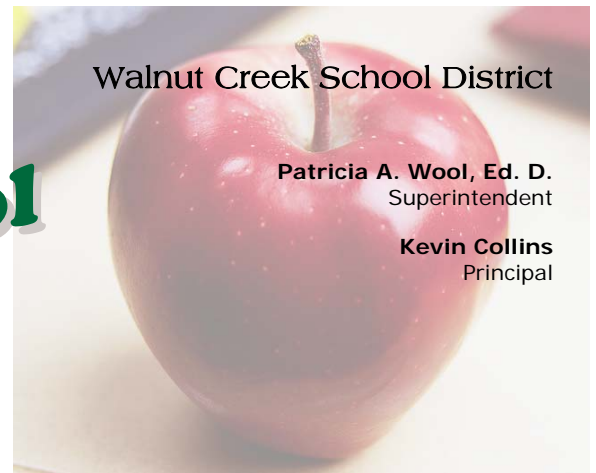# Walnut Creek Intermediate School

## School Accountability Report

Grades 6-8
2425 Walnut Boulevard   Walnut Creek, CA 94597
Phone: (925) 944-6840   Fax: (925) 933-1922
Website:  www.walnutcreeksd.org/wci

### Walnut Creek School District

**Patricia A. Wool, Ed. D.**
Superintendent

**Kevin Collins**
Principal

## Principal's Message

Walnut Creek Intermediate (WCI) School, a California Distinguished School, is the only middle school in the Walnut Creek School District, which serves approximately 3,250 students. WCI is located near the center of the city of Walnut Creek and has a student population of approximately 1,120 sixth, seventh and eighth grade students. Certificated personnel consists of one principal, two vice principals, two counselors, a part-time crisis counselor, and 55 full- or part-time teachers. Our Special Education department consists of four resource specialists and one Special Day Class teacher. WCI has 26 full- and part-time classified employees, including office staff, a library/media specialist, custodial staff, cafeteria workers, noon-duty supervisors, and Special Education paraprofessionals.

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 English and social studies core. They are also enrolled in one elective or exploratory course. Seventh graders are enrolled in a two-period core, one period of science, math, and two elective courses. Eighth graders are enrolled in one period of English, social studies, math, science, and two elective courses. All students are enrolled in one period of physical education.

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, 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.

## Positive Learning Environment

WCI has high expectations for students' academics and behavior. The curriculum is designed to challenge and motivate students to enjoy the learning process. Students are encouraged to take an active part in their own learning, to increase their independent study habits, and to take advantage of the variety of learning opportunities and extra curricular activities that are provided for them.

WCI is fortunate to receive School Improvement Program, Title V, and GATE funding that work along with the district and PTA funding to enable us to provide a broad range of enriching activities that align with our strategic plan for school improvement. School Improvement Program and Gifted and Talented Education (GATE) funds are used for staff development, program enhancement, classroom technology, and curricular materials. Title VI funds are used for a variety of innovative programs. We also receive funding from the city of Walnut Creek and the District to provide intervention and crisis counseling services to students.  Each of these programs builds on WCI's basic foundation: our commitment to building a strong learning community that is responsive to the needs of all students.

The PTA and WCEF K-12 also supports the strategic plan by providing funding for programs that impact safety, communication, homework assistance, and after-school enrichment opportunities for students.

WCI has two character education programs named Character Counts and PRIDE (Positive individuals, Responsible community members, Independent learners, Developing citizens, Effective communicators) that focus on educating the whole student. Character Counts and PRIDE lessons are taught each week and special lessons and presentations are the focus of our five shortened days.

