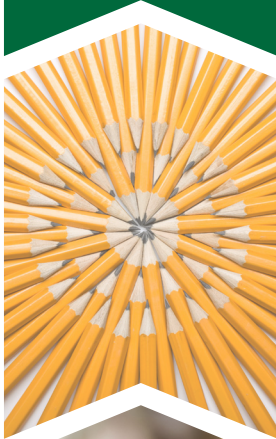


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Indian Valley Elementary School

*"Home of the Indian Valley Hawks!"*

Milissa Banister  
Principal  
mbanister@wcsd.k12.ca.us

551 Marshall Drive  
Walnut Creek, CA 94598

Grades: K-5  
Phone: (925) 944-6828  
www.walnutcreeksd.org/iv

CDS Code: 07-61812-6005177

# Walnut Creek SD



### Principal's Message

At Indian Valley Elementary School, we believe school should be a place where children are valued. They are our future. Every person is respected, supported and safe. Children experience success and feel good about learning. The diversity of our community is valued—staff members work in partnership with parents and the community to reach our educational goals. Indian Valley's Site Plan aligns the school's efforts to maintain the focus on addressing the academic, social and emotional development of all children. The two major focus areas of the plan are: 1. We will meet the needs of all students by implementing a standards-based curriculum at all grade levels to develop enthusiastic lifelong learners. 2. We will create a community of parents, teachers and students to provide a positive school climate for all children and adults and foster students' successful development academically, socially and emotionally. We support this through our social skills and conflict-management program Soul Shoppe. It teaches students how to successfully manage conflict, express their feelings and develop empathy.

Indian Valley School is located in Walnut Creek, bordering the open space with its trails which lead to the top of Mount Diablo. This California Distinguished School is the focal point of the community, enrolling approximately 400 students in grades K-5. Our school is unique because of its history of having Indian Valley alumni being actively involved at school either as teachers or parents. Because of this, our students and adults are known and valued.

Our school staff consists of a principal, 18 credentialed teachers, a half-time literacy coach, one special day class (SDC) teacher, a school office manager, a part-time clerk, one part-time and one full-time custodian, a resource specialist, a speech therapist, one part-time English language development (ELD) specialist, one resource paraprofessional, three special day class paraprofessionals, one part-time school psychologist, two part-time counselors, a cafeteria manager and assistant, noon supervisors, and one part-time occupational therapist. We also employ specialists in science, art, music, physical education and in the media library. In addition to district support personnel, Indian Valley has a district music teacher who coordinates the band program for grades 4-5. The district also has a school nurse.

### School Mission Statement

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

### Parental Involvement

Indian Valley School has an active Parent Teacher Organization (PTO), with membership including both parents and staff who play a major role in site-based decision-making. The PTO has raised more than \$100,000 from various fundraising activities, including the Believe gift-wrap fundraiser, eScrip sales and the annual auction. These funds help support the library media center; the science program; the visual and performing-arts program; the computer program; the P.E. program; the counseling position; the enrichment assemblies; the Soul Shoppe program; supplementary classroom materials, equipment and books; playground equipment; and furniture.

The PTO organizes family-oriented activities such as the yearly auction, the Book Faire, Grandparent's Day, Family Involvement Nights, International Night, Visiting Author and Artist Days, book exchanges, Welcome Back Days, and the Fall Carnival. Parents generously volunteer their time while striving endlessly to support the school's educational environment.

In addition to our parent community, Indian Valley School has partnerships with other community businesses and government agencies. Our school has a collaborative and ongoing alliance with the city of Walnut Creek. Community agencies are involved in a wide range of activities, including tutoring by the Assistance League of Diablo Valley, and donating books by the Rotarians and the city council. More than 200 businesses donate to our school fundraisers.

Parents may also participate on our Indian Valley Academic Advisory Council (IVAAC), which meets monthly. Parents and staff members oversee the site plan and guarantee that school-improvement funds are aligned with the plan. We address all components of our plan and target ways to increase and sustain academic gains for all students.

For more information on how to become involved at the school, contact PTO co-presidents Tara Stern or Katy Grant at (925) 944-6828.

### School Safety

Indian Valley has a Comprehensive Safety Plan that is updated yearly. The plan includes emergency and disaster preparedness that includes intruder, fire, and earthquake drills and procedures. Our safety plan was reviewed by our Indian Valley Academic Advisory Committee and a local Walnut Creek School Resource Officer.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2016.

