

SARC



OUR  
MESSAGE

OUR  
TEACHERS

OUR  
SCHOOL

# Walnut Creek Intermediate School

2014-15  
School Accountability Report Card  
Published in 2015-16



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"Home of the Squires!"



### School Mission Statement

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, relevant, 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.

### Principal's Message

Walnut Creek Intermediate (WCI) School, a California Distinguished School, serves approximately 1,210 sixth-, seventh- and eighth-grade students. Certificated personnel consist of a principal, vice principal, one teacher on special assignment, one part-time and one full-time counselor, one part-time crisis counselor, 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. Our goal as a staff is to establish a relationship with all students to enable them to be successful on a daily basis as well as developing the skills and knowledge to ensure success in the future.

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.

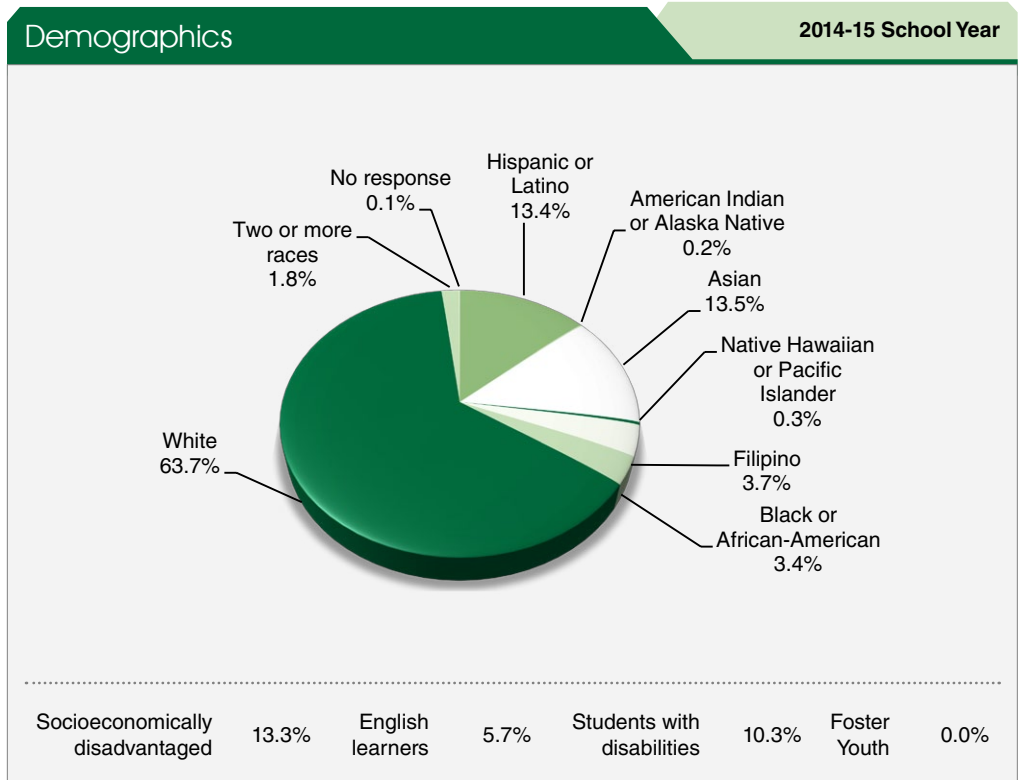
Eighth graders are enrolled in one period of English, social studies, math, science and two elective courses.

All students are enrolled in one period of physical education. For the 2015-16 school year, Walnut Creek Intermediate will continue implementing Common Core State Standards in mathematics, English language arts, history/social science and beginning the implementation of the science curricula.

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, relevant, 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.

### Enrollment by Student Group

The total enrollment at the school was 1,219 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### School Accountability Report Card

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.

