



Tice Creek School

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Grades K-8
CDS Code 07-61812-0131714

SARC

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



Walnut Creek SD

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Principal's Message

Tice Creek School opened in August 2015 as a district specialized community K-8 school. Enrollment is open to families who reside within the attendance boundaries of the Walnut Creek School District and selection is made by lottery.

By approaching instruction of Common Core State Standards through Project Based Learning (PBL), students are challenged to work on real-world problems with real-world outcomes. The process requires students utilize the four C's of 21st-century learning: collaboration, critical thinking, creativity and communication. As students research a driving question, classes often enlist the support of an industry expert to guide students and offer feedback on attempted projects. Each PBL unit ends with a product or outcome which often is presented to an authentic audience. Throughout this process, students are encouraged to engage in the cycle of inquiry: asking questions, seeking answers and developing new questions along the way.

School Mission Statement

Tice Creek School empowers innovative thinkers to positively impact the world around them with compassion and integrity.

Parental Involvement

A variety of opportunities for parent involvement are available through the Parent Teacher Association (PTA). In addition, parents are involved as classroom volunteers on a regular basis as arranged by the classroom teachers. Parents often volunteer during lunchtime and in the school office as well as by serving on School Site Council.

For more information on how to become involved at the school, please contact Juan Contreras, PTA president, at (925) 746-5515.

School Safety

Tice Creek's school safety plan was developed in conjunction with our School Safety Committee and is revised yearly. The School Safety Committee consists of staff, parents and community members, some of who have emergency responder expertise. Monthly emergency drills are coordinated between Tice Creek School and Parkmead Elementary School. Disaster supplies are stored in an outside storage shed. Faculty members are assigned to specific roles in the case of a disaster. A school counselor is on campus regularly to serve students' emotional needs. Supervision schedules ensure student safety before and after school, as well as at recess times. Restorative practices are in place to support students' behavioral needs. Suspension is utilized when restorative practices are ineffective or if needed for students' safety.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2017.

TICE CREEK PLEDGE:

We are respectful. We are responsible. We are safe.
WE ARE TICE CREEK COYOTES!

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!

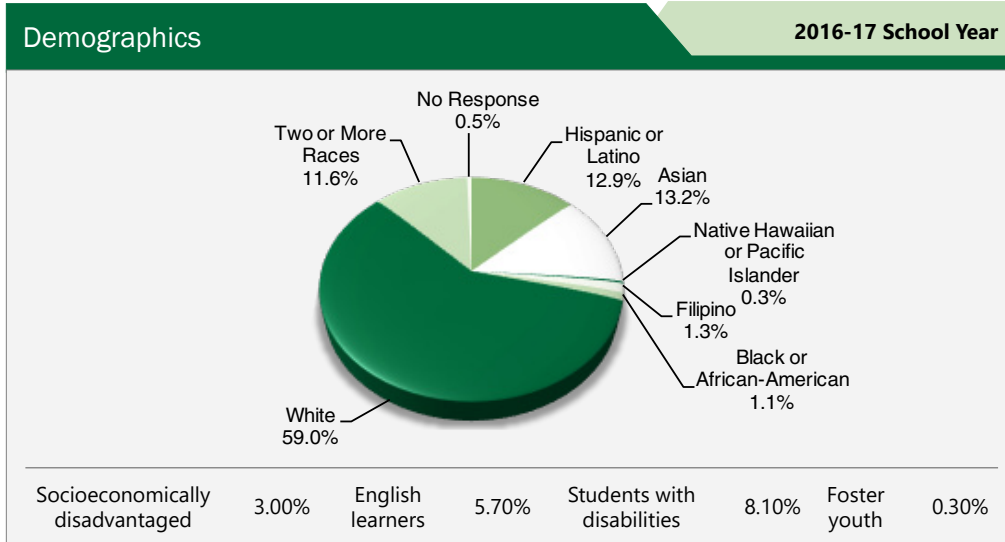


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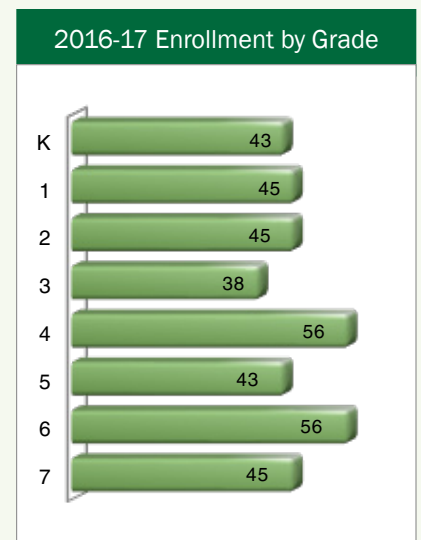
Enrollment by Student Group

The total enrollment at the school was 371 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



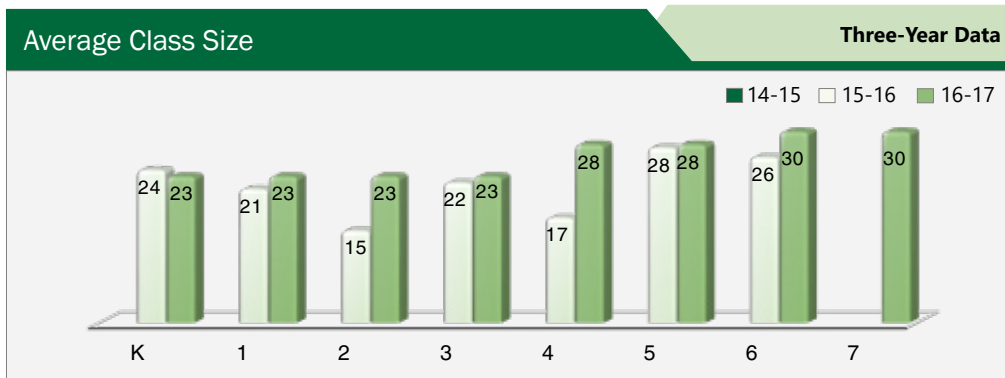
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



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.