### 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.



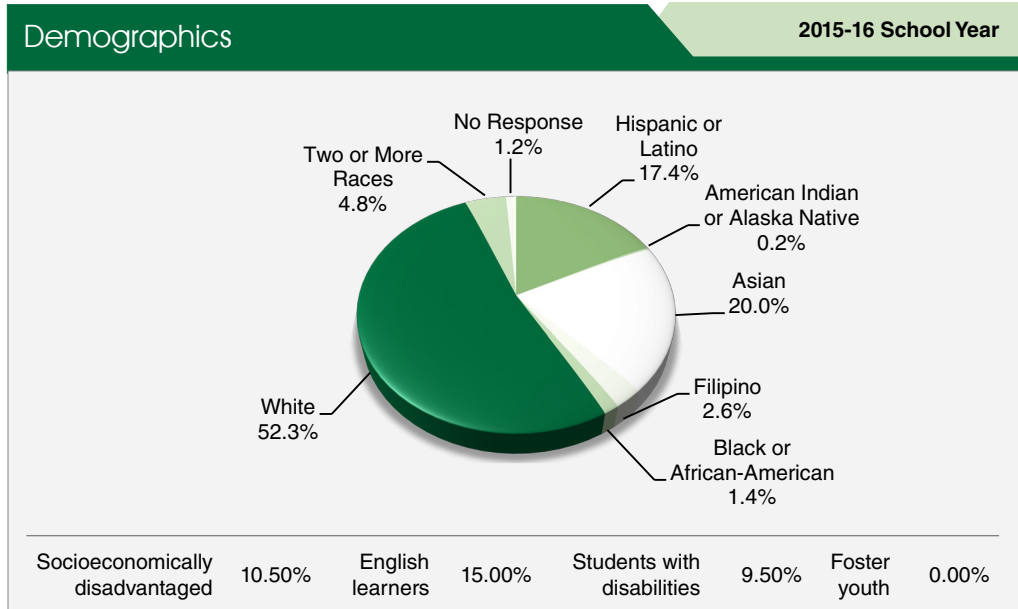
### Governing Board

- Katie Peña, President
- Sherri McGoff, Clerk
- Elizabeth Bettis
- Aimee Moss
- Barbara S. Pennington



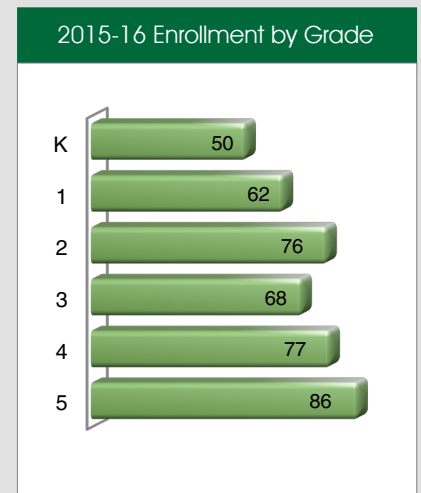
### Enrollment by Student Group

The total enrollment at the school was 419 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



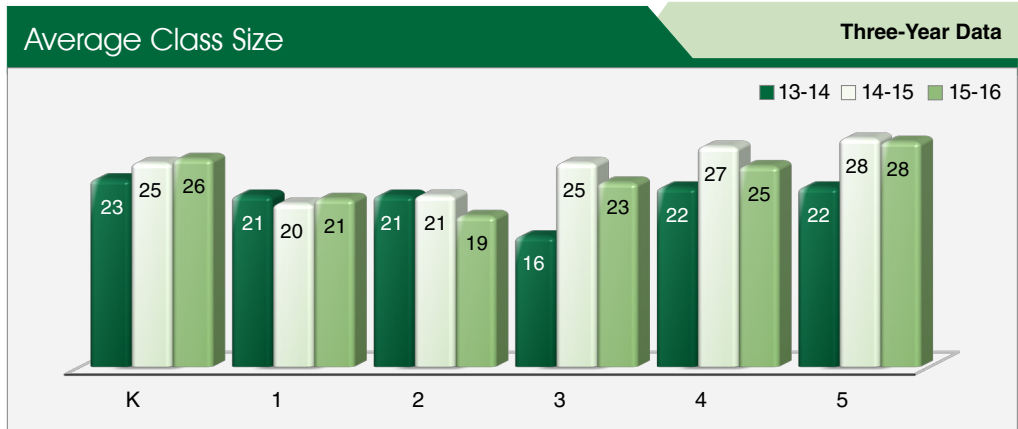
### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### 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			
Indian Valley ES			
	13-14	14-15	15-16
Suspension rates	2.1%	0.2%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	13-14	14-15	15-16
Suspension rates	3.4%	3.5%	1.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

