

# Indian Valley Elementary School

## School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007



### Principal's Message

#### INDIAN VALLEY SCHOOL'S MISSION STATEMENT:

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

Our belief at Indian Valley School is that 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, as staff works in partnership with the community to reach our educational goals. Indian Valley's Strategic Plan aligns the school efforts to maintain the focus on addressing the academic, social, and emotional development of all children. The three major focus areas of the Plan are: 1) the alignment of all standards, benchmarks, and assessments within and across grade levels and implementation of a curriculum that provides academic challenge and success for all children; 2) provision of a safe school environment for all children and adults; and 3) the creation of strategies to enable parents, teachers, and students to work as a team for the success of each child.

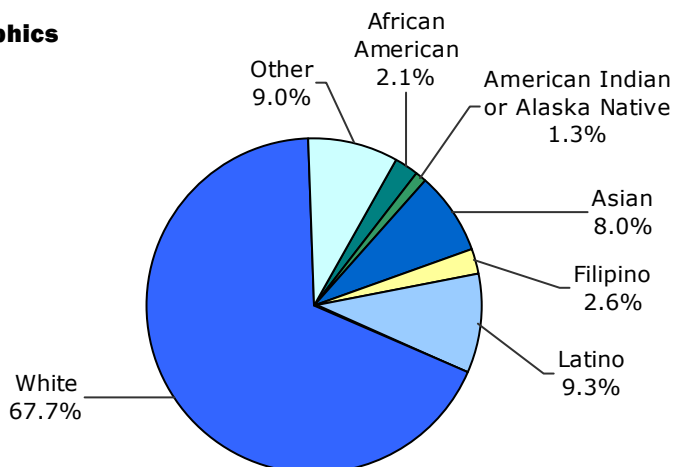
Indian Valley School is located in Walnut Creek, bordering the Open Space trails that lead to the top of Mt. Diablo. This California Distinguished School is the focal point of the community, enrolling 387 kindergartens through fifth grade students.

Our school staff consists of a principal, 21 credentialed teachers, a full-time literacy coach, two SDC teachers, a school secretary, a part-time clerk, two full-time and one part-time custodian, a resource specialist, a speech therapist, one part-time ELD specialist, one RS paraprofessional, two SDC paraprofessionals, one part-time school psychologist, one part-time counselor, four full-inclusion aides, library/media, science, art, music, and PE specialists, cafeteria manager and assistant, and noon supervisors. In addition to district support personnel, IV has a gifted specialist and district music teachers that coordinate the fourth and fifth grade band program. The district also has a school nurse.

### Enrollment and Demographics

The total enrollment was 387 students for the 2005-2006 school year.

#### Demographics



Nancy Weatherford  
Principal

Indian Valley  
Elementary School  
"Home of the Hawks"

Grades K-5  
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**Walnut Creek School District**  
"A community of learners building knowledge, skills and character."

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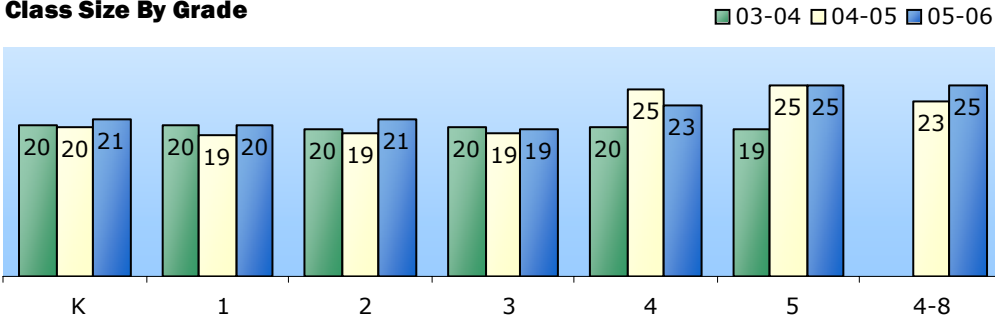
### District Mission Statement

*In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.*

## Class Size

The three-year data for average class size is displayed below.

