

Walnut Creek Intermediate School

School Accountability Report Card



GRADES 6-8

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Mike Cannon, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 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 1,150 sixth, seventh, and eighth grade students. Certificated personnel consists of one principal, one vice-principal, one teacher on special assignment, one part time and one full time counselor, two part-time crisis counselors, and 48 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.

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 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. The Math Department chair has an additional preparation period 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), Brain Research, SVMI (Silicon Valley Math), Middle School Conference, Reading Recovery and Technology. 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 four 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. In recent years, we have focused on math.

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

Walnut Creek School District

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Patricia A. Wool, Ed. D.
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



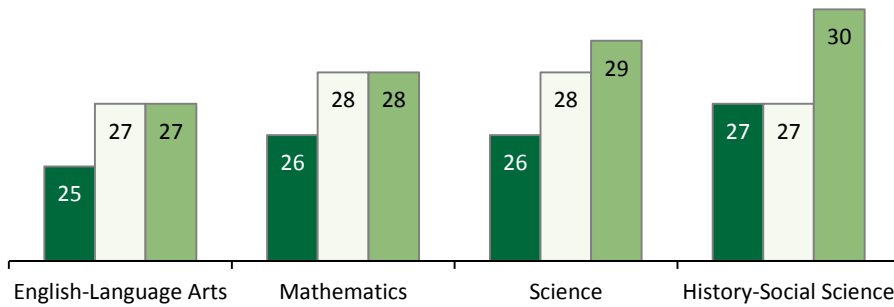
WCSD Mission Statement

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

08-09 09-10 10-11

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

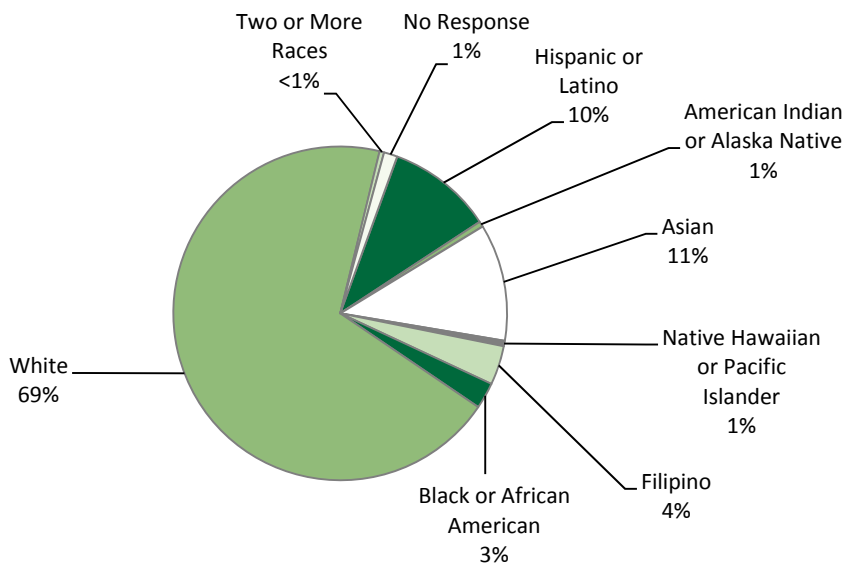


Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	4	27			41		4	24	
Mathematics	5	25			39		2	25	
Science	1	28			39			26	
History-Social Science		30			40		1	24	1
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
Other	1			1					

Enrollment and Demographics

The total enrollment at the school was 1,137 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” 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	8.4%
Five of Six Standards	23.2%
Six of Six Standards	63.8%



Student Enrollment by Group

WCI	
Socioeconomically Disadvantaged	12.9%
English Learners	7.7%
Students with Disabilities	11.3%

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/23/2011
Date of the Most Recent Completion of the Inspection Form			09/23/2011

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. Custodial staff is on duty from 6 a.m. to 10:30 p.m. with a custodian cleaning classrooms every other day after students leave.

The student drop-off area and entry area from Ygnacio Valley Road, was improved in the summer of 2010. 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 multi-use room.

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School Facilities

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During the 2009-10 school year, we replaced the light fixtures in the gym and shop areas of the school to improve energy efficiency and overall lighting. We also completed a unified messaging project which included replacing our current phone system and installing the capability for exterior speakers and a video surveillance system. In summer 2010 improvements were made to the kitchen.

The most recent improvements, which were made during the summer prior to the 2011-2012 school year, were to add air conditioning to the 600 wing and multi-use room, replace the boiler in the 600 wing, resurface the gym floor, repaint the multi-use room, add addition bike parking and prune trees and bushes and other landscaping clean up at various points around the campus.

