



WALNUT CREEK INTERMEDIATE SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES 6-8

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Patricia A. Wool, Ed. D.
Superintendent
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Principal

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 3,300 students. WCI is located near the center of the city of Walnut Creek and has a student population of approximately 1,110 sixth, seventh, and eighth grade students. Certificated personnel consists of one principal, two vice principals, two counselors, two crisis counselors, and 50 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.

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 is a noon duty supervisor 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 monthly 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 December 2009.

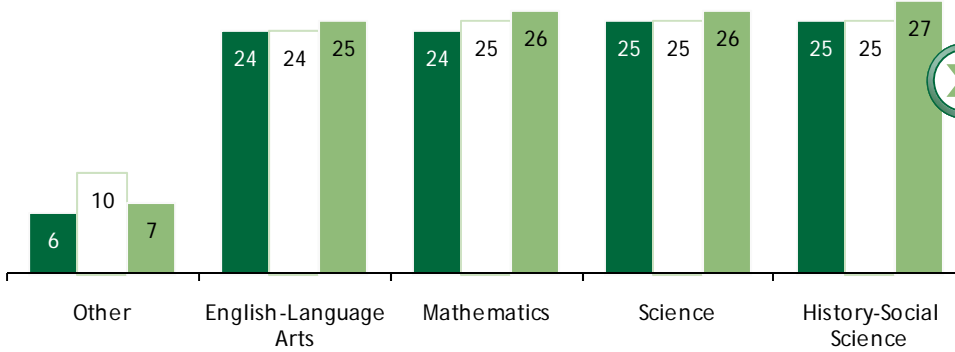


Walnut Creek School District

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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.

■ 06-07 □ 07-08 ■ 08-09

Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
Other	1			1			1		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	11	59		14	55		6	55	
Mathematics	7	41		8	39		5	39	
Science	3	42		7	38		1	42	
History-Social Science	4	45		7	45			44	

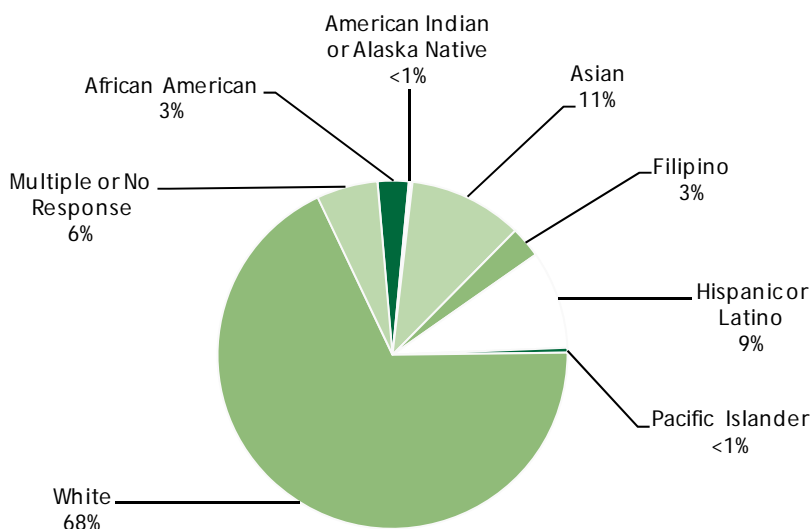
Types of Services Funded

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

Enrollment and Demographics

The total enrollment at the school was 1,145 students for the 2008-09 school year.



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.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal Littell	2001
Mathematics	Prentice Hall	2009
Science	Glencoe	2007
History-Social Science	Glencoe, Prentice Hall	2006

Note: This data was most recently collected and verified in September 2009.

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 were writing and Narrowing the Achievement Gap.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks 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%



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 Liz Bettis at rebet-tis@sbcbglobal.net or visit our PTA website at www.wcipta.org.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer <u>Repair Needed and Action Taken or Planned:</u> Boiler is old and inefficient. Replacement with energy efficient model planned. Repairs will be made in July 2015.		✓		
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs <u>Repair Needed and Action Taken or Planned:</u> Roof needs repair or replacement. Repair areas required. Repairs will be made in July 2012.		✓		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 1, 2009, and the inspection form was most recently completed on October 1, 2009.

