

Parkmead Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

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Patricia A. Wool, Ed. D.
Superintendent

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Principal

Principal's Message

The mission of the Parkmead School Community is to recognize the importance of an environment that promotes intellectual, personal, and social growth, equipping our children to succeed in an ever-changing world.

Based upon this mission and ongoing study of our school's strengths and needs, we developed the following three strategies that guide our school site plan:

Strategy 1: We will meet the needs of all students by implementing a differentiated and challenging academic program in which inquiry, discovery, creativity, and collaboration are fundamental, while developing enthusiastic, lifelong learners.

Strategy 2: The Parkmead School Community will understand Parkmead Strategic Plan and school guidelines through consistent, clear, and streamlined communications. The Parkmead School Community will be an active and passionate partner in the development of new and improved communications processes.

Strategy 3: We will provide a safe, non-threatening environment in which the Parkmead community respects diversity and demonstrates positive, intrinsic lifelong values.

During the 2007-08 school year, Parkmead was once again named as a California Distinguished School. We are so proud of our school community and the kids, staff, parents, and community members that make it so great. A few of validation team's comments continue to be true of our school:

- HIGH LEVEL OF SUPPORT FOR ALL STUDENTS—Many integrated systems to identify and support students with special needs.
- EXCELLENCE OF INSTRUCTION—Academic rigor, intensity, and high expectations. Layers and layers of rich instruction. Incredible teaching!
- SCHOOL ENVIRONMENT—Collaboration, character education, environmental awareness. Clean and beautiful campus.
- PARENT/COMMUNITY INVOLVEMENT—PTA, PTO, PERC! So much parent involvement in your complex school AND the involvement seems "seamless." Involvement of seniors, high school students, and many, many parent volunteers providing funds and enrichment for our students.
- SUCCESS FOR ALL STUDENTS—Students feel successful and say so. Teachers differentiate to meet students' needs. Many, many examples of enrichment during the academic day, on field trips, and after school.
- COLLABORATIVE LEADERSHIP—Many, many structures in place to create shared leadership and collaborative decision-making. Resources, materials, and decisions are aligned to support student achievement and meet the needs of all students.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

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



Walnut Creek School District

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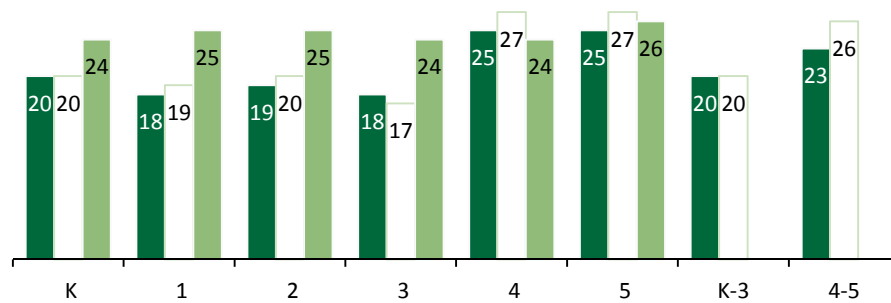
Mission Statement

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

07-08 08-09 09-10

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

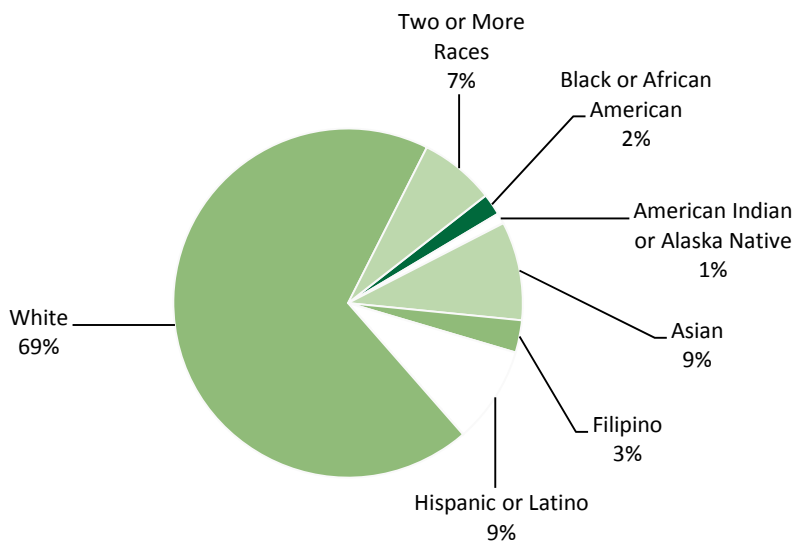


Class Size Distribution — Number of Classrooms By Size

| Grade | 07-08 | | | 08-09 | | | 09-10 | | |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 4 | | | 4 | | | | 3.5 | |
| 1 | 3 | | | 3 | | | | 3.5 | |
| 2 | 3 | | | 3 | | | | 3.5 | |
| 3 | 3 | | | 3 | | | | 3 | |
| 4 | | 2 | | | 2 | | | 3 | |
| 5 | | 2 | | | 2 | | | 3 | |
| K-3 | 4 | | | 4 | | | | | |
| 4-5 | | 2 | | | 2 | | | | |

Enrollment and Demographics

The total enrollment at the school was 492 students for the 2009-10 school year.



