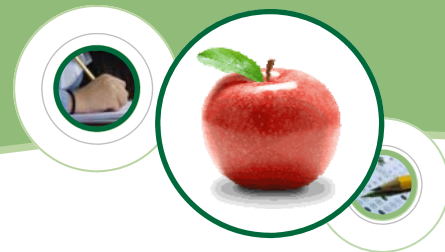


# WALNUT CREEK INTERMEDIATE SCHOOL



## GRADES 6-8

2425 Walnut Boulevard Walnut Creek, CA 94597

Phone: (925) 944-6840 Fax: (925) 933-1922

Web site: [www.walnutcreeksd.org/wci](http://www.walnutcreeksd.org/wci)

Patricia A. Wool, Ed. D.  
Superintendent

Kevin Collins Ed.D  
Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

Walnut Creek Intermediate (WCI) School, a California Distinguished School, is the only middle school in the Walnut Creek School District, which serves approximately 3,250 students. WCI is located near the center of the city of Walnut Creek and has a student population of approximately 1,140 sixth, seventh, and eighth grade students. Certified personnel consists of one principal, two vice principals, two counselors, a part-time crisis counselor, and 53 full- or part-time teachers. Our Special Education department consists of four resource specialists and one Special Day Class teacher. WCI has 25 full- and part-time classified employees, including office staff, a library/media specialist, custodial staff, cafeteria workers, noon-duty supervisors, and Special Education paraprofessionals.

Students attend school for seven periods each day, with an additional period offered before school for Jazz Band. Sixth graders are grouped into families for one period of math, one period of science, and a three-period English and social studies core. They are also enrolled in one elective or exploratory course. Seventh graders are enrolled in a two-period core, one period of science, math, and two elective courses. Eighth graders are enrolled in one period of English, social studies, math, science, and two elective courses. All students are enrolled in one period of physical education.

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, stimulating, and positive learning environment that allows personal, social, and academic growth of all students through a well-planned curriculum with diverse and creative experiences that will serve as a base for lifelong learning.

### Parental Involvement

There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels. Examples are: Parent Teacher Association (PTA) board and committee members, parenting classes, library assistants, health and safety, staff appreciation, Web site development, chaperones, noon supervision, School Site Council (SSC), strategic planning team, technology team, TRI-S, grade level activities, weekly e-mail updates, monthly newsletter, and more.

For more information on how to become involved, contact PTA President Melanie Brunner at (415) 309-9333 or visit our PTA website at [www.wcipta.org](http://www.wcipta.org).

### 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.

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

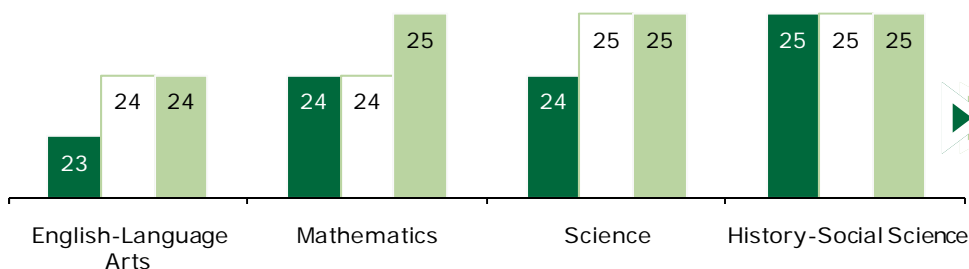


### Walnut Creek School District

960 Ygnacio Valley Road  
Walnut Creek, CA 94597  
Phone: (925) 944-6850  
Fax: (925) 944-1768  
[www.walnutcreeksd.org](http://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 Distribution — Number of Classrooms By Size									
Subject	05-06			06-07			07-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	16	54		11	59		14	55	
Mathematics	12	37		7	41		8	39	
Science	11	35		3	42		7	38	
History-Social Science	6	40	1	4	45		7	45	



