)	✔		
Structural Damage	✔		
Fire Safety	✔		
Electrical (interior and exterior)	✔		
Pest/Vermin Infestation	✔		
Drinking Fountains (inside and outside)	✔		
Restrooms	✔		
Sewer	✔		
Playground/School Grounds	✔		
Roofs	✔		
Overall Cleanliness	✔		

Overall Summary of Facility Condition				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✔			

Note: The most recent school site inspection occurred on December 30, 2008, and the inspection form was most recently completed on December 30, 2008.

School Facilities

The Indian Valley School facility houses 20 classrooms, a library media center, an art room, a science room, a resource room, a counseling and speech room, and a large multi-use room. The Indian Valley site, which Mount Diablo and its open space serve as the school's backyard, is a source of pride in the Walnut Creek community. The school was built in 1958 and was renovated seven years ago. The facility is safe, structurally sound, and designed to support student learning. Outdoor learning areas provide beautiful, picturesque places for students, staff, and parents to gather to extend learning outdoors. The city of Walnut Creek renovated an area that provides a well-groomed grass field for student athletic use.

Students work in well lighted, heated, and cooled classrooms. The entire site is well maintained to provide a positive teaching and learning environment. Every classroom has a telephone with access to an outside line, Internet access, and a TV/VCR unit. Furnishings are in good repair. The library provides 28 computers for daily student use. The library houses approximately 14,000 books, including a variety of technological reference materials.

Continued on sidebar

School Facilities

Continued from left

The classrooms, common areas, and grounds are kept clean and in excellent repair by 1.5 full-time equivalent (FTE) site custodians and District maintenance staff. All student toilet/restrooms, as well as the four adult restrooms, have been remodeled to ensure excellent repair and working order. All restrooms are cleaned daily. Custodial staff is on duty from 6:30 A.M. to 6:00 P.M. Monday through Friday cleaning the entire facility. The on-site daycare facility has its own cleaning staff. The daycare is in good repair and uses the school's restroom facilities that are adjacent to the daycare.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted $141,088 for the Deferred Maintenance Program. This represents 0.008% of the District's general fund budget.
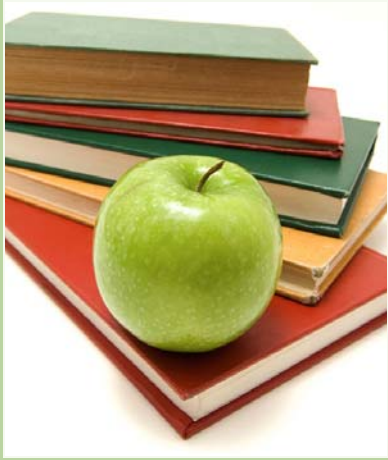
Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

As a "community of learners," each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff members meet by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. At the K-5 level, teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. An instructional coach who also provides individual coaching facilitates two meetings per month. At the intermediate level, staff development activities are planned for "late start Wednesdays" each week, as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented Education (GATE) National Convention (Confratute), Reading Recovery, technology, math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, differentiated instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had five days each school year dedicated to staff and professional development. The District ensures that the agendas for these professional growth days are tied to areas defined by the strategic plan. For 2008-09, the District focus areas are writing and Narrowing the Achievement Gap.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Indian Valley ES			Walnut Creek SD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.021	0.011	0.008	0.030	0.068	0.047
Expulsion Rate	0.000	0.000	0.000	0.000	0.001	0.000

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 34.4% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Types of Services Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

Textbooks and Instructional Materials

District Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall *Algebra*	2001
Science	Pearson Scott Foresman	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	**Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in September 2008.

✧ Not applicable.

Parental Involvement

Indian Valley School has an active Parent Teacher Organization, with membership including both parents and staff who play a major role in site-based decision making. The Parent Teacher Organization has raised over $98,000 from various fund-raising activities, including e-Scrip sales. These funds help support the library/media center; the science program; the visual and performing arts program; the computer program; the PE program, the counseling position, the Civic Arts drama program, enrichment assemblies; the LifeSkills Program; supplementary classroom materials/equipment/books; publication of the school newsletter, *Smoke Signals*; and playground equipment and furniture.

The Parent Teacher Organization organizes family oriented activities such as the yearly Auction, the Book Faire, Numberama, Spell-a-bration, Family Involvement Nights, International Night, Visiting Author and Artist Days, Book Exchanges, Welcome Back Days, the Fall Carnival, and School Beautification Days. Parents generously volunteer their time while striving endlessly to support the school's educational environment.