**Number of Classrooms by Size** **Three-Year Data**

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			3			2	
1		3		4			1	2	
2	2	2		1	3		4		
3		3			3			3	
4		3			3			3	
5		3			3			3	



### 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 2016-17, the district focus area to support implementation of Common Core State Standards is in math and science, 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		
	2014-15	2015-16	2016-17
Indian Valley ES	4 days	4 days	4 days

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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	2016-17 School Year	
	Indian Valley ES	Walnut Creek SD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

◇ 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	
2015-16 School Year	
Grade 5	
Four of six standards	17.60%
Five of six standards	29.40%
Six of six standards	37.60%



## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Indian Valley ES			Walnut Creek SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87%	93%	90%	86%	80%	78%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	90	84	93.33%	90.48%	
Male	46	44	95.65%	88.64%	
Female	44	40	90.91%	92.50%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	23	19	82.61%	89.47%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	15	15	100.00%	80.00%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	42	40	95.24%	97.50%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	❖	❖	❖	❖	
English learners	❖	❖	❖	❖	
Students with disabilities	11	10	90.91%	70.00%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Indian Valley ES		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	74%	74%	71%	74%	44%	48%
Mathematics	60%	65%	63%	68%	33%	36%

❖ 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.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. 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/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	72	71	98.60%	64.80%
Male	32	31	96.90%	64.50%
Female	40	40	100.00%	65.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	61.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	14	93.30%	42.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	38	38	100.00%	73.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	9.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	72	72	100.00%	67.60%
Male	32	32	100.00%	67.70%
Female	40	40	100.00%	67.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	69.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	53.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	38	38	100.00%	70.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	18.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	80	72	90.00%	77.80%
Male	40	34	85.00%	79.40%
Female	40	38	95.00%	76.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	13	76.50%	92.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	37	90.20%	83.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	10	76.90%	20.00%
English learners	13	9	69.20%	44.40%
Students with disabilities	11	9	81.80%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	79	73	92.40%	65.80%
Male	40	35	87.50%	80.00%
Female	39	38	97.40%	52.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	14	87.50%	85.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	37	90.20%	64.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	10	76.90%	30.00%
English learners	13	10	76.90%	50.00%
Students with disabilities	11	9	81.80%	11.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	84	94.40%	79.80%
Male	45	44	97.80%	75.00%
Female	44	40	90.90%	85.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	19	86.40%	84.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	60.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	40	95.20%	85.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	10	90.90%	60.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	84	94.40%	61.90%
Male	45	44	97.80%	63.60%
Female	44	40	90.90%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	19	86.40%	63.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	40	95.20%	75.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	10	90.90%	30.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.





## 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 19, 2016, 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-5), McDougal Littell (6)	2004, 2002
Mathematics	Pearson Scott Foresman (K-5), Glencoe (6)	2010, 2009
Science	Pearson Scott Foresman (K-5), Glencoe (6)	2008, 2007
History/social science	Macmillan/McGraw-Hill (K-5); Glencoe, Prentice Hall (6)	2006, 2006

## 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		2016-17 School Year
Indian Valley ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

## Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	9/19/2016	

## 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 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.

## Quality of Textbooks

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

Quality of Textbooks	
2016-17 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
* WCSD is currently piloting math materials for grades K-8. We will be adopting curriculum in other core areas as CCSS-aligned materials become available from publishers.	

## Principal's Podium

Indian Valley is truly a unique school and a place where everyone feels supported. I am so extremely proud of our school and the work that we do to improve student learning and engagement. The staff works collaboratively and understands the importance of making connections with their students. We know that once a student feels valued, and is in a trusting environment, their learning potential is unlocked. The Indian Valley staff embraces this concept and we have seen wonderful outcomes for our students. Indian Valley is a school with talented, forward thinking teachers who are pushing their teaching and integrating technology. This positive school climate results in higher student achievement, collaborative classrooms and lessons that allow for learning modalities to be accessed. I look forward to seeing our school grow as a community of learners.



### 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
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			10/25/2016
Date of the most recent completion of the inspection form			10/25/2016

### School Facilities

The Indian Valley School facility houses 20 classrooms, a library media center, science room, art room, resource room, counseling and speech room, and large multiuse room. The Indian Valley site has Mount Diablo, and its open space as the school's backdrop and is a source of pride in the Walnut Creek community. The school was built in 1958 and was renovated 10 years ago. The facility is safe, structurally sound and designed to support student learning. Outdoor learning areas provide beautiful, picturesque places for students, staff and parents to gather to extend learning outdoors.