### Types of Services Funded

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

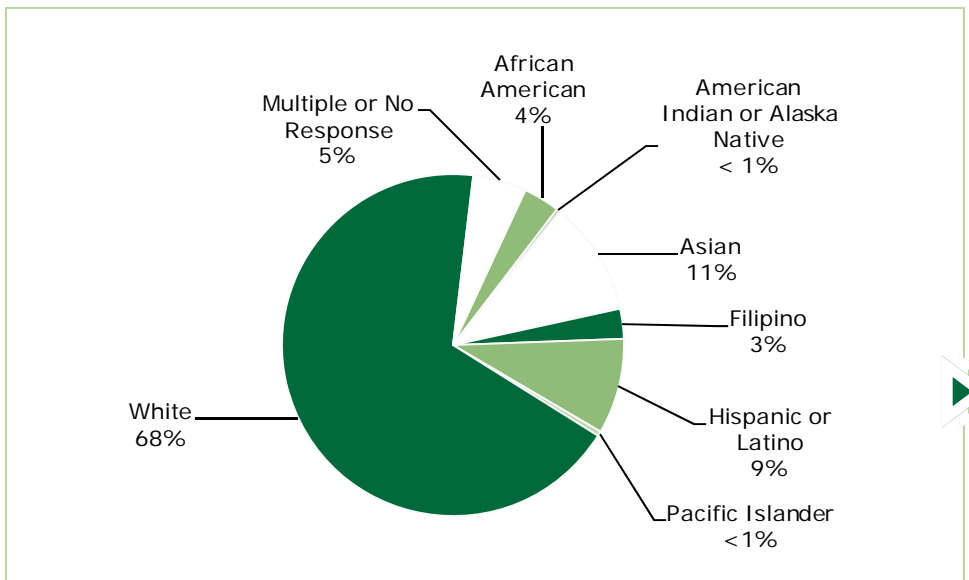
- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)

*Continued on sidebar*

### Types of Services Funded

*Continued from left*

- 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



### Enrollment and Demographics

The total enrollment was 1,128 students for the 2007-08 school year.



## 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

During the 1996-97 school year, the Walnut Creek community approved a \$21,000,000 construction bond that resulted in the complete renovation of Walnut Creek Intermediate School during the 1997-98 school year. Air conditioning, state-of-the-art science labs and ample classroom space are but a few of the improvements that enhanced the school's learning environment. As the result of the passage of a \$20,000,000 bond in 2002, the school has a new library, a new locker room facility, a new weight room, a modernized fire alarm system, as well as an additional pedestrian bridge connecting the two sides of campus. The old library was converted into a counseling office and staff room. The school's athletic field has been fully modernized with new drainage and irrigation, a running track, and a new softball field. A new kiln room has been completed for use by art students and we have a new covered eating area outside the cafeteria. The science department has a new school garden, and the school has a new security fence along its border with the regional trail.

*Continued on sidebar*

## School Facilities

*Continued from left*

The classrooms, common areas, and grounds are kept clean and in excellent repair by site custodial and District maintenance staff. Repairs are addressed through an on-line work order system in a timely manner. All restrooms are all in good repair and cleaned daily by 3.375 full-time equivalent (FTE) custodians.

Custodial staff is on duty from 6:00 A.M. to 10:30 P.M. with a custodian cleaning classrooms every other day after students leave.

Future projects at WCI include improving the student drop-off area and entry point, and the courtyard on the east side of the cafeteria will be modernized, including covered eating areas.

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.

*“There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels.”*



## 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						
	Walnut Creek IS			Walnut Creek SD		
	05-06	06-07	07-08	05-06	06-07	07-08
<b>Suspension Rate</b>	0.050	0.171	0.113	0.030	0.068	0.047
<b>Expulsion Rate</b>	0.000	0.003	0.001	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, 41.2% of students in the 7th grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



*“The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, stimulating, and positive learning environment that allows personal, social, and academic growth of all students through a well-planned curriculum with diverse and creative experiences that will serve as a base for lifelong learning.”*







## Textbooks and Instructional Materials

District Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal Littell	2001
Mathematics	Houghton Mifflin, Prentice Hall	2001
Science	Glencoe	2007
History-Social Science	Glencoe, Prentice Hall	2006

### 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.

## 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	0%
Health	0%

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

## School Safety

At WCI, we expect all students will have the opportunity to attend school in a safe and orderly learning environment. Our expectations are that students conduct themselves in a responsible manner, which does not jeopardize the safety, or interfere with, the learning of other students. Our hope is that students enjoy themselves and become involved in healthy and productive interactions with other young adults.

