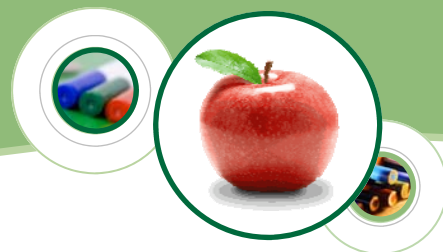


MURWOOD ELEMENTARY SCHOOL



GRADES K-5

2050 Vanderslice Avenue Walnut Creek, CA 94596

Phone: (925) 943-2462 Fax: (925) 934-0356

Web site: www.walnutcreeksd.org/murwood

Patricia A. Wool, Ed. D.
Superintendent

Charla Bennett
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Murwood School is proud, enthusiastic, and committed to preparing our students for success in middle school. The staff is highly trained, capable, and dedicated with an interest in school reform. The school has a long tradition of parent involvement as evidenced by countless volunteer hours, participation in site governance, strategic planning, and fund-raising activities to support uplifting and inspiring programs. In addition, there is a strong link between the District office, regional, and community resources that enriches our school.

Murwood School—a California Distinguished School in 1989, 1995, 2000, and again in 2008—is located in a quiet residential neighborhood in Walnut Creek. The 403 culturally diverse students are from high-income professional to low-income families with the majority falling in the middle-income range. Approximately 30% of the students have a first language other than English, with 17 different languages represented. Our English Language Learners (ELLs) have increased from 22 to 65 in the past six years. We are staffed with 19 classroom teachers, a .5 full-time equivalent (FTE) instructional coach, a 1.0 FTE resource specialist, and 29 full- or part-time support personnel consisting of an office manager, speech and language therapist, paraprofessionals, specialists, and custodians.

Murwood School initiated a site level strategic planning process in December 1996. With broad community participation, strategies were identified, and vision and mission statements were created. Each year this planning process is revisited and areas of focus are deepened or developed. The action steps developed in each area of focus are then implemented in the upcoming year.

Parental Involvement

The parent community plays a vital role in encouraging a positive environment. At the beginning of each school year, all parents are encouraged to volunteer. Parents volunteer in a variety of programs which support student learning. In addition to volunteering in the classrooms, library media center, science lab, and school level programs (such as assemblies, and the Murwood Network News Program) parents serve as active members on the following leadership committees: Site Governing Council, Technology Committee, Parent Teacher Association (PTA), Strategic Planning Team, Community Coordinating Council, and the Walnut Creek Education Foundation.

The PTA donates funds to purchase supplies for many school-wide instructional programs. In recent years, parents have purchased hardware and software for our library media center, classroom computer stations, and TVs and VCRs for all classrooms. The PTA also funds school-wide programs such as science and poetry.

With the help of parent volunteers, home-to-school interaction is facilitated by a quarterly, school-wide newsletter, weekly e-news communication, and bound envelopes containing student work, notices, and teachers' notes. All classrooms are equipped with telephones, voice mail, and e-mail to further facilitate two-way communication between home and school.

Please contact PTA presidents Rimmy Singh or Catherine Gardner at (925) 943-2462 for more information on how to offer your time.



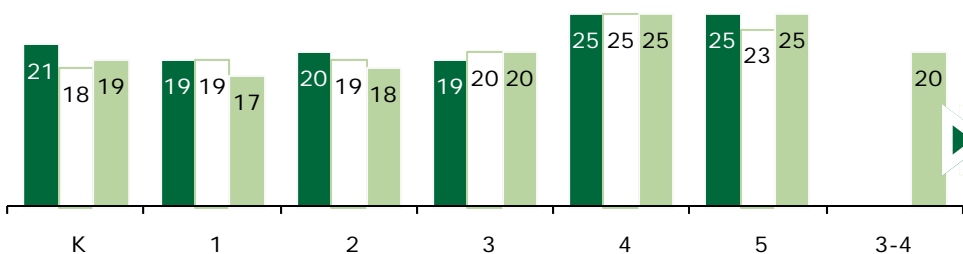
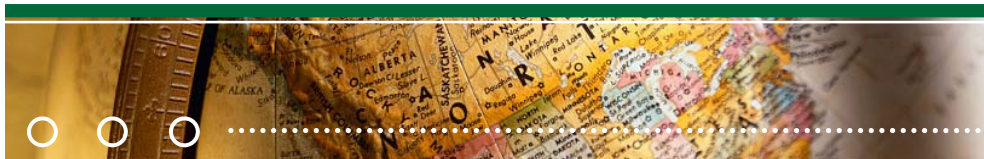
Walnut Creek School District

960 Ygnacio Valley Road
Walnut Creek, CA 94597
Phone: (925) 944-6850
Fax: (925) 944-1768
www.walnutcreeksd.org

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.