In addition to our parent community, Indian Valley School has partnerships with other community businesses and government agencies. Our school has a collaborative and ongoing alliance with the city of Walnut Creek. We have maintained a 16-year relationship with the Civic Arts Program for providing dramatic arts lessons. The city of Walnut Creek also provides the DARE program. Community agencies are involved in a wide range of activities, including tutoring by the Diablo Valley Assistance League, and donating books by the Rotarians, City Council, and Accenture, IV's Junior Achievement sponsor. Over 200 businesses donate to our school fund-raisers.

For more information on how to become involved, please contact Karen Stankus at (925) 933-3553.

Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State adopted from the most recent State-approved list consistent with the content and cycles of the Curriculum Frameworks, and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Indian Valley ES			**Walnut Creek SD**			**California**		
	05-06	**06-07**	**07-08**	**05-06**	**06-07**	**07-08**	**05-06**	**06-07**	**07-08**
English-Language Arts	75%	75%	85%	78%	79%	80%	42%	43%	46%
Mathematics	83%	81%	86%	77%	77%	78%	40%	40%	43%
Science	55%	67%	93%	67%	74%	78%	35%	38%	46%

CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2008 Results		
Group	**English-Language Arts**	**Mathematics**	**Science**
Male	74%	83%	87%
Female	86%	91%	100%
Economically Disadvantaged	60%	95%	❖
English Learners	43%	80%	❖
Students with Disabilities	19%	44%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	71%	88%	❖
Filipino	86%	86%	❖
Hispanic or Latino	88%	84%	❖
Pacific Islander	❖	❖	❖
White	88%	87%	95%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** *(exceeds State Standards)*
- **Proficient** *(meets Standards)*
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit http://star.cde.ca.gov/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Indian Valley ES		**Walnut Creek SD**	
Met Overall AYP	Yes		Yes	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	**05-06**	**06-07**
Statewide API Rank	10	10	10
Similar Schools API Rank	10	8	8

API Growth by Student Group — Three Year Comparison				
Group	**Actual API Change**			**2007-08 Growth API Score**
	05-06	**06-07**	**07-08**	
All Students at the School	-22	-22	25	925
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-10	-27	21	929
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Indian Valley ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	172	21	20	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Indian Valley ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

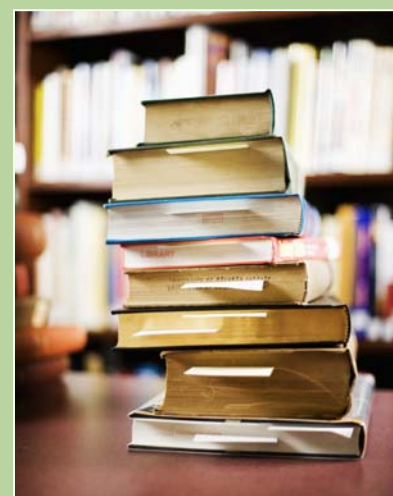## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Indian Valley ES	100.0%	0.0%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	◈	◈
Low-Poverty Schools in District	98.5%	1.5%

◈ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) — 0.0
- Library Media Services Staff (paraprofessional) — 0.0
- Psychologist — 1.0
- Social Worker — 0.0
- Nurse — 0.0
- Speech/Language/Hearing Specialist — 1.0
- Resource Specialist (non-teaching) — 0.0
- Other — 0.0

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Indian Valley ES	**Walnut Creek SD**
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	**Walnut Creek SD**	**Similar Sized District**
Beginning Teacher Salary	$40,931	$39,773
Mid-Range Teacher Salary	$60,744	$61,167
Highest Teacher Salary	$74,715	$78,093
Average Principal Salary (Elementary School)	$111,552	$97,851
Average Principal Salary (Middle School)	$116,502	$102,064
Superintendent Salary	$178,632	$140,582
% of Budget for Teacher Salaries	45.2%	41.0%
% of Budget for Administrative Salaries	5.8%	5.9%

Financial Data				
	Total Expenditures Per Pupil	**Expenditures Per Pupil From Restricted Sources**	**Expenditures Per Pupil From Unrestricted Sources**	**Average Teacher Salary**
Indian Valley ES	$6,301	$1,429	$4,872	$63,277
Walnut Creek SD			$5,609	$62,436
California			$5,300	$61,488
% Difference Between School and District			-15.1%	1.3%
% Difference Between School and California			-8.8%	2.8%

"Indian Valley's Site Plan aligns the school's efforts to maintain the focus on addressing the academic, social, and emotional development of all children."