

# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Walnut Creek Intermediate School

*"Home of the Squires!"*

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2425 Walnut Boulevard  
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Grades: 6-8  
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CDS Code: 07-61812-6005235

# Walnut Creek SD



### Principal's Message

Walnut Creek Intermediate (WCI) School, a California Distinguished School, serves approximately 1,150 sixth-, seventh- and eighth-grade students. Certificated personnel consist of a principal, vice principal, 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 this year is to increase student engagement in our classrooms.

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 Reading, Writing and Social Science core. They are also enrolled in P.E. and one elective or exploratory course.

Seventh graders are enrolled in a two-period core, one period of science, one period of math, P.E. and two elective courses.

Eighth graders are enrolled in one period of English, social studies, math, science, P.E., and two elective courses. For the 2016-17 school year, Walnut Creek Intermediate will continue implementing Common Core State Standards and Next Generation Science Standards.

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.

### 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.

### 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; being a library assistant; attending parent education events; chaperoning dances or field trips; supervising during lunch; participating in health and safety; supporting staff appreciation; assisting with copying; supporting the school through communication outreach; volunteering to work at TRI-S registration; and volunteering to work at and/or organize grade-level events.

For more information on how to become involved, visit our PTA website at [www.wcpta.org](http://www.wcpta.org) or contact Greg Sasser, PTA president, at (925) 330-9350 or [sasserg@comcast.net](mailto:sasserg@comcast.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 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. This team maintains 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 one part-time crisis counselor who works directly with at-risk students. Students who break school rules are counseled and are subject to progressive disciplinary actions. Communication with parents and students help to maintain a safe and orderly campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and communicates regularly with the School Resource Officer. For the 2016-17 school year, the City of Walnut Creek has provided a full-time school resource officer that shares time with the Walnut Creek School District and Las Lomas High School.

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 2017.

### 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.



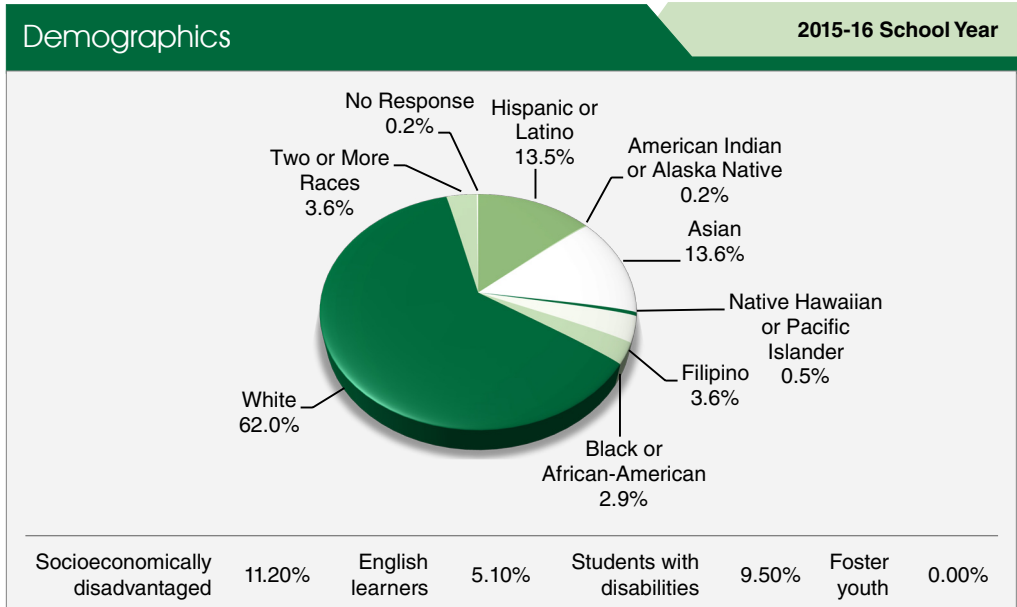
### Governing Board

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



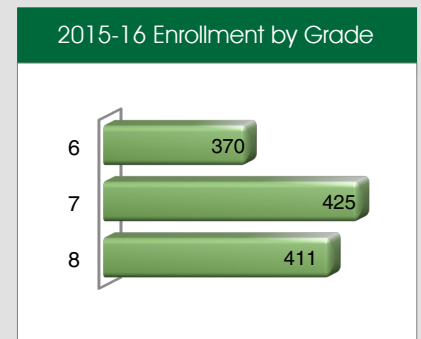
### Enrollment by Student Group

The total enrollment at the school was 1,206 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