### Walnut Creek School District

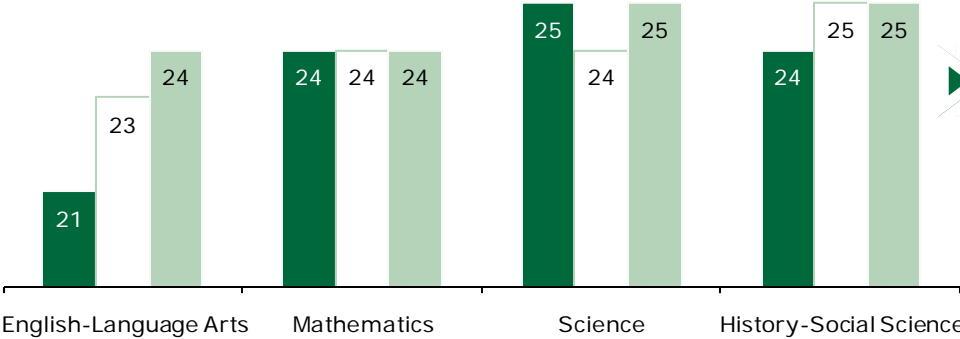*"A community of learners building knowledge, skills and character."*

960 Ygnacio Valley Road
Walnut Creek, CA 94597
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www.walnutcreeksd.org

### 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 bar chart:

| Subject | 04-05 | 05-06 | 06-07 |
|---|---|---|---|
| English-Language Arts | 21 | 23 | 24 |
| Mathematics | 24 | 24 | 24 |
| Science | 25 | 24 | 25 |
| History-Social Science | 24 | 25 | 25 |

## Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05  ☐ 05-06  ☐ 06-07

| Class Size Distribution — Number of Classrooms By Size | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **2004-05** | | | **2005-06** | | | **2006-07** | | |
| **Subject** | **1-22** | **23-32** | **33+** | **1-22** | **23-32** | **33+** | **1-22** | **23-32** | **33+** |
| **English-Language Arts** | 19 | 44 | | 16 | 54 | | 11 | 59 | |
| **Mathematics** | 9 | 41 | | 12 | 37 | | 7 | 41 | |
| **Science** | 8 | 41 | | 11 | 35 | | 3 | 42 | |
| **History-Social Science** | 10 | 42 | | 6 | 40 | 1 | 4 | 45 | |

## Public Internet Access

Members of the public may view the full School Accountability Report Card online. Internet access is available to the public without charge at Contra Costa County Library locations in Walnut Creek and nearby Lafayette, Danville, and Pleasant Hill.

## School Instruction and Leadership

Faculty and paraprofessionals are encouraged to participate in a range of advanced training. The benefits of ongoing professional development are recognized and promoted. The School Improvement Program provides funding for staff development in the various content areas as well as in technology, students' special needs, and instructional strategies. The emphasis on continual learning contributes to an atmosphere of innovation and professional exchange. It also serves as a model, for our students, of the value of higher education.

Collaboration is a way of life for the staff at WCI; departmental and sixth grade family (team) planning begins in the summer before school starts and continues throughout the year. Sixth grade family teachers share common prep time and meet weekly to plan curriculum and assess student progress. Teachers routinely share resources and plan collaboratively. All core curriculum departments (English, math, science, and social studies) meet on a regular basis to develop and implement curriculum. During the 2004-05 school year, WCI implemented a late-start Wednesday for students to provide more time for teacher collaboration, articulation, and staff development. This was accomplished by adding time to each of the other school days in order to provide adequate instructional minutes for the year.

The principal, Kevin Collins, has been a school administrator for ten years. Both vice-principals have extensive experience in administration and leadership positions.

## Parental Involvement

There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels. Examples are: Parent Teacher Association (PTA) board and committee members, parenting classes, library assistants, health and safety, staff appreciation, Web site development, chaperones, noon supervision, School Site Council (SSC), strategic planning team, technology team, TRI-S, grade level activities, weekly e-mail updates, monthly newsletter, and more.

For more information on how to become involved, contact PTA Presidents Karen Schroter or Liz Bettis at (925) 944-6840 or visit our PTA website at www.wcipta.org.