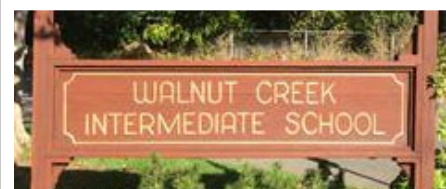
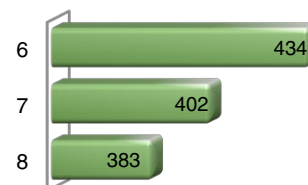


"A community of learners building knowledge, skills, and character."

### District Mission Statement

In a student-centered, academically challenging environment that cultivates character, celebrates learning, and fosters collaboration, the staff, families, and greater community of the Walnut Creek School District, as partners, will develop creative, lifelong learners with the skills and enthusiasm to shape a changing world.

### 2014-15 Enrollment by Grade



## 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 safety and/or learning of other students. Our hope is that students enjoy themselves and become involved in healthy and productive interactions with their peers.

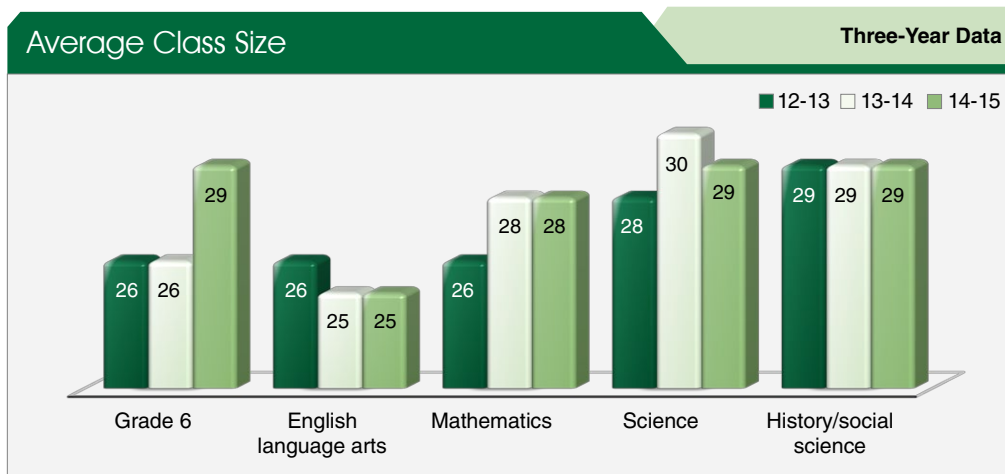
In addition to the principal, campus supervision is performed by the vice principal, one teacher on special assignment, one full-time counselor, one part-time school counselor and one part-time campus supervisor. Also, the school has a noon-duty supervisor who helps maintain a safe and orderly environment during both lunch periods along with parent volunteers. 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 to maintain a safe and orderly campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and regularly meets with the community policing team. For the 2015-16 school year, the City of Walnut Creek has provided a full-time school resource officer that shares time with the Walnut Creek Intermediate School and Las Lomas High School campus.

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 August 2015.

## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



## Number of Classrooms by Size

**Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	9	65	5	14	66	5	11	70	6

Subject	2012-13			2013-14			2014-15		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4	26		6	26		7	26	
Mathematics	3	27		1	27		2	27	
Science	2	26			26		1	26	
History/social science	1	26	1	1	26	1	1	26	1

## Parental Involvement

There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels. Examples include joining the Parent Teacher Association (PTA) or School Site Council (SSC); being a board or committee member, taking parenting classes, being a library assistant, chaperone, noon supervisor, or Smart Start leader; participating in health and safety, staff appreciation, website development, the strategic planning team, technology team, TRI-S, and grade-level activities; receiving weekly email updates and monthly newsletters; and more.

For more information on how to become involved, visit our PTA website at [www.wcipta.org](http://www.wcipta.org) or contact PTA President Greg Sasser at (925) 330-9350 or [sasserg@comcast.net](mailto:sasserg@comcast.net).