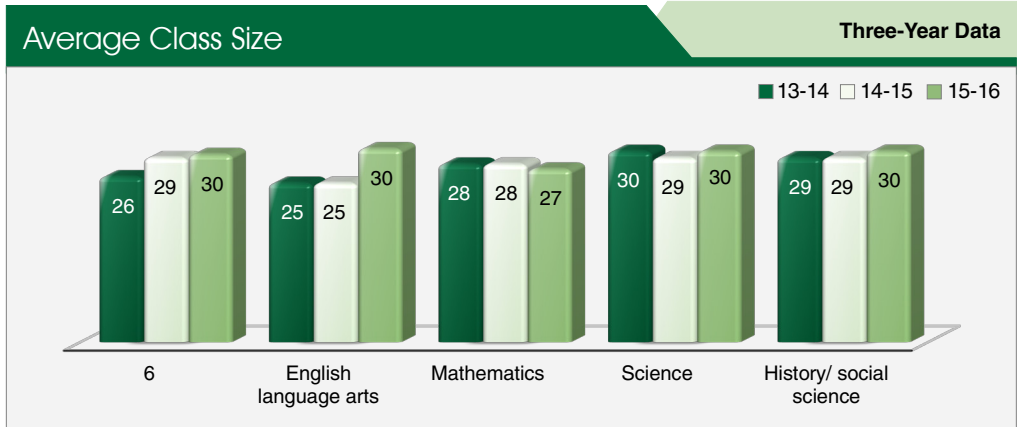
### Enrollment by Grade

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			
Walnut Creek IS			
	13-14	14-15	15-16
<b>Suspension rates</b>	7.0%	6.4%	4.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
Walnut Creek SD			
	13-14	14-15	15-16
<b>Suspension rates</b>	3.4%	3.5%	1.9%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
<b>Suspension rates</b>	4.4%	3.8%	3.7%
<b>Expulsion rates</b>	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+
<b>6</b>	14	66	5	11	70	6	12		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
<b>English language arts</b>	6	26		7	26			27	
<b>Mathematics</b>	1	27		2	27			28	
<b>Science</b>		26		1	26			27	
<b>History/social science</b>	1	26	1	1	26	1		27	





### 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
Walnut Creek IS	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	
	Walnut Creek IS	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 7	
Four of six standards	6.7%
Five of six standards	21.2%
Six of six standards	68.0%



## 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		
	Walnut Creek IS			Walnut Creek SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85%	71%	72%	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	418	410	98.09%	72.20%	
Male	218	214	98.17%	71.96%	
Female	200	196	98.00%	72.45%	
Black or African-American	11	11	100.00%	36.36%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	65	62	95.38%	80.65%	
Filipino	20	20	100.00%	85.00%	
Hispanic or Latino	49	48	97.96%	52.08%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	258	254	98.45%	74.80%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	50	49	98.00%	46.94%	
English learners	16	15	93.75%	33.33%	
Students with disabilities	49	47	95.92%	34.04%	
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	
	Walnut Creek IS		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	69%	71%	71%	74%	44%	48%
Mathematics	64%	66%	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 6-8.

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 6

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	371	362	97.60%	71.27%
Male	185	180	97.30%	63.89%
Female	186	182	97.90%	78.57%
Black or African-American	11	11	100.00%	54.55%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	47	45	95.70%	80.00%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	53	53	100.00%	66.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	219	212	96.80%	72.64%
Two or more races	27	27	100.00%	66.67%
Socioeconomically disadvantaged	48	47	97.90%	46.81%
English learners	❖	❖	❖	❖
Students with disabilities	33	33	100.00%	12.12%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	371	362	97.60%	64.09%
Male	185	181	97.80%	64.64%
Female	186	181	97.30%	63.54%
Black or African-American	11	11	100.00%	27.27%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	47	45	95.70%	84.44%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	53	52	98.10%	48.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	219	213	97.30%	65.73%
Two or more races	27	27	100.00%	62.96%
Socioeconomically disadvantaged	48	48	100.00%	35.42%
English learners	❖	❖	❖	❖
Students with disabilities	33	33	100.00%	6.06%
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 7