Students are not supposed to arrive at school before 7:45 a.m.; students who arrive at school before this time are seated in our office hallway where we can observe and supervise as needed. At 7:50 a.m., students are dismissed to go out to the playground where two teachers are on duty to supervise and maintain student safety. Students are picked up from the playground at the end of each recess by their classroom teachers.

During the school day, whether on the playground, in the cafeteria or classrooms, during lunch, recess or class time, students are under adult supervision. These adults are either credentialed teachers or noon supervisors who have received training in school safety and school rules. Supervisors meet with the principal on a regular basis to continue training and to deal with issues which may occur. We also have a number of parent volunteers who are also on campus and provide additional support to district staff.

After school, students are sent to the front of the school to wait for their parents. There are two staff members supervising the parking lot and student pick-up. Often, the principal is also out front providing additional support. If students are not picked up when the teachers finish their parking-lot duty, students are seated in the office hallway in view of office staff—they have to come into the office and inform the staff when their parents arrive.

If students are not picked up in a reasonable time, we bring them into the office and contact their parents or one of their emergency contacts to come and pick them up.

The Walnut Creek School District renovated an area that provides a well-groomed grass field for student athletic use. Students work in well-lit, heated and cooled classrooms. The entire site is well maintained to provide a positive teaching and learning environment. Every classroom has a telephone with access to an outside line, internet access, a docucamera and projector. All classrooms have multiple computers, and we have four mobile Chromebook carts for 1:1 student computing. Furnishings are in good repair. The library provides 28 computers for daily student use. The library houses approximately 14,000 books, including a variety of technological reference materials.

The classrooms, common areas and grounds are kept clean and in excellent repair by two site custodians and district maintenance staff. All student toilets and restrooms, as well as the four adult restrooms, have been remodeled to ensure excellent repair and working order.

All restrooms are cleaned daily. Custodial staff is on duty from early morning to evening Monday through Friday to clean the entire facility. The on-site day-care facility has its own cleaning staff. The day care is in good repair and uses the school's restroom facilities that are adjacent to the day care.

In 2009, the district renovated the playground and sports field using Measure C bond funds. New play equipment and rubber ground cover upgraded the play area. The district upgraded the soccer and baseball fields by planting new turf and installing an irrigation system. In 2010, our kitchen was totally renovated.

### 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

### 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)



### 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 SD	Indian Valley ES		
Teachers	16-17	14-15	15-16	16-17
<b>With a full credential</b>	178	23	22	21
<b>Without a full credential</b>	3	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

### 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Indian Valley ES		
Teachers	14-15	15-16	16-17
<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

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

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Indian Valley ES</b>	100.00%	0.00%
<b>All schools in district</b>	98.46%	1.54%
<b>High-poverty schools in district</b>	◇	◇
<b>Low-poverty schools in district</b>	98.46%	1.54%

◇ 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 Data	
2015-16 School Year	
<b>Academic Counselors</b>	
<b>FTE of academic counselors</b>	0.00
<b>Average number of students per academic counselor</b>	◇
<b>Support Staff</b>	
<b>Social/behavioral counselor</b>	FTE 0.25
<b>Career development counselor</b>	0.00
<b>Library media teacher (librarian)</b>	1.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>District Nurse</b>	0.09
<b>Speech/language/hearing specialist</b>	0.50
<b>Resource specialist (nonteaching)</b>	1.00
<b>Other</b>	
<b>Physical education specialist</b>	FTE 0.50
<b>Art specialist</b>	0.50
<b>Music specialist</b>	0.50



## Financial Data

The financial data displayed in this SARC is from the 2014-15 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	2014-15 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$46,595	\$44,507
Midrange teacher salary	\$69,148	\$68,910
Highest teacher salary	\$88,326	\$88,330
Average elementary school principal salary	\$124,035	\$111,481
Average middle school principal salary	\$127,122	\$115,435
Superintendent salary	\$208,767	\$169,821
Teacher salaries: percentage of budget	43%	39%
Administrative salaries: percentage of budget	5%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Indian Valley ES	\$4,936	\$72,743
Walnut Creek SD	\$6,069	\$75,458
California	\$5,677	\$71,610
School and district: percentage difference	-18.7%	-3.6%
School and California: percentage difference	-13.0%	+1.6%

## 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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,949
Expenditures per pupil from restricted sources	\$1,012
Expenditures per pupil from unrestricted sources	\$4,936
Annual average teacher salary	\$72,743

## 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 and 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.

All data accurate as of January 2017.

## School Accountability Report Card

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