Grade	Number of Students								
	2014-15			2015-16			2016-17		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	⌘	⌘	⌘		2			2	
1	⌘	⌘	⌘		2			2	
2	⌘	⌘	⌘	2				2	
3	⌘	⌘	⌘		2			2	
4	⌘	⌘	⌘	2				2	
5	⌘	⌘	⌘		2			2	
6	⌘	⌘	⌘		2			2	
7	⌘	⌘	⌘					2	

⌘ The school first opened in the 2015-16 school year. Therefore, no data is available.

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.

Tice Creek School			
	14-15	15-16	16-17
Suspension rates	⌘	1.0%	2.9%
Expulsion rates	⌘	0.0%	0.0%
Walnut Creek SD			
	14-15	15-16	16-17
Suspension rates	3.5%	1.9%	1.60%
Expulsion rates	0.0%	0.0%	0.00%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Tice Creek School		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	✘	87%	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.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Tice Creek School		Walnut Creek SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	79%	81%	74%	73%	48%	48%
Mathematics	71%	73%	68%	68%	36%	37%

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.

Federal Intervention Program		2017-18 School Year
	Tice Creek School	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%

✘ The school first opened in the 2015-16 school year. Therefore, no data is available.

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

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.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-7.

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 CAA 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 (grades 3-7)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	230	228	99.13%	80.70%
Male	119	118	99.16%	74.58%
Female	111	110	99.10%	87.27%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	29	29	100.00%	89.66%
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	35	97.22%	77.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	130	129	99.23%	80.62%
Two or more races	28	28	100.00%	85.71%
Socioeconomically disadvantaged	11	11	100.00%	54.55%
English learners	24	24	100.00%	75.00%
Students with disabilities	23	21	91.30%	57.14%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	230	228	99.13%	73.25%
Male	119	118	99.16%	72.03%
Female	111	110	99.10%	74.55%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	29	29	100.00%	86.21%
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	35	97.22%	65.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	130	129	99.23%	75.19%
Two or more races	28	28	100.00%	60.71%
Socioeconomically disadvantaged	11	11	100.00%	45.45%
English learners	24	24	100.00%	62.50%
Students with disabilities	22	20	90.91%	50.00%
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 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
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math (K-5), Big Ideas Learning (6-8)	2017
Science	Pearson Scott Foresman (K-5), Glencoe (6)	2008, 2007
History/social science	Macmillan/McGraw-Hill (K-5); Glencoe, Prentice Hall (6)	2006, 2006



Professional Development

All professional growth is determined by both school site and district strategic planning process, which is on-going 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
Tice Creek School	4 days	4 days	4 days

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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

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

"Students are challenged to work on real-world problems with real-world outcomes."

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	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	9/25/2017	
Date of the most recent completion of the inspection form	9/25/2017	

School Facilities

Tice Creek School has 23 classrooms in addition to a library and cafeteria. The blacktop and two baseball fields are shared with Parkmead Elementary School. Tice Creek has its own play structure. All classrooms have been renovated to meet the most modern standards of classroom space. There are two full-time custodians assigned to maintaining the facility, and additional support is provided by the district office as needed.

Tice Creek has expanded in enrollment over the last few years. In its first year, enrollment was 300 as a K-6 school. Seventh grade was added in year two, bringing enrollment to 375. In 2017-18, enrollment as a K-8 school is currently 433. Nearly every grade level has a waiting list. The school's enrollment capacity is 450. In order to meet the needs of this increasing enrollment, new structures will be needed for subsequent years. A local facilities bond Measure D passed last June and will provide funding for the additional needed facility space. Architectural plans are currently being developed and construction is expected to begin in the spring.

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.



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.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	45.2%
Five of six standards	19.0%
Six of six standards	0.0%

Grade 7

Four of six standards	20.0%
Five of six standards	12.5%
Six of six standards	62.5%

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.

Teacher Credential Information	Three-Year Data			
	Walnut Creek SD	Tice Creek School		
Teachers	17-18	15-16	16-17	17-18
With a full credential	184	19	15	25
Without a full credential	5	1	1	0
Teaching outside subject area of competence (with full credential)	4	1	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		
	Tice Creek School		
Teachers	15-16	16-17	17-18
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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	✧
Support Staff	
Social/behavioral counselor	0.600
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.500
Social worker	0.000
Nurse	0.143
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000



“A variety of opportunities for parent involvement are available through the Parent Teacher Association.”

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)

✧ Not applicable.

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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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
Beginning teacher salary	\$48,459	\$47,034
Midrange teacher salary	\$71,914	\$73,126
Highest teacher salary	\$91,859	\$91,838
Average elementary school principal salary	\$128,372	\$116,119
Average middle school principal salary	\$131,399	\$119,610
Superintendent salary	\$217,118	\$178,388
Teacher salaries: percentage of budget	42%	37%
Administrative salaries: percentage of budget	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
Tice Creek School	\$5,985	\$67,394
Walnut Creek SD	\$7,033	\$78,450
California	\$6,574	\$74,194
School and district: percentage difference	-14.9%	-14.1%
School and California: percentage difference	-9.0%	-9.2%

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,995
Expenditures per pupil from restricted sources	\$1,009
Expenditures per pupil from unrestricted sources	\$5,985
Annual average teacher salary	\$67,394



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

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