## Academic Counselors

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|---|---|
| 1.5 | 765 |

## Textbooks and Instructional Materials

| Quality and Availability of Textbooks | | |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English-Language Arts** | McDougal Littell | 2001 |
| **Mathematics** | Houghton Mifflin, Prentice Hall | 2001 |
| **Science** | Glencoe | 2007 |
| **History-Social Science** | Glencoe, Prentice Hall | 2006 |

| **Subject** | **Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials** |
|---|---|
| **English-Language Arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History-Social Science** | 0% |
| **Foreign Language** | 0% |
| **Health** | 0% |
| **Visual & Performing Arts** | 0% |

Note: This data was most recently collected and verified in October, 2007.

## 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 learning of other students. Our hope is that students enjoy themselves and become involved in healthy and productive interactions with other young adults.

In addition to the principal and two vice-principals, the school has a full-time campus supervisor who monitors the campus. There are two noon-duty supervisors and a system of parent volunteers who help maintain a safe and orderly environment during both lunch periods. 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 a 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 student education helps maintain a safe campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and attends monthly meetings with the police and representatives of all schools in Walnut Creek.

Safety drills are practiced quarterly 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 October, 2007.

## 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 the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. 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.

All students in Visual and Performing Arts classes (which include dance, art, instrumental music, drama, cartooning, and video production) have access to the appropriate textbooks and instructional materials.
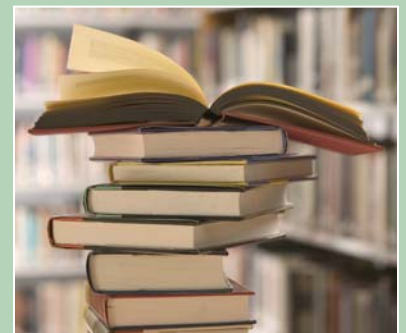
## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

| School Facility Conditions and Improvements | | | | |
|---|---|---|---|---|
| **Item Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Gas Leaks** | ✓ | | | |
| **Mechanical Systems** | ✓ | | | |
| **Windows/Doors/Gates** (interior and exterior) | ✓ | | | |
| **Interior Surfaces** (walls, floors, and ceilings) | ✓ | | | |
| **Hazardous Materials** (interior and exterior) | ✓ | | | |
| **Structural Damage** | ✓ | | | |
| **Fire Safety** | ✓ | | | |
| **Electrical** (interior and exterior) | ✓ | | | |
| **Pest/Vermin Infestation** | ✓ | | | |
| **Drinking Fountains** (inside and outside) | ✓ | | | |
| **Restrooms** | ✓ | | | |
| **Sewer** | ✓ | | | |
| **Playground/School Grounds** | ✓ | | | |
| **Roofs** | ✓ | | | |
| **Overall Cleanliness** | ✓ | | | |

| Overall Summary of Facility Condition | | | | |
|---|---|---|---|---|
| **Item Inspected** | **Exemplary** | **Good** | **Fair** | **Poor** |
| **Overall Summary** | ✓ | | | |

Note: The most recent school site inspection occurred in December, 2007, and the inspection form was most recently completed in December, 2007.

## Minimum Days and Instructional Minutes

For 2006-07, Walnut Creek Intermediate School had six 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** |
| **6-8** | 61,849 | 54,000 |

## School Facilities

During the 1996-97 school year, the Walnut Creek community approved a $21,000,000 construction bond that resulted in the complete renovation of Walnut Creek Intermediate School during the 1997-98 school year. Air conditioning, state-of–the-art science labs and ample classroom space are but a few of the improvements that enhanced the school's learning environment. As the result of the passage of a $20,000,000 bond in 2002, the school has a new library, a new locker room facility, a new weight room, a modernized fire alarm system, as well as an additional pedestrian bridge connecting the two sides of campus. The old library was converted into a counseling office and staff room. The school's athletic field has been fully modernized with new drainage and irrigation, a running track, and a new softball field. A new kiln room is being completed for use by art students. The science department has a new school garden.