School Facilities

During the 1996-97 school year, the Walnut Creek community approved a \$21 million 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 million 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.

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 online work order system in a timely manner. All restrooms are all in good repair and cleaned daily by 3.5 full-time equivalent (FTE) custodians.

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School Facilities

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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 area from Ygnacio Valley Road, and the courtyard on the east side of the cafeteria will be modernized, including covered eating areas.

During the summer of 2009 we paved the area between the basketball courts and the Iron Horse Trail to keep students from walking through the mud during the rainy season. We also refinished the stage in the multiuse room. During the 2009-10 school year, we will be replacing the light fixtures in the gym and shop areas of the school to improve energy efficiency and overall lighting. We also have a unified messaging project underway which will include replacing our current phone system and installing the capability for exterior speakers and a video surveillance system.

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 2009-10 school year, the District budgeted \$282,588 for the Deferred Maintenance Program. This represents 1.2% of the District's general fund budget.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Suspensions and Expulsions

This 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 Rate		
Walnut Creek IS		
06-07	07-08	08-09
0.171	0.113	0.103
Walnut Creek SD		
06-07	07-08	08-09
0.068	0.047	0.043
Expulsion Rate		
Walnut Creek IS		
06-07	07-08	08-09
0.003	0.001	0.000
Walnut Creek SD		
06-07	07-08	08-09
0.001	0.000	0.000

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Walnut Creek IS			Walnut Creek SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	78%	81%	79%	79%	80%	80%	43%	46%	50%
Mathematics	70%	72%	68%	77%	78%	75%	40%	43%	46%
Science	71%	76%	81%	74%	78%	80%	38%	46%	50%
History-Social Science	72%	74%	76%	72%	73%	76%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	77%	69%	83%	80%
Female	81%	68%	78%	72%
Economically Disadvantaged	65%	47%	55%	55%
English Learners	22%	30%	25%	15%
Students with Disabilities	28%	16%	32%	30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	62%	35%	25%	31%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	82%	79%	93%	78%
Filipino	83%	86%	❖	❖
Hispanic or Latino	58%	46%	63%	62%
Pacific Islander	❖	❖	❖	❖
White	83%	71%	84%	82%

❖ 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.



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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	10	10	10
Similar Schools API Rank	7	7	8

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-2	11	2	902
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	-11	23	-12	927
Filipino	■	■	■	■
Hispanic or Latino	23	-1	13	815
Pacific Islander	■	■	■	■
White	4	7	2	916
Socioeconomically Disadvantaged	■	■	12	806
English Learners	■	■	■	■
Students with Disabilities	■	■	■	685

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit 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.

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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	4.0%
Five of Six Standards	20.9%
Six of Six Standards	72.7%



Teacher Qualifications

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

Teacher Credential Information				
	Walnut Creek SD	Walnut Creek IS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	165	56	55	50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		1	4	0

Teacher Misassignments and Vacant Teacher Positions

This 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		
	07-08	08-09	09-10
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

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 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Walnut Creek IS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	1.6
Ratio of Students Per Academic Counselor	700:1

School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.0
Other	0.0

District Financial Data

District Salary Data		
Category	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	\$41,750	\$41,031
Mid-Range Teacher Salary	\$61,959	\$63,366
Highest Teacher Salary	\$79,143	\$80,596
Average Principal Salary (Elementary School)	\$114,899	\$100,937
Average Principal Salary (Middle School)	\$119,997	\$105,066
Superintendent Salary	\$180,500	\$147,438
Teacher Salaries – Percent of Budget	44.7%	40.6%
Administrative Salaries – Percent of Budget	6.0%	6.1%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Walnut Creek IS
Total Expenditures Per Pupil	\$6,142
Expenditures Per Pupil From Restricted Sources	\$965
Expenditures Per Pupil From Unrestricted Sources	\$5,178
Average Teacher Salary	\$66,398

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Walnut Creek IS	\$5,178	\$66,398
Walnut Creek SD	\$6,643	\$64,575
California	\$5,512	\$63,421
School and District – Percent Difference	-28.3%	+2.7%
School and California – Percent Difference	-6.5%	+4.5%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

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>. DataQuest 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 December 2009.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.