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	423	409	96.70%	70.42%
Male	212	206	97.20%	66.02%
Female	211	203	96.20%	74.88%
Black or African-American	13	13	100.00%	53.85%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	57	52	91.20%	84.62%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	59	59	100.00%	49.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	275	266	96.70%	73.31%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	46	42	91.30%	35.71%
English learners	21	15	71.40%	13.33%
Students with disabilities	38	37	97.40%	18.92%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	423	412	97.40%	70.39%
Male	212	206	97.20%	68.93%
Female	211	206	97.60%	71.84%
Black or African-American	13	13	100.00%	53.85%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	57	55	96.50%	85.45%
Filipino	12	12	100.00%	50.00%
Hispanic or Latino	59	59	100.00%	44.07%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	275	266	96.70%	74.44%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	46	45	97.80%	33.33%
English learners	21	19	90.50%	31.58%
Students with disabilities	38	37	97.40%	13.51%
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 8

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	418	404	96.70%	70.05%
Male	218	212	97.30%	61.79%
Female	200	192	96.00%	79.17%
Black or African-American	11	11	100.00%	45.45%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	65	58	89.20%	81.03%
Filipino	20	20	100.00%	80.00%
Hispanic or Latino	49	48	98.00%	47.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	258	252	97.70%	72.22%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	50	46	92.00%	45.65%
English learners	16	12	75.00%	25.00%
Students with disabilities	49	48	98.00%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	418	410	98.10%	64.15%
Male	218	214	98.20%	60.28%
Female	200	196	98.00%	68.37%
Black or African-American	11	11	100.00%	36.36%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	65	61	93.90%	78.69%
Filipino	20	20	100.00%	75.00%
Hispanic or Latino	49	48	98.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	258	255	98.80%	67.06%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	50	48	96.00%	41.67%
English learners	16	15	93.80%	20.00%
Students with disabilities	49	48	98.00%	12.50%
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	McDougal Littell	2002
Mathematics	Prentice Hall	2009
Science	Glencoe	2007
History/social science	Glencoe, Prentice Hall	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
Walnut Creek IS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
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	

✦ 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

We have a dedicated, experienced and proud staff. Our school campus is beautiful, with mature redwood and oak trees and two bridges in the middle of campus. We are located adjacent to downtown Walnut Creek, a bustling business center. We serve students who come ready to learn, who are active members of the community and who treat each other with respect.



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

### 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 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. 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
<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>			10/25/2016
<b>Date of the most recent completion of the inspection form</b>			10/25/2016

### School Facilities

Walnut Creek Intermediate opened in 1955. There are 52 classrooms, a multiuse room, a gymnasium, a library and a main office. There is a weight room, two computer labs and athletic fields. The school is cleaned daily by four custodians, but this will be increased to 4.5 during the 2016-17 school year. If repairs need to be made on the facility, there is a web-based ticket system, where any staff member can create a ticket indicating a repair needs to be made. There are sufficient spaces to support teaching and learning. The maintenance warehouse is adjacent to the school, and the maintenance crew is at the school on a regular basis. Before and after school, teachers have supervision duty at critical points around the school to ensure students are safe. During lunch, students are only allowed to be in the library or on the west side of the campus. Three administrators, a campus supervisor, and two counselors supervise during the lunchtimes as often as they are available.

In June 2016, a \$60 million bond was passed for the Walnut Creek School District to modernize and improve the seven schools that are in the district. As a result, repairs were made immediately to critical issues, such as the driveway and the sewer lines. The master planning process for this started in October 2016. We anticipate continued improvements and modernization as the master plan will identify.



### 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)

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



### 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	Walnut Creek IS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	178	52	55	49
Without a full credential	3	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	8	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		
	Walnut Creek IS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

### 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	
Academic Counselors	
FTE of academic counselors	1.60
Average number of students per academic counselor	719
Support Staff	
	FTE
Social/behavioral counselor	0.60
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.70
Social worker	0.00
District Nurse	0.09
Speech/language/hearing specialist	0.70
Resource specialist (nonteaching)	0.00

### 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
Walnut Creek IS	97.62%	2.38%
All schools in district	98.46%	1.54%
High-poverty schools in district	◇	◇
Low-poverty schools in district	98.46%	1.54%

◇ Not applicable.



## 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
Walnut Creek IS	\$4,765	\$77,629
Walnut Creek SD	\$6,069	\$75,458
California	\$5,677	\$71,610
School and district: percentage difference	-21.5%	+2.9%
School and California: percentage difference	-16.1%	+8.4%

## 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	\$5,425
Expenditures per pupil from restricted sources	\$660
Expenditures per pupil from unrestricted sources	\$4,765
Annual average teacher salary	\$77,629

## 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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