Future projects at WCI include improving the student drop-off area and entry point, and courtyards on both sides of the cafeteria will be modernized including covered eating areas.

## California Standards Tests Results

| Percentage of Students At Proficient or Advanced Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Walnut Creek IS | | | Walnut Creek SD | | | California | | |
| | **04-05** | **05-06** | **06-07** | **04-05** | **05-06** | **06-07** | **04-05** | **05-06** | **06-07** |
| **English-Language Arts** | 70% | 77% | 78% | 72% | 78% | 79% | 40% | 42% | 43% |
| **Mathematics** | 66% | 70% | 70% | 72% | 77% | 77% | 38% | 40% | 40% |
| **Science** | ✱ | 67% | 71% | 54% | 67% | 74% | 27% | 35% | 38% |
| **History-Social Science** | 68% | 72% | 72% | 68% | 72% | 72% | 32% | 33% | 33% |

✱ The science portion of the CST was administered for the first time to 8th graders in 2005-06.

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

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | |
|---|---|---|---|---|
| | Spring 2007 Results | | | |
| **Subgroup** | **English-Language Arts** | **Mathematics** | **Science** | **History-Social Science** |
| **Male** | 75% | 71% | 75% | 72% |
| **Female** | 82% | 69% | 67% | 71% |
| **Economically Disadvantaged** | 48% | 40% | 48% | 48% |
| **English Learners** | 17% | 41% | 28% | 22% |
| **Students with Disabilities** | 31% | 28% | 35% | 22% |
| **Migrant Education Services** | ❖ | ❖ | ❖ | ❖ |
| **African American** | 45% | 20% | 25% | 50% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 77% | 84% | 81% | 72% |
| **Filipino** | 67% | 67% | 69% | 62% |
| **Hispanic or Latino** | 56% | 46% | 49% | 49% |
| **Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 85% | 75% | 75% | 77% |

❖ Data are reported only for numerically significant subgroups.

## 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 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 2006-07, 70.2% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Walnut Creek School District

## California Standards Tests

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and 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 through 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**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

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

## Norm Referenced Test Results

| Percentage of Students Scoring At or Above the 50th Percentile | | | | | | |
|---|---|---|---|---|---|---|
| | **Reading** | | | **Mathematics** | | |
| | **04-05** | **05-06** | **06-07** | **04-05** | **05-06** | **06-07** |
| **Walnut Creek IS** | 74% | 83% | 77% | 74% | 85% | 81% |
| **Walnut Creek SD** | 75% | 77% | 76% | 78% | 84% | 83% |
| **California** | 41% | 42% | 42% | 52% | 53% | 53% |

## NRT Subgroup Results: Reading and Math

| Percentage of Students Scoring At or Above the 50th Percentile | | |
|---|---|---|
| | **Spring 2007 Results** | |
| **Subgroup** | **Reading** | **Mathematics** |
| **Male** | 70% | 82% |
| **Female** | 84% | 80% |
| **Economically Disadvantaged** | 61% | 61% |
| **English Learners** | 33% | 61% |
| **Students with Disabilities** | 50% | 47% |
| **Migrant Education Services** | ❖ | ❖ |
| **African American** | 55% | 45% |
| **American Indian or Alaska Native** | ❖ | ❖ |
| **Asian** | 71% | 88% |
| **Filipino** | 64% | 93% |
| **Hispanic or Latino** | 62% | 59% |
| **Pacific Islander** | ❖ | ❖ |
| **White** | 84% | 86% |

❖  Data are reported only for numerically significant subgroups.