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 2011-12 school year, the District budgeted \$86,000 for the Deferred Maintenance Program. This represents 0.35% of the District's general fund budget.



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, mathematics, and health. We are fortunate to have 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	2002
Mathematics	Prentice Hall	2009
Science	Glencoe	2007
History-Social Science	Glencoe, Prentice Hall	2006

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, website development, chaperones, noon supervision, School Site Council (SSC), strategic planning team, technology team, TRI-S, grade level activities, weekly email updates, monthly newsletter, and more.

For more information on how to become involved visit our PTA website at www.wcipta.org or contact Dina Walsh, PTA President at (925) 938-6128 or 321walsh@astound.net.

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 one vice-principal and one teacher on special assignment, one full-time and one part-time school counselors, a full-time campus supervisor who monitors the campus. Also, the school has, a noon-duty supervisor 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 regularly meets with the community policing team. 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 February, 2011.

Availability of Textbooks and Instructional Materials

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

WCI	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

WCI	
Currency of Textbook Information	
Data Collection Date	10/2011

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

WCI	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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

	WCI			WCSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	79%	83%	83%	80%	80%	80%	49%	52%	54%
Mathematics	68%	74%	73%	75%	79%	79%	46%	48%	50%
Science	84%	85%	83%	82%	84%	84%	50%	54%	57%
History-Social Science	76%	80%	81%	76%	80%	81%	41%	44%	48%

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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	80%	79%	84%	81%
All Students at the School	83%	73%	83%	81%
Male	79%	71%	84%	82%
Female	87%	76%	82%	79%
Black or African American	69%	54%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	85%	86%	89%	90%
Filipino	89%	76%	100%	100%
Hispanic or Latino	71%	53%	60%	65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	85%	75%	86%	82%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	64%	52%	67%	52%
English Learners	48%	35%	42%	25%
Students with Disabilities	46%	29%	49%	36%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of four key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	10	10	10
Similar Schools API Rank	8	7	8

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API 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 API 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.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						WCI — Actual API Change		
	WCI		WCSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	1,110	900	2,582	905	4,683,676	778	2	10	-4
Black or African American	30	813	76	813	317,856	696	■	■	■
American Indian or Alaska Native	6	■	13	863	33,774	733	■	■	■
Asian	126	941	288	943	398,869	898	-12	42	-23
Filipino	44	941	94	926	123,245	859	■	■	■
Hispanic or Latino	111	814	309	818	2,406,749	729	13	-1	-4
Native Hawaiian or Pacific Islander	6	■	13	808	26,953	764	■	■	■
White	782	908	1,720	918	1,258,831	845	2	-1	1
Two or More Races	5	■	65	918	76,766	836	■	■	■
Socioeconomically Disadvantaged	133	812	322	799	2,731,843	726	12	19	0
English Learners	79	741	278	793	1,521,844	707	■	■	■
Students with Disabilities	140	674	320	724	521,815	595	■	-1	-3

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	WCI		WCSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	WCI	WCSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 1
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	16.7%	

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.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
 ◇ Not applicable.

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)
- Two reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds



“The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, stimulating, and positive learning environment.”



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				
	WCS	WCI		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	159	50	48	48
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	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			
	WCI		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
WCI	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100%	0%

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.6
Ratio of Students Per Academic Counselor	696:1
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	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.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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.

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.

District Salary Data		
Category	WCSD	Similar Sized District
Beginning Teacher Salary	\$41,750	\$41,183
Mid-Range Teacher Salary	\$61,959	\$63,647
Highest Teacher Salary	\$79,143	\$80,955
Average Principal Salary (Elementary School)	\$114,899	\$102,400
Average Principal Salary (Middle School)	\$119,997	\$106,158
Superintendent Salary	\$185,250	\$151,742
Teacher Salaries — Percent of Budget	45%	41%
Administrative Salaries — Percent of Budget	6%	6%

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	Annual Average Teacher Salary
WCI	\$5,296	\$61,915
WCSD	\$836	\$64,021
California	\$5,455	\$61,647
School and District — Percent Difference	+84.2%	-3.4%
School and California — Percent Difference	-3.0%	+0.4%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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	
WCI	
Total Expenditures Per Pupil	\$5,297
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$5,296
Annual Average Teacher Salary	\$61,915



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 and Expulsion Rates			
WCI			
	08-09	09-10	10-11
Suspension Rates	0.103	0.105	0.111
Expulsion Rates	0.000	0.001	0.000
WCSD			
	08-09	09-10	10-11
Suspension Rates	0.043	0.041	0.046
Expulsion Rates	0.000	0.000	0.000

School Accountability Report Card

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