### Class Size By Grade



### Class Size Distribution – Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			1	2	
1	3			3			3		
2	4			3			1	2	
3	3			3			3		
4	1	2			2			2	
5	1	2			2			2	
4-6					1			1	

## Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	33%
1	100%	100%	100%
2	100%	100%	33%
3	100%	100%	100%

## Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Indian Valley ES			Walnut Creek SD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.019	0.000	0.021	0.044	0.034	0.030
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

## Instruction and Leadership

The Indian Valley Academic Advisory Committee (IVAAC) represents the various decision-making constituents of our school community. Teachers, parents, and community members serve as members of the site Leadership Team and IVAAC. Together we address the educational and budgetary decisions that drive our school programs. Our Site Strategic Plan, which is updated annually in the spring, guides our work and the related decisions. A major focus of our plan is alignment with State Standards and, in particular, on reading comprehension and strong writing skills as well as a strong program in all of the core subjects. We will also address the intervention programs we provide to guarantee that "no child is left behind." We pride ourselves on being able to differentiate instruction to meet each child's level of instruction and adapt our teaching accordingly.

We are proud of our fine arts program which includes art and music, as well as of our physical education, science, and library media programs. Students receive weekly instruction from trained specialists in all of the above mentioned curricular areas.

Indian Valley School also offers enrichment programs for students who are identified Gifted and Talented or high achievers in the areas of language arts and/or mathematics. In addition to differentiated instruction in the regular classroom, programs such as Junior Great Books and enrichment math classes in grades 1-5 provide high achieving students with an opportunity to come together and share challenging curriculum. In addition, instrumental music is provided to students in Grades 4-5.

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## School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other		

\* The school inspection date and Interim Evaluation Instrument completion date occurred in September 2006.

## Facilities

The Indian Valley School facility houses 18 classrooms, a library media center, an art room, a science room, a resource room, a counseling and speech room, and a large multi-use room. The Indian Valley site with Mount Diablo and its open space serving as the school's backyard is a source of pride in the Walnut Creek community. The school was built in 1958 and was renovated 4 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. The city of Walnut Creek renovated an area providing 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, and a TV/VCR unit. Furnishings are in good repair. The library provides 16 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 2.5 site custodians and district maintenance staff. All student toilet/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 6:30 A.M. to 11 P.M. Monday-Friday cleaning the entire facility daily. The on-site day care facility has its own cleaning staff. The day care is in good repair using the schools restroom facilities that are adjacent to the day care. Two custodians are on staff for the many evening activities that take place in the school library or multi-use room/cafeteria.

## Minimum Days and Instructional Minutes

For 2005-06, Indian Valley Elementary School had one minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	36,000	36,000
1-3	50,720	50,400
4-5	56,130	54,000

## Instruction and Leadership

*Continued from page 2*

Intervention programs are available to students who are struggling learners. Indian Valley has two trained Reading Recovery teachers who provide one-on-one instruction to students in first grade who are having difficulty learning to read and write. After school tutorial programs give additional support to students who are below grade level in language arts. Homework clubs are also available to students in grades 2-5 as well as to resource students with IEPs. English Learners also receive after-school support to develop proficiency in English.

Indian Valley provides students with after-school enrichment activities such as Science Club, Chess Club, Chorus, Manners Class, drama, basketball, and art classes.

The two SDC classes provide opportunities for students to be mainstreamed to connect with other students and to see themselves as valued members of the student community.

The district has recently developed an e-report card that is standards-based and aligned to the core curriculum. The instructional program incorporates the standards into daily instruction in all areas of the curriculum.

The principal, Nancy Weatherford, with over fifteen years as a site administrator, is dedicated to and operates on the shared leadership model. Mrs. Weatherford became principal of Indian Valley in 2006 and has used the shared leadership model to engage staff in developing a school culture that believes all children can learn. Her focus targets quality instruction to guide students to make wise choices as they relate to learning and to set their goals for achieving academic excellence.

## 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. In Walnut Creek, we have purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics as a part of this requirement. 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 the most recent 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.