## 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 NRT 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/.
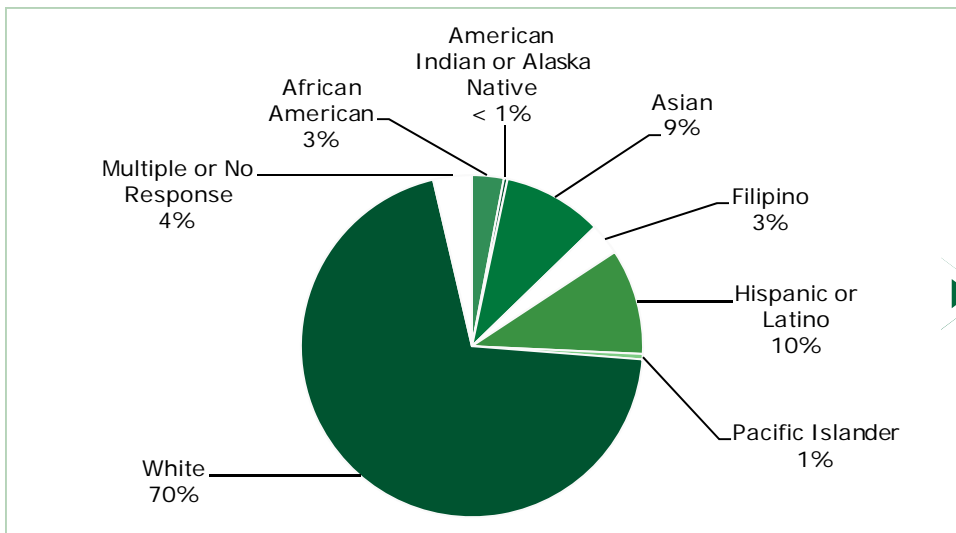
The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

**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.



American Indian or Alaska Native < 1%

African American 3%

Multiple or No Response 4%

Asian 9%

Filipino 3%

Hispanic or Latino 10%

Pacific Islander 1%

White 70%

## Enrollment and Demographics

The total enrollment was 1,148 students for the 2006-07 school year.

## Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|---|---|---|---|---|
| | **Walnut Creek IS** | | **Walnut Creek SD** | |
| **Met Overall AYP Status** | Yes | | Yes | |
| | | | | |
| **AYP Criteria** | **English-Language Arts** | **Mathematics** | **English-Language Arts** | **Mathematics** |
| **Participation Rate** | Yes | Yes | Yes | Yes |
| **Percent Proficient** | Yes | Yes | Yes | Yes |
| | | | | |
| **API** | Yes | | Yes | |
| **Graduation Rate** | ✧ | | ✧ | |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Academic Performance Index

| API Ranks — Three Year Comparison | | | |
|---|---|---|---|
| | **2003-04** | **2004-05** | **2005-06** |
| **Statewide API Rank** | 10 | 10 | 10 |
| **Similar Schools API Rank** | 5 | 5 | 7 |

| API Growth by Student Group — Three Year Comparison | | | | |
|---|---|---|---|---|
| **Group** | **Actual API Change** | | | **2006-07 API Score** |
| | **2004-05** | **2005-06** | **2006-07** | |
| **All Students at the School** | 7 | 24 | -2 | 883 |
| **African American** | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | -19 | 33 | -11 | 915 |
| **Filipino** | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 39 | 41 | 23 | 789 |
| **Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 10 | 23 | 4 | 903 |
| **Socioeconomically Disadvantaged** | ❖ | ❖ | ❖ | ❖ |
| **English Learners** | ✦ | ❖ | ❖ | ❖ |
| **Students with Disabilities** | ✦ | 15 | ❖ | ❖ |

✦ API scores for English learners and students with disabilities were first reported in the 05-06 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/.

### 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 adjacent tables show 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.

