



# Walnut Creek School District

2016-17 District Accountability Report Card  
Published in 2017-18

# DARC



## Walnut Creek SD

Walnut Creek School District ▪ 960 Ygnacio Valley Road Walnut Creek, CA 94596 ▪ [www.walnutcreeksd.org](http://www.walnutcreeksd.org)  
Marie Morgan, Superintendent ▪ [mmorgan@walnutcreeksd.org](mailto:mmorgan@walnutcreeksd.org) ▪ (925) 944-6850

## Superintendent's Message

Dear Walnut Creek School District Community,

The Walnut Creek School District Accountability Report Card (DARC) is a summary of information about teaching and learning. Our district vision, **Engage, Inspire and Empower ALL Learners** demonstrates our commitment to every member of our school community and district data is evidence of our accomplishments. We are proud of our school communities and appreciate the opportunity to share information about our performance.

Warmly,

Marie Morgan, Superintendent

## About Our District

The Walnut Creek School District is responsible for meeting the educational needs of approximately 3,589 students enrolled in kindergarten through eighth grade. We operate five K-5 neighborhood elementary schools, one K-6, and one 6-8 intermediate school. Grades K-5 are primarily self-contained, while the intermediate grades offer a mixture of core and elective classes. The K-6 has both self-contained K-5 and core/electives in grade 6.

Our schools include:

- Buena Vista Elementary School - Principal Kelly Eagan
- Indian Valley Elementary School - Principal Milissa Banister
- Murwood Elementary School - Principal Carol Nenni
- Parkmead Elementary School - Principal Alison Gomez
- Tice Creek School - Principal Connie McCarley
- Walnut Creek Intermediate School - Principal Brandy Byers, Ed.D.
- Walnut Creek School District - Principal Joy Inouye

## Professional Development

All professional growth is determined by both school site 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-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 2017-18, the district focus will be on the implementation of the newly adopted math programs at both the K-5 and 6-8 levels, also there will be an emphasis on the implementation of Writers' Workshop. 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. A late-start Wednesday provides collaboration time for all teachers TK-8. Instructional coaches provide individual coaching and participates in grade-level and department meetings to support professional growth.

Individual teachers and administrators 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: Teachers College Reading and Writing Project, ISTE, PBL World, 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		
	2015-16	2016-17	2017-18
Walnut Creek SD	4 days	4 days	4 days

## 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.



## District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

## District Vision Statement

Engage, inspire and empower *all* learners!

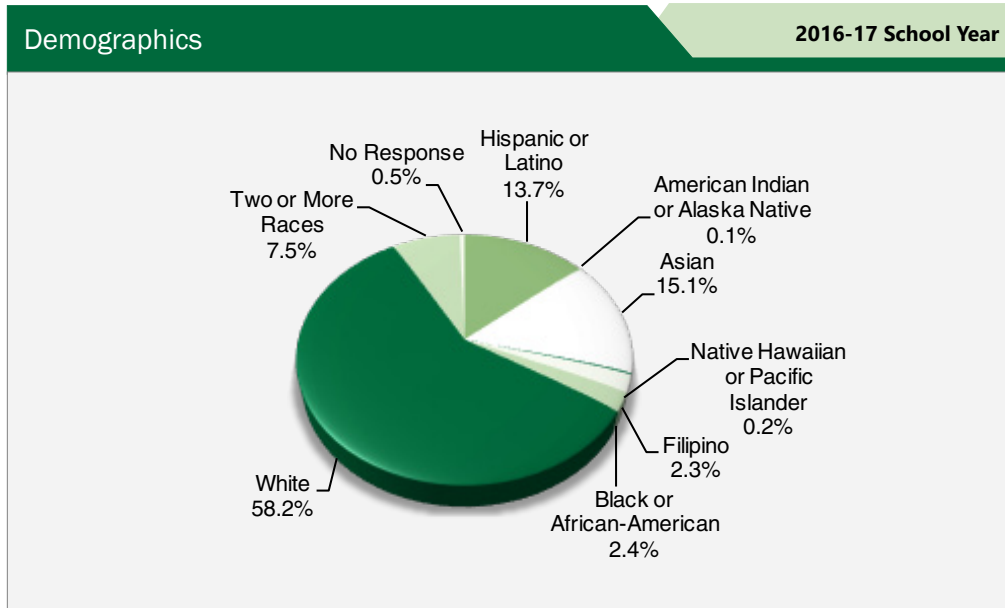


## Governing Board

- Elizabeth Bettis
- Sherri McGoff
- Aimee Moss
- Katie Peña
- Barbara Pennington