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

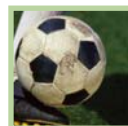


Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2		3			3		
1	4			4			3		
2	3			4			4		
3	4			3			2	1	
4		3			3			2	
5		3			3			3	
3-4							1		



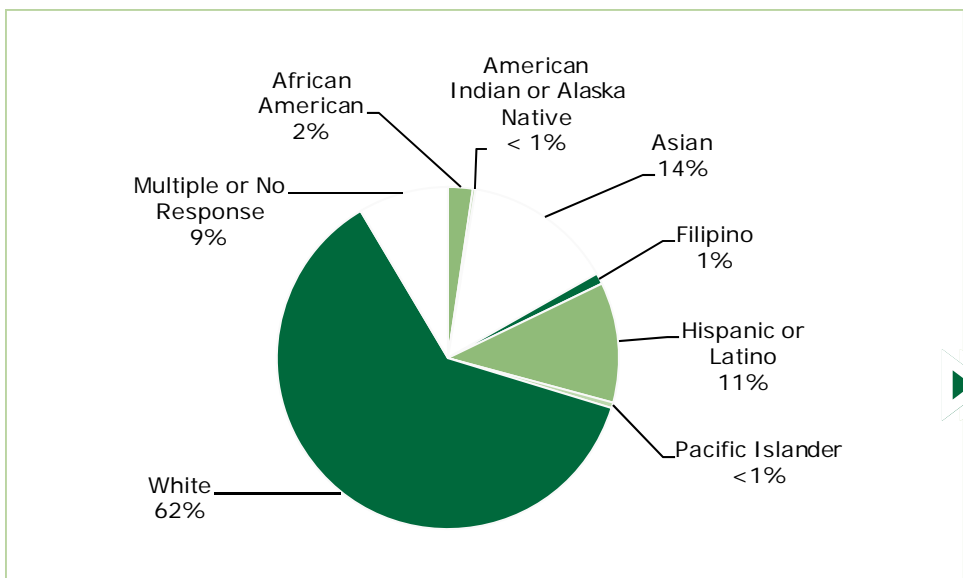
Public Internet Access

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

Suspensions and Expulsions

The table 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						
	Murwood ES			Walnut Creek SD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.000	0.000	0.000	0.030	0.068	0.047
Expulsion Rate	0.000	0.000	0.000	0.000	0.001	0.000



Enrollment and Demographics

The total enrollment was 387 students for the 2007-08 school year.



School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility 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			
	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				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 30, 2008, and the inspection form was most recently completed on December 30, 2008.

School Facilities

Significant facilities improvements have been made during recent years using General Obligation Bond funds. These improvements include replacement of the following: roof, gutters/downspouts, windows, heating system, parking lot asphalt, and playground equipment. Interior improvements to all classrooms include installation of new carpet and vinyl floors, new acoustic ceiling tiles, shelving, plastic countertops, and new white boards. Second exit doors were added to each room in the main building. Repairs were made to existing plumbing systems. Electrical work includes installation of intercom/telephone systems, technology infrastructure, TV cabling, master clock/bells, and replacement of lighting. All exterior and interior walls have been painted.

The Library Media Center is equipped with 15 iMacs, 15 iBooks, three computer search stations, printers, scanner, and an LCD display projector. To support student reading, our library has a large inventory of leveled reading materials that helps teachers differentiate reading lessons in addition to printed materials, TV, docucam, VCR, and videos. We have placed six permanent portables on the campus to accommodate an increase in student population, Class Size Reduction, and enrichment programs. Seven years ago we completed a building expansion for our existing daycare facility. The school was built in 1955.

Continued on sidebar

School Facilities

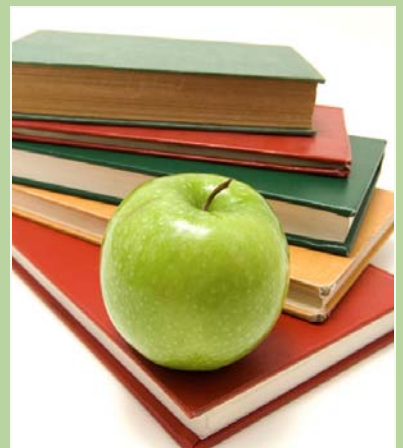
Continued from left

In June 2007, the multipurpose room and stage area were updated; the stage was repainted, new curtains were installed, and a new sound system was added along with a DVD player and laptop computer. Six classrooms have been updated with a docucam and projector.

In September 2008, a gate was placed at the back of the school; this was funded by the school district.

We maintain our facilities by routinely monitoring our site and submitting work orders to the district maintenance department for repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$141,088 for the Deferred Maintenance Program. This represents 0.008% of the District's general fund budget.