## No Child Left Behind Compliant Teachers

| Core Academic Courses Taught by NCLB Compliant Teachers | | |
|---|---|---|
| | % of Classes Taught by NCLB Compliant Teachers | % of Classes Taught by Non-NCLB Compliant Teachers |
| **Walnut Creek IS** | 99.6% | 0.4% |
| **All Schools in District** | 99.7% | 0.3% |
| **High-Poverty Schools** | 0.0% | 0.0% |
| **Low-Poverty Schools** | 99.7% | 0.3% |

## 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 | | | | | | |
|---|---|---|---|---|---|---|
| | Walnut Creek IS | | | Walnut Creek SD | | |
| | **04-05** | **05-06** | **06-07** | **04-05** | **05-06** | **06-07** |
| **Suspension Rate** | 0.087 | 0.050 | 0.171 | 0.034 | 0.030 | 0.068 |
| **Expulsion Rate** | 0.001 | 0.000 | 0.003 | 0.000 | 0.000 | 0.001 |

## Types of Service Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (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)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

### No Child Left Behind Compliant Teachers

No Child Left Behind (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.

### 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 — 0.0
- Social Worker — 0.0
- Nurse — 0.0
- Speech/Language/ Hearing Specialist — 0.0
- Resource Specialist (non-teaching) — 0.0
- Other — 0.0

## Teacher Qualifications

| Teacher Credential Information | | | | |
|---|---|---|---|---|
| | **Walnut Creek SD** | **Walnut Creek IS** | | |
| **Teachers** | **2006-07** | **2004-05** | **2005-06** | **2006-07** |
| **With Full Credential** | 173 | 58 | 59 | 56 |
| **Without Full Credential** | 0 | 2 | 1 | 0 |
| **Teaching Outside Subject Area of Competence** | | 0 | 1 | 1 |
| | | **2005-06** | **2006-07** | **2007-08*** |
| **Teacher Misassignments of English Learners—**English Language Learner (ELL) teachers without ELL certification | | 0 | 0 | 0 |
| **Total Teacher Misassignments** | | 0 | 1 | 0 |
| **Vacant Teacher Positions—**teacher in a position that was vacant at the beginning of the year for a full year or an entire semester | | 0 | 0 | 0 |

\*   Most current data.

## 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.

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 members meet 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. An instructional coach who also provides individual coaching 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. 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 Education (GATE) 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 five 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.

## 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 30 consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

## Walnut Creek School District

### Teacher Qualifications

The adjacent table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.
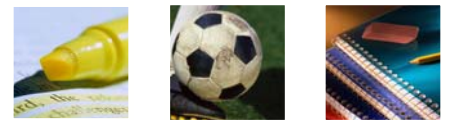
### Teacher Evaluations

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.

## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP 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.

| Federal Intervention Program | | |
|---|---|---|
| | **Walnut Creek IS** | **Walnut Creek SD** |
| **Program Improvement Status** | Not In PI | Not In PI |
| **First Year of Program Improvement** | ✧ | ✧ |
| **Year in Program Improvement** | ✧ | ✧ |
| | | |
| **Number of Schools Identified for Program Improvement** | | 0 |
| **Percent of Schools Identified for Program Improvement** | | 0.0% |

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 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** |
| **Beginning Teacher Salary** | $38,889 | $38,159 |
| **Mid-Range Teacher Salary** | $57,714 | $59,148 |
| **Highest Teacher Salary** | $70,988 | $73,514 |
| **Average Principal Salary** | $110,691 | $95,855 |
| **Superintendent Salary** | $161,710 | $132,994 |
| **% of Budget for Teacher Salaries** | 45.6% | 41.6% |
| **% of Budget for Administrative Salaries** | 6.2% | 5.9% |

| Financial Data | | | | |
|---|---|---|---|---|
| | **Total Expenditures Per Pupil** | **Expenditures Per Pupil From Restricted Sources** | **Expenditures Per Pupil From Unrestricted Sources** | **Average Teacher Salary** |
| **Walnut Creek IS** | $4,949 | $886 | $4,063 | $58,472 |
| **Walnut Creek SD** | | | $4,514 | $58,924 |
| **California** | | | $4,943 | $58,519 |
| **% Difference Between School and District** | | | -11.09% | -0.77% |
| **% Difference Between School and California** | | | -21.64% | -0.08% |

"The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, 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."