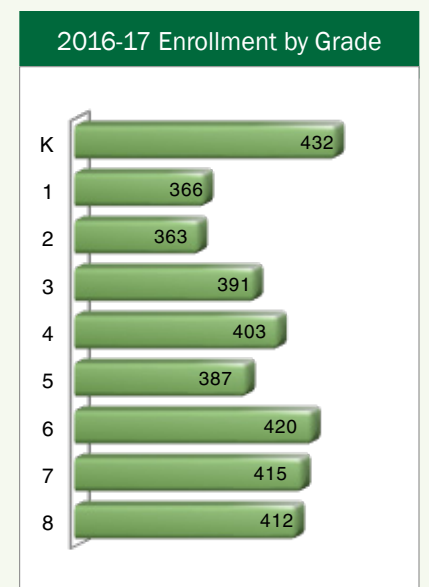
### Enrollment by Student Group

The total enrollment at the school was 3,589 students for the 2016-17 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 2016-17 school year.



### 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 table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Subject	Percentage of Students Scoring at Proficient or Advanced			
	Walnut Creek SD		California	
	14-15	15-16	14-15	15-16
Science	80%	78%	56%	54%

### 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)/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards			
	Walnut Creek SD		California	
	15-16	16-17	15-16	16-17
English language arts/literacy	74%	73%	48%	48%
Mathematics	68%	68%	36%	37%

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

For the 2016-17 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and math 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).

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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		2017-18 School Year
		Walnut Creek SD
<b>Program Improvement status</b>		In PI
<b>First year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement</b>		Year 3
<b>Number of schools currently in Program Improvement</b>		2
<b>Percentage of schools currently in Program Improvement</b>		100.00%



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. 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		2017-18 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	9/25/2017	
<b>Date of the most recent completion of the inspection form</b>	9/25/2017	



## 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

2016-17 School Year	
Walnut Creek SD	
Grade 5	
<b>Four of six standards</b>	23.1%
<b>Five of six standards</b>	23.4%
<b>Six of six standards</b>	35.3%
Grade 7	
<b>Four of six standards</b>	9.6%
<b>Five of six standards</b>	19.7%
<b>Six of six standards</b>	65.0%

## 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 18, 2017, 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		2017-18 School Year
<b>Elementary School Textbooks</b>		
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math	2017
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006
<b>Middle School Textbooks</b>		
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Big Ideas Learning	2017
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		2017-18 School Year
Walnut Creek SD	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

## Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

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

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/18/2017



### 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		
Teachers	15-16	16-17	17-18
<b>With a full credential</b>	190	178	184
<b>Without a full credential</b>	1	3	5
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	4

### 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 SD		
Teachers	15-16	16-17	17-18
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	1
<b>Vacant teacher positions</b>	0	1	1



### Types of Services Funded

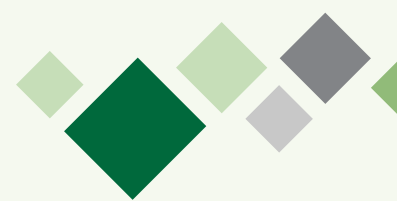
The following programs are provided to schools in the Walnut Creek School District.

- 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)
- 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)

### 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	Three-Year Data					
	Walnut Creek SD			California		
	14-15	15-16	16-17	14-15	15-16	16-17
<b>Suspension rates</b>	3.5%	1.9%	1.6%	3.8%	3.7%	3.6%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



## Financial Data

The financial data displayed in this SARC is from the 2015-16 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	2015-16 Fiscal Year	
	Walnut Creek SD	Similar Sized District
<b>Beginning teacher salary</b>	\$48,459	\$47,034
<b>Midrange teacher salary</b>	\$71,914	\$73,126
<b>Highest teacher salary</b>	\$91,859	\$91,838
<b>Average elementary school principal salary</b>	\$128,372	\$116,119
<b>Average middle school principal salary</b>	\$131,399	\$119,610
<b>Superintendent salary</b>	\$217,118	\$178,388
<b>Teacher salaries: percentage of budget</b>	42%	37%
<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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Walnut Creek SD</b>	\$7,033	\$78,450
<b>California</b>	\$6,574	\$74,194
<b>District and California: percentage difference</b>	+7.0%	+5.7%



## 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.

## 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://dq.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 November 2017.

School Accountability Report Card

PUBLISHED BY:

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