*"Our hope is that students enjoy themselves and become involved in healthy and productive interactions with their peers."*

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

Walnut Creek IS			
	12-13	13-14	14-15
Suspension rates	3.5%	7.0%	6.4%
Expulsion rates	0.0%	0.0%	0.0%

Walnut Creek ESD			
	12-13	13-14	14-15
Suspension rates	1.9%	3.4%	3.5%
Expulsion rates	0.0%	0.0%	0.0%

California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year		
	Walnut Creek IS	Walnut Creek ESD	California	
<b>Met overall AYP</b>	Yes	Yes	Yes	
<b>Met participation rate:</b>				
<b>English language arts</b>	Yes	Yes	Yes	
<b>Mathematics</b>	Yes	Yes	Yes	
<b>Met percent proficient:</b>				
<b>English language arts</b>	■	■	■	
<b>Mathematics</b>	■	■	■	
<b>Met attendance rates</b>	Yes	Yes	Yes	
<b>Met graduation rate</b>	○	○	Yes	

## Federal Intervention Program

Schools and districts 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 enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Walnut Creek IS	Walnut Creek ESD	
<b>Program Improvement status</b>	Not Title I	In PI	
<b>First year of Program Improvement</b>	◇	2011-2012	
<b>Year in Program Improvement</b>	◇	Year 3	
<b>Number of Title I schools currently in Program Improvement</b>	2		
<b>Percentage of Title I schools currently in Program Improvement</b>	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.



## 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 Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The 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](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 7

<b>Four of six standards</b>	8.5%
<b>Five of six standards</b>	23.6%
<b>Six of six standards</b>	62.6%



## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Walnut Creek IS			Walnut Creek ESD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	84%	85%	71%	83%	86%	80%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	80%
All students at the school	71%
Male	75%
Female	66%
Black or African-American	53%
American Indian or Alaska Native	❖
Asian	84%
Filipino	91%
Hispanic or Latino	54%
Native Hawaiian or Pacific Islander	❖
White	72%
Two or more races	❖
Socioeconomically disadvantaged	53%
English learners	30%
Students with disabilities	32%
Students receiving Migrant Education services	❖
Foster youth	❖

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Walnut Creek IS	Walnut Creek ESD	California
<b>English language arts/literacy</b>	69%	70%	44%
<b>Mathematics</b>	64%	63%	33%