Textbooks		
Subject Area	Textbook Title/Publisher	Year Adopted
English-Language Arts	Houghton Mifflin, McDougall Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougall Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Foreign Language	0%	

\* This data was most recently collected and verified in September 2006.

## Positive Learning Environment

Indian Valley's Mission Statement sets the tone for the learning environment, and our LifeSkills program helps to this end as we strive to build strong character. Our positive recognition programs reinforce the goal of developing lifelong learners who contribute to our society. The High Flyers program, High Flying Hawks Awards Assemblies, Attendance Banners, and the Six Pillars of Character promote the development of academic and social achievement.

School and classroom management systems are developed and clearly posted to ensure a safe and orderly atmosphere where students can learn. Expectations for all students are defined, modeled, and aligned with appropriate incentives and consequences. The ultimate outcome is an environment where mutual respect and open communication between adults and children is fostered school wide.

Ongoing communication is one of the many strengths of Indian Valley School. Teachers provide newsletter to parents as well as maintaining daily e-mail correspondence. The PTO provides weekly communication through the news on the Internet and a monthly newsletter called the "Smoke Signals." The superintendent also provides a monthly newsletter via the Internet to keep parents and the community well informed.

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## Positive Learning Environment

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To ensure that all students reach their greatest academic potential, we provide interventions to offer additional support. We conduct monthly safety net meetings to address research based instructional strategies, Student Study Team (SST) meetings, as well as follow-up SSTs. We develop a plan tailored to meet the needs of each child who is experiencing barriers to successful learning. Students struggling in the area of mathematics receive extra support from our math intervention specialist. Additionally, we provide after-school tutorial services, English Language Learners tutoring, and Homework Club opportunities. The response to intervention model addresses the classroom, tier 1, and tier 2 strategies in order to provide a comprehensive educational intervention plan for increasing sustained academic gains.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 51.7% of students in the fifth grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

### CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Indian Valley ES			Walnut Creek SD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
<b>English-Language Arts</b>	77%	78%	75%	71%	72%	78%	36%	40%	42%
<b>Mathematics</b>	75%	81%	83%	70%	72%	77%	34%	38%	40%
<b>Science</b>	56%	64%	55%	65%	54%	67%	25%	27%	35%

### CST Subgroup Results: English-Language Arts, Mathematics, and Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels			
	English-Language Arts	Mathematics	Science
Year Tested	2005-06	2005-06	2005-06
<b>Male</b>	73%	80%	67%
<b>Female</b>	79%	87%	40%
<b>English Learners</b>	41%	59%	❖
<b>Economically Disadvantaged</b>	59%	56%	❖
<b>Students with Disabilities</b>	50%	55%	❖
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	74%	96%	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	53%	65%	❖
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	82%	87%	64%

❖ Data are reported only for numerically significant subgroups.

## School Safety

Indian Valley has a Comprehensive Safety Plan that is updated on a yearly basis. The plan includes emergency/disaster preparedness that includes intruder, fire, and earthquake drills and procedures, school discipline policies and actions leading to suspension or expulsion, procedures to notify staff of dangerous pupils, sexual harassment policy, school wide dress code, and procedures for safe ingress and egress of pupils.

The School Safety Plan was last reviewed and updated in October 2006. It was last discussed with the staff in October 2006.



**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005-06 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Indian Valley ES	74%	84%	73%	83%	84%	83%
Walnut Creek SD	75%	75%	77%	82%	78%	84%
California	43%	41%	42%	51%	52%	53%

## NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	70%	76%
Female	78%	93%
English Learners	❖	❖
Economically Disadvantaged	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	77%	84%

❖ Data are reported only for numerically significant subgroups.

## Professional Development

All professional growth is determined by the school wide 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-based needs assessments.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff meets by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. 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. Two meetings per month are facilitated by an instructional coach who also provides individual coaching. At the intermediate level staff development activities are planned for 'Late Start Wednesdays' each week as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

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: Gifted and Talented National Convention (Confratute), Reading Recovery, Technology, Math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, Differentiated Instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site 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 that the agendas for these professional growth days are tied to areas defined by the strategic plan.

## Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Walnut Creek SD	Indian Valley ES		
Teachers	05-06	03-04	04-05	05-06
<b>With Full Credential</b>	176	21	21	21
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		04-05	05-06	06-07*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b> —assignment of employees to services positions without required certificate, credential, or other statutory authorization		0	0	0
<b>Vacant Teacher Positions</b> —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Data displayed is what is most currently available.

## NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	98.0%	2.0%
<b>High-Poverty Schools</b>	0.0%	0.0%
<b>Low-Poverty Schools</b>	98.0%	2.0%

## Teacher Evaluations

The school principal formally evaluates the tenured teachers every other year while temporary and probationary teachers are evaluated annually in order to maintain and improve the quality of education in the district. The evaluation includes teacher research, reflection, and direct observation by the principal.

The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate strategies to improve reading comprehension. Student data is reviewed during the evaluation conference so that together the principal and the teacher can examine the impact of the focal teaching strategies. A final conference takes place with the teacher and principal to review the impact of instruction on student achievement. At this time, next steps are also determined to ensure future professional growth for the teacher.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.



## Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our district and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to thirty consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 1.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
<b>Statewide API Rank</b>	10	10	10
<b>Similar Schools API Rank</b>	4	7	10

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
<b>All Students at the School</b>	14	38	-22	899
<b>African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	13	39	-10	920
<b>Socioeconomically Disadvantaged</b>	❖	❖	❖	❖
<b>English Learners</b>	✦	✦	❖	❖
<b>Students with Disabilities</b>	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Indian Valley ES		Walnut Creek SD	
<b>Met Overall AYP Status</b>	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	❖		❖	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

## Parental Involvement

Indian Valley School has an active Parent Teacher Organization, with membership including both parents and staff who play a major role in site-based decision making. The Parent Teacher Organization has raised over \$81,000 from various fund-raising activities including e-Scrip sales. These funds help support the library/media center, the science program, the visual and performing arts program, the computer program, enrichment assemblies, Kindergarten art, music, and PE instructional specialists, the LifeSkills Program, as well as supplementary classroom materials/equipment/books, and the publication of the school newsletter, the "Smoke Signals," and playground equipment and furniture.

The encouragement of the Parent Teacher Organization enhances school morale as they organize family oriented activities such as the yearly Auction, the Book Faire, Numberama, Spell-a-bration, Family Involvement Nights, Book Exchanges, Welcome Back Days, Teacher Presentation Nights, and School Beautification Days. 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. We have maintained a 15-year relationship with the Civic Arts Program and, recently, the city awarded the school a grant to fund the continuation of our LifeSkills program. Community agencies are involved in a wide range of activities, including tutoring (Rossmoor Seniors, Diablo Valley Assistance League), donating books (Rotarians), City Council, and PG&E, IV's Jr. Achievement sponsor. Over 200 businesses donate to our school fund-raisers.

For more information on how to become involved, please contact Nancy Weatherford, Principal, at (925) 944-6828.



## Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Indian Valley ES	Walnut Creek SD
<b>Program Improvement Status</b>	Not in PI	Not in PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0.0%

◇ n/a Not applicable.

## Financial Information

The data displayed is from the 2004-05 school year because 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.

District Salary Information — Does not include benefits		
Range	Walnut Creek SD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$37,756	\$37,797
<b>Mid-Range Teacher Salary</b>	\$56,033	\$57,601
<b>Highest Teacher Salary</b>	\$68,920	\$71,233
<b>Average Principal Salary</b>	\$98,298	\$88,676
<b>Superintendent Salary</b>	\$149,583	\$127,179
<b>% of Budget for Teacher Salaries</b>	45.5%	42.1%
<b>% of Budget for Administrative Salaries</b>	6.2%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Indian Valley ES</b>	\$5,921	\$1,361	\$4,560	\$63,216
<b>Walnut Creek SD</b>			\$4,483	\$56,972
<b>California</b>			\$4,743	\$56,471
<b>Percent Difference Between School Site and District</b>			2%	10%
<b>Percent Difference Between School Site and State</b>			-4%	11%

## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Walnut Creek Elementary School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading FTE (Buena Vista)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (for Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

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