

Tice Creek School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tice Creek School
Street	1847 Newell Avenue
City, State, Zip	Walnut Creek, CA 94595
Phone Number	(925) 746-5515
Principal	Damian Scott
Email Address	dscott@walnutcreeksd.org
Website	https://www.walnutcreeksd.org/Page/17
County-District-School (CDS) Code	07618120131714

Entity	Contact Information
District Name	Walnut Creek School District
Phone Number	(925) 944-6850
Superintendent	Marie Morgan
Email Address	mmorgan@walnutcreeksd.org
Website	https://www.walnutcreeksd.org

School Description and Mission Statement (School Year 2019-20)

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 through the intra-district transfer process. If there are more applicants than space, a lottery is held.

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.

School Vision Statement Tice Creek Students:

- Effectively collaborate with others by valuing diverse perspectives, learning styles, and experiences
- Utilize a variety of appropriate methods to communicate to various audiences
- Think critically when identifying, analyzing, and utilizing information from multiple sources
- Engage in creative problem solving
- Are motivated to apply what they learn to positively impact the school and greater community
- Are thoughtful citizens whose actions align with the Tice Creek vision and pledge.

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!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	46
Grade 2	46
Grade 3	44
Grade 4	53
Grade 5	41
Grade 6	55
Grade 7	46
Grade 8	55
Total Enrollment	427

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	13.3
Filipino	1.9
Hispanic or Latino	11.9
White	58.3
Two or More Races	13.1
Socioeconomically Disadvantaged	3
English Learners	4.9
Students with Disabilities	6.8
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	25	21	177
Without Full Credential	1	0	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 23, 2019

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 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 23, 2019 and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Calkins Units of Study for Writing, Reading	Yes	0%
Mathematics	Bridges Math (K-5), Big Ideas Learning (6-8)	Yes	0%
Science	Pearson Scott Foresman (K-5), Glencoe (6-8)	Yes	0%
History-Social Science	Macmillan/McGraw-Hill (K-5); Teachers Curriculum Institute (6-8)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Tice Creek School has 26 classrooms in addition to a library, cafeteria and multipurpose room. 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 2019-20, enrollment as a K-8 school is 427 in the current school year. Nearly every grade level has a waiting list. The school's enrollment capacity is 450.

In order to meet the needs of increasing enrollment, new structures were needed for the school site. A local facilities bond Measure D passed in June 2016 and provided funding for the additional needed facility space. Six new STEAM classrooms for upper school opened in September of 2018. The construction of a new multipurpose room was completed in August 2019.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/3/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	80	79	73	72	50	50
Mathematics (grades 3-8 and 11)	74	76	71	70	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	283	98.95	1.05	79.15
Male	151	151	100.00	0.00	76.16
Female	135	132	97.78	2.22	82.58
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	33	100.00	0.00	84.85
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	74.36
Native Hawaiian or Pacific Islander					
White	168	165	98.21	1.79	77.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	39	39	100.00	0.00	87.18
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	24	24	100.00	0.00	62.50
Students with Disabilities	24	23	95.83	4.17	39.13
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	283	98.95	1.05	75.62
Male	151	151	100.00	0.00	74.83
Female	135	132	97.78	2.22	76.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	33	100.00	0.00	87.88
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	58.97
Native Hawaiian or Pacific Islander					
White	168	165	98.21	1.79	74.55
Two or More Races	39	39	100.00	0.00	84.62
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	24	24	100.00	0.00	58.33
Students with Disabilities	24	23	95.83	4.17	39.13
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.5	21.1	57.9
7	11.1	40.0	33.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 Linda Peterson, PTA president, at (925) 746-5515.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	1.4	0.7	1.6	1.0	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		2		23		2		21	1	1	
1	23		2		24		2		23		2	
2	23		2		23		2		23		2	
3	19	2			23		2		22		2	
4	28		2		22		2		27		2	
5	22		2		28		2		21	1	1	
6	24	3	9		26	2	8		28	2	8	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.6/427

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,320	\$1,015	\$5,305	\$82,698
District	N/A	N/A	\$5,382	\$78,634.00
Percent Difference - School Site and District	N/A	N/A	-1.4	-12.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-21.1	-10.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,613	\$49,378
Mid-Range Teacher Salary	\$72,634	\$77,190
Highest Teacher Salary	\$92,778	\$96,607
Average Principal Salary (Elementary)	\$135,572	\$122,074
Average Principal Salary (Middle)	\$138,769	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$200,000	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

All professional growth is determined by both school site and district strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders, and the work is based on site-needs assessments. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2019-20, the district focus will be on the implementation of the recently adopted math programs at both the K-5 and 6-8 levels, continued emphasis on the implementation of Readers' and Writers' Workshop, incorporating the Next Generation Science Standards and the History/Social Science Framework. 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 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. Weekly collaboration time is provided for all TK-8 teachers. Instructional coaches provide individual student-centered coaching cycles and participate in grade-level and department meetings to support professional growth.

Individual teachers and administrators keep their skills current by researching about learning, attending workshops and classes and reading on their own. 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 Contra Costa County Office of Education Teacher Induction Program.

We continue to provide four days each school year that are 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.