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

❖ Information is not available at this time.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 6-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	438	420	95.9%	11%	19%	43%	26%
Male		220	50.2%	17%	19%	43%	21%
Female		200	45.7%	4%	20%	44%	32%
Black or African-American		14	3.2%	14%	29%	50%	7%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		54	12.3%	6%	11%	41%	43%
Filipino		12	2.7%	33%	17%	42%	8%
Hispanic or Latino		59	13.5%	22%	37%	31%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		275	62.8%	8%	17%	46%	29%
Two or more races		6	1.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		43	9.8%	28%	42%	23%	7%
English learners		24	5.5%	50%	29%	21%	0%
Students with disabilities		37	8.4%	65%	16%	14%	5%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	438	425	97.0%	15%	22%	27%	36%
Male		224	51.1%	15%	22%	29%	34%
Female		201	45.9%	14%	23%	25%	38%
Black or African-American		14	3.2%	21%	36%	29%	14%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		58	13.2%	7%	5%	26%	62%
Filipino		12	2.7%	25%	17%	42%	17%
Hispanic or Latino		60	13.7%	33%	33%	23%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		275	62.8%	12%	23%	28%	37%
Two or more races		6	1.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		44	10.0%	41%	36%	7%	16%
English learners		28	6.4%	39%	32%	11%	18%
Students with disabilities		37	8.4%	68%	22%	8%	3%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	405	398	98.3%	14%	19%	43%	23%
Male		204	50.4%	19%	23%	43%	14%
Female		194	47.9%	9%	15%	44%	31%
Black or African-American		11	2.7%	27%	27%	45%	0%
American Indian or Alaska Native		2	0.5%	❖	❖	❖	❖
Asian		58	14.3%	7%	9%	57%	26%
Filipino		21	5.2%	10%	24%	57%	10%
Hispanic or Latino		46	11.4%	30%	30%	24%	15%
Native Hawaiian or Pacific Islander		4	1.0%	❖	❖	❖	❖
White		246	60.7%	12%	20%	43%	25%
Two or more races		9	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	12.1%	33%	29%	31%	8%
English learners		17	4.2%	47%	12%	29%	6%
Students with disabilities		42	10.4%	62%	21%	14%	2%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	405	402	99.3%	13%	24%	29%	33%
Male		205	50.6%	14%	24%	31%	31%
Female		197	48.6%	12%	25%	27%	36%
Black or African-American		11	2.7%	27%	45%	18%	9%
American Indian or Alaska Native		2	0.5%	❖	❖	❖	❖
Asian		60	14.8%	2%	18%	27%	53%
Filipino		21	5.2%	5%	24%	33%	38%
Hispanic or Latino		46	11.4%	37%	26%	24%	13%
Native Hawaiian or Pacific Islander		4	1.0%	❖	❖	❖	❖
White		248	61.2%	10%	25%	32%	33%
Two or more races		9	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	12.1%	33%	35%	18%	14%
English learners		19	4.7%	47%	16%	16%	21%
Students with disabilities		42	10.4%	55%	31%	7%	7%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	391	369	94.4%	9%	21%	47%	24%
Male		198	50.6%	12%	22%	48%	19%
Female		171	43.7%	5%	19%	45%	30%
Black or African-American		13	3.3%	15%	23%	54%	8%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		47	12.0%	11%	15%	49%	26%
Filipino		12	3.1%	0%	0%	58%	42%
Hispanic or Latino		54	13.8%	15%	35%	39%	11%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		237	60.6%	7%	19%	47%	27%
Two or more races		6	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		42	10.7%	17%	33%	43%	7%
English learners		13	3.3%	62%	23%	8%	8%
Students with disabilities		40	10.2%	50%	38%	13%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	391	375	95.9%	13%	21%	29%	36%
Male		202	51.7%	15%	22%	26%	37%
Female		173	44.2%	12%	20%	34%	35%
Black or African-American		13	3.3%	31%	31%	31%	8%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		50	12.8%	12%	16%	22%	50%
Filipino		12	3.1%	0%	8%	42%	50%
Hispanic or Latino		55	14.1%	22%	29%	33%	16%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		239	61.1%	11%	20%	29%	39%
Two or more races		6	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		46	11.8%	37%	22%	26%	15%
English learners		19	4.9%	58%	21%	5%	16%
Students with disabilities		40	10.2%	55%	28%	18%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

❖ Information is not available at this time.



## 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 editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. 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 a 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 Walnut Creek School District governing board held a public hearing on September 21, 2015, and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

### Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	McDougal Littell	2002
Mathematics	Prentice Hall	2009
Science	Glencoe	2007
History/social science	Glencoe, Prentice Hall	2006

## 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. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2015-16, the district focus area to support implementation of Common Core State Standards is in math, with a continued emphasis on Accountable Talk and collaborative group work in the classroom. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. 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 and 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. An instructional coach at the intermediate level provides individual coaching and participates in department meetings to support professional growth. District administrators and teachers participate in Instructional Rounds to give schools feedback on their progress toward professional learning goals.

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: Common Core, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a 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 the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

### Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Walnut Creek IS	4 days	4 days	4 days

## Availability of Textbooks and Instructional Materials

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

### Percentage of Students Lacking Materials by Subject

2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧
✧ Not applicable.	