In addition to the principal and two vice-principals, the school has a full-time campus supervisor who monitors the campus. There are two noon-duty supervisors and a system of parent volunteers who help maintain a safe and orderly environment during both lunch periods. Teachers assist with campus monitoring during morning drop-off and afternoon pick-up times.

Through a partnership with the city of Walnut Creek, the school employs two part-time crisis counselors who work directly with at-risk students. Students who break school rules are counseled and are subject to progressive disciplinary actions. Communication with parents and student education helps maintain a safe campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and attends monthly meetings with the police and representatives of all schools in Walnut Creek. The Walnut Creek Police also teach a five-week unit to all seventh grade students dealing with safety and legal issues.

Safety drills are practiced quarterly and the School Safety Plan is updated yearly. The school staff is divided into safety teams who have specific duties to perform in the event of an emergency.

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





## 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									
	Walnut Creek IS			Walnut Creek SD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
<b>English-Language Arts</b>	77%	78%	81%	78%	79%	80%	42%	43%	46%
<b>Mathematics</b>	70%	70%	72%	77%	77%	78%	40%	40%	43%
<b>Science</b>	67%	71%	76%	67%	74%	78%	35%	38%	46%
<b>History-Social Science</b>	72%	72%	74%	72%	72%	73%	33%	33%	36%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>Male</b>	78%	73%	74%	76%
<b>Female</b>	84%	71%	78%	72%
<b>Economically Disadvantaged</b>	55%	48%	52%	45%
<b>English Learners</b>	29%	33%	❖	❖
<b>Students with Disabilities</b>	27%	22%	36%	36%
<b>Migrant Education Services</b>	❖	❖	❖	❖
<b>African American</b>	62%	45%	42%	42%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	85%	81%	87%	77%
<b>Filipino</b>	84%	82%	73%	80%
<b>Hispanic or Latino</b>	61%	51%	55%	50%
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	85%	75%	81%	80%

❖ 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, science, and history-social 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				
	Walnut Creek IS		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.

## 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/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	10	10	10
Similar Schools API Rank	5	7	7

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	24	-2	11	894
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	33	-11	23	938
Filipino	■	■	■	■
Hispanic or Latino	41	23	-1	788
Pacific Islander	■	■	■	■
White	23	4	7	910
Socioeconomically Disadvantaged	■	■	■	766
English Learners	■	■	■	■
Students with Disabilities	15	■	■	668

■ Data are reported only for numerically significant groups.

## 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/](http://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	Walnut Creek IS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	172	59	56	55
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence		1	1	4



### 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/>.

## 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			
	Walnut Creek IS		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	0	4
Vacant Teacher Positions	0	0	0



## No Child Left Behind Compliant Teachers

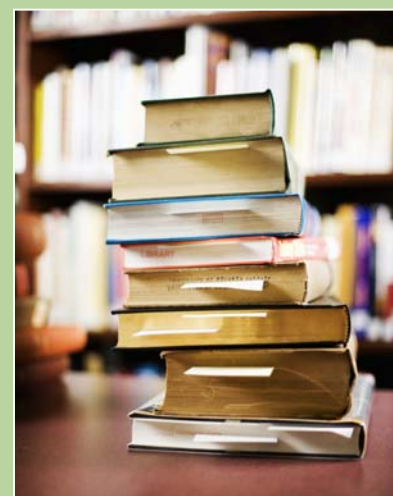
No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject 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](http://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
Walnut Creek IS	98.3%	1.7%
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
2.0	564



### 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 0.6
- 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](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Walnut Creek IS	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.

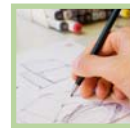
## Financial Information

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
Walnut Creek IS	\$5,061	\$782	\$4,279	\$66,398
Walnut Creek SD			\$5,609	\$62,436
California			\$5,300	\$61,488
% Difference Between School and District			-31.3%	6.0%
% Difference Between School and California			-23.9%	7.4%

*“At WCI, we expect all students will have the opportunity to attend school in a safe and orderly learning environment.”*



**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2009.