School Safety

In October of 2008, a team of teachers, the office manager, and the principal reviewed and revised our School Safety Plan and Emergency Plan. The updated plan includes the names and duties of new staff members and clarifies and refines site procedures, including clear designation of “safe” sites. To prepare for a possible disaster or emergency, parent volunteers assembled backpacks for each classroom that include first aid kits and students’ emergency cards. In addition, two storage containers on site hold nourishing snacks, drinking water, and blankets. While on field trips and during disaster drills, first aid kits are always on hand. Knowing that a disaster could strike at any time, the entire school participates in two disaster drills on an annual basis. In recent years, the Murwood staff received first aid and CPR training and certification. In case of a disaster students are instructed to go to their “safe” site. Fire drills are conducted monthly. During modernization, our outdated playground equipment has been replaced with safer equipment which is inspected regularly for wear, repair, and maintenance needs. The Walnut Creek Police provide staff training and school assemblies on safety procedures.

Our District nurse conducts vision and hearing screening on a regular basis. We are as concerned about our students’ mental health as we are about their physical status. We have one licensed LCSW counselor who works with small groups of at-risk students and their parents. Our school psychologist makes referrals to the County Mental Health Services when appropriate.

All students at Murwood School deserve an orderly environment to maximize learning. The staff developed discipline guidelines to assist students, staff, and parents in managing standards of behavior. All classroom, school, playground, and cafeteria rules reflect these core beliefs:

- Concern for the health, safety, and welfare of our students
- Mutual respect among all people involved in the educational process
- Firmness, tempered with patience and understanding

To reinforce positive discipline and character development, Murwood uses the District-adopted Character Counts!, a researched-based program designed to help students develop the qualities and social skills for a balanced, healthy lifestyle.

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. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

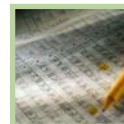
Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Murwood ES	100.0%	0.0%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	98.5%	1.5%

◆ Information not available.

Academic Counselors

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

“Murwood School—a California Distinguished School in 1989, 1995, 2000, and again in 2008—is located in a quiet residential neighborhood in Walnut Creek.”



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 0.4
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased 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.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

District Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall <i>Algebra</i>	2001
Science	Pearson Scott Foresman	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in October 2008.

✧ Not applicable.

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 2007-08, 64.0% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Types of Services 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)
- One 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





California Standards Tests Results

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.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Murwood ES			Walnut Creek SD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	73%	79%	73%	78%	79%	80%	42%	43%	46%
Mathematics	77%	84%	78%	77%	77%	78%	40%	40%	43%
Science	62%	79%	79%	67%	74%	78%	35%	38%	46%



California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

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 tables 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 groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	70%	80%	82%
Female	78%	75%	74%
Economically Disadvantaged	40%	50%	67%
English Learners	38%	62%	❖
Students with Disabilities	25%	33%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	78%	85%	82%
Filipino	❖	❖	❖
Hispanic or Latino	42%	50%	❖
Pacific Islander	❖	❖	❖
White	80%	85%	81%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Murwood ES		Walnut Creek SD	
Met Overall AYP	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.

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

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	9	9	10
Similar Schools API Rank	6	4	8

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	10	33	-20	894
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	7	46	-21	919
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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 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/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (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.



Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Murwood ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	172	23	22	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Qualifications

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

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Murwood ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

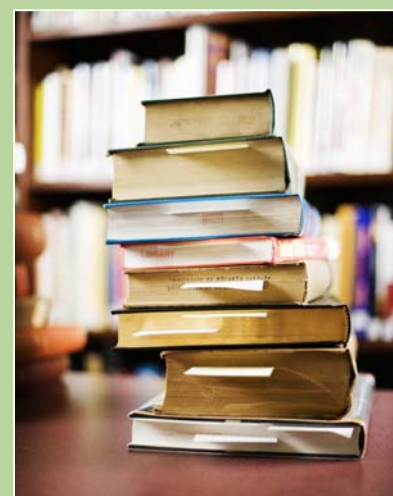
Professional Development

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. For 2008-09, the District focus areas are writing and Narrowing the Achievement Gap.



"Murwood School is proud, enthusiastic, and committed to preparing our students for success in middle school. The staff is highly trained, capable, and dedicated with an interest in school reform."



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. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Murwood ES	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.

“The school has a long tradition of parent involvement as evidenced by countless volunteer hours, participation in site governance, strategic planning, and fund-raising activities to support uplifting and inspiring programs. In addition, there is a strong link between the District office, regional, and community resources that enriches our school.”

Financial Information

The data displayed is from the 2006-07 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	\$40,931	\$39,773
Mid-Range Teacher Salary	\$60,744	\$61,167
Highest Teacher Salary	\$74,715	\$78,093
Average Principal Salary (Elementary School)	\$111,552	\$97,851
Average Principal Salary (Middle School)	\$116,502	\$102,064
Superintendent Salary	\$178,632	\$140,582
% of Budget for Teacher Salaries	45.2%	41.0%
% of Budget for Administrative Salaries	5.8%	5.9%



Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Murwood ES	\$6,160	\$635	\$5,525	\$66,497
Walnut Creek SD			\$5,609	\$62,436
California			\$5,300	\$61,488
% Difference Between School and District			-1.5%	6.1%
% Difference Between School and California			4.1%	7.5%

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2008.