## Currency of Textbook Data

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

### Currency of Textbooks

2015-16 School Year

Data collection date	9/2015
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## Quality of Textbooks

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

### Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ✕
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

✕ Walnut Creek ESD is waiting for new Common Core State Standards-aligned textbooks to be produced by publishers.

## School Facility Items Inspected

The tables show 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 and 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.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Exemplary
<b>Date of the most recent school site inspection</b>			10/27/2015
<b>Date of the most recent completion of the inspection form</b>			10/27/2015

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>External</b>	Rain gutters clean, need repair; vendor will repair gutter coating June 2016.	

## 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, and 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 in good repair and cleaned daily by four full-time equivalent (FTE) custodians.

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## School Facilities

*Continued from left*

Custodial staff is on duty from early morning to late night, 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 multiuse room.

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 the summer of 2010, improvements were made to the kitchen. In 2011-12, we added air-conditioning to the 600 wing and multiuse room; replaced the boiler in the 600 wing; resurfaced the gym floor; repainted the multiuse room; added additional bike parking; and pruned trees, bushes, and other landscaping cleanup at various points around the campus.

Prior to the 2012-13 school year, improvements were a new Title 24 cool roof coating, new partitions in restrooms, exterior paint to the office and 400 wing, and new energy-efficient lighting and covers on all exterior campus lights. These improvements were paid for from an old bond (fund 41) and RDA .

The most recent improvements in the summer of the 2013-14 school year was the complete painting of the exterior, redoing flooring in annex bathrooms, and adding a complete exterior sound system throughout campus.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Walnut Creek ESD	Walnut Creek IS		
Teachers	15-16	13-14	14-15	15-16
<b>With full credential</b>	190	53	52	55
<b>Without full credential</b>	1	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	9	0	0	8

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Walnut Creek IS		
Teachers	13-14	14-15	15-16
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Walnut Creek IS</b>	100.00%	0.00%
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	◇	◇
<b>Low-poverty schools in district</b>	100.00%	0.00%

◇ Not applicable.

## 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-serve 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.



## 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 Data	
2014-15 School Year	
Academic Counselors	
<b>FTE of academic counselors</b>	1.60
<b>Average number of students per academic counselor</b>	750
Support Staff	
<b>Social/behavioral or career development counselors</b>	0.50
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	1.00
<b>Psychologist</b>	0.40
<b>Social worker</b>	0.00
<b>Nurse</b>	0.09
<b>Speech/language/hearing specialist</b>	0.60
<b>Resource specialist (nonteaching)</b>	0.00

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## 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		2013-14 Fiscal Year	
	Walnut Creek ESD	Similar Sized District	
<b>Beginning teacher salary</b>	\$46,595	\$42,723	
<b>Midrange teacher salary</b>	\$69,148	\$65,936	
<b>Highest teacher salary</b>	\$88,326	\$84,545	
<b>Average elementary school principal salary</b>	\$124,035	\$106,864	
<b>Average middle school principal salary</b>	\$127,122	\$110,494	
<b>Superintendent salary</b>	\$205,468	\$159,133	
<b>Teacher salaries: percentage of budget</b>	46%	40%	
<b>Administrative salaries: percentage of budget</b>	6%	6%	

## Financial Data Comparison

This 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		2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Walnut Creek IS</b>	\$4,949	\$77,848	
<b>Walnut Creek ESD</b>	\$6,257	\$75,375	
<b>California</b>	\$5,348	\$69,086	
<b>School and district: percentage difference</b>	-20.9%	+3.3%	
<b>School and California: percentage difference</b>	-7.5%	+12.7%	

## 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	
2013-14 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,545
<b>Expenditures per pupil from restricted sources</b>	\$596
<b>Expenditures per pupil from unrestricted sources</b>	\$4,949
<b>Annual average teacher salary</b>	\$77,848

## Types of Services Funded

The following programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet High Standards )
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Gifted and Talented Education (GATE)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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 and comparisons of the school to the district, the county and the state, 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. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

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## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.