Parental Involvement

Our school has two active parent organizations. The Parkmead Parent Teacher Association (PTA) represents parents of students in the Parkmead Community School (PCS) program. The PALS Parent Teacher Organization (PTO) represents parents of children enrolled in the PALS (Parkmead Active Learning School) Program.

Parent and community volunteers are essential partners in education at Parkmead. Parent and community volunteers spend, on the average, over 1,500 hours a month at Parkmead. A visitor at Parkmead might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, answering phones, running enrichment activities, checking books out of the library, or other needed support work around campus.

In addition to volunteer work, school parents fund several vital school programs at Parkmead. PERC (Parkmead Educational Resources Council) is the “whole school” fundraising body, representing both PCS and PALS. Through the efforts of an enormous volunteer cohort, PERC funds science and tech instructional specialists, extra hours for our library media specialist and office clerk, and supplies for these programs. In addition, PERC funds assemblies, materials for programs that support all students, and some playground and facilities improvements. These funds are raised through these fundraising activities: Auction, Check Writing Campaign, Parkmead Sponsors Program, Golf Tournament, and Walkathon. Parkmead School enjoys a positive, collaborative relationship with parents and the Parkmead community.

For more information on how to become involved, please contact RJ Lavallee at (925) 280-1192 for the PTA, and Stacey Schweppe at (925) 932-5719 for the PTO. Questions about our School Site Plan can be directed to School Site Council, Roxie Hooke, at (925) 934-0332.



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, mathematics, and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State-adopted from 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.

| Textbooks and Instructional Materials List | | |
|--|---|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | Houghton Mifflin, McDougal Littell | 2004 |
| Mathematics | Pearson Scott Foresman | 2010 |
| Science | Pearson Scott Foresman | 2008 |
| History-Social Science | Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill | 2006 |

Note: This data was most recently collected and verified in September 2010.

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 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 were writing and narrowing the achievement gap.

“The District has affirmed that each pupil, including English learners, have their own textbook to use in class and to take home.”

Availability of Textbooks and Instructional Materials

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

| Parkmead ES | |
|----------------------------|-----------------|
| Subject | Percent Lacking |
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | 0% |
| Foreign Language | ✧ |
| Health | 0% |
| ✧ Not applicable. | |

School Safety

Our School Safety Plan is current and detailed. It was reviewed, updated, and discussed with school faculty in November 2010.

We hold monthly drills and review safety procedures with students and staff on a regular basis. The plan is updated annually with input from staff and parents. A schoolwide phone tree is in place to contact parents at home or work. A detailed earthquake preparedness plan outlines the duties of all staff in the event of an earthquake and contains a complete list of the emergency supplies stored in two shipping containers. A local community group, trained in CERT (Community Emergency Response Training), collaborates with us on emergency preparedness. Parents receive regular information and reminders about our emergency procedures in the weekly e-bulletin and monthly newsletters.

The Parkmead Safety Committee monitors the School Safety Plan and maintains supplies and equipment on a regular basis.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

| School Facility Good Repair Status | | | |
|--|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Good |
| Interior | Good | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall Summary of Facility Conditions | | | Exemplary |
| Date of the Most Recent School Site Inspection | | | 9/29/10 |
| Date of the Most Recent Completion of the Inspection Form | | | 9/29/10 |

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

The Parkmead School site is a source of pride in the community. Renovated in 2000, the facility is safe, structurally sound, and well maintained. The buildings are designed to support student learning as well as the many community events held on the campus. The Parkmead School facility supports many types of student learning in a variety of instructional spaces: 20 classrooms; a library media center; art, music and science rooms; a resource room; and a large multi-purpose room. Outdoor learning areas and a school garden provide attractive places for students and staff to take learning outdoors or for parent and community groups to gather. Even in times of significant budget constraints, maintenance and repair of facilities is a top priority in the District.

Students work and learn in well-lighted, heated, and cooled classrooms and specialty rooms (art, music, resource, and science). Every classroom has a telephone with access to an outside line, internet access, and a TV/VCR unit. Furnishings are in good repair and of appropriate size for the students who use them.

The classrooms, common areas, and grounds are kept clean and in excellent repair by site custodial and District maintenance staff. All toilets, those in classrooms and shared, are all in good repair and cleaned daily by two full-time equivalent (FTE) custodians. Custodial staff is on duty from 6 a.m. to 10:30 p.m. with a custodian cleaning classrooms every other day after students leave. At least one custodian is on campus for the many evening activities on site.

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School Facilities

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Parkmead’s large multipurpose room, holding 345 students, provides a setting for many parent and community events. Our library is large and adequate for our student population. District funds, augmented with parent funds, provide enough time for our library media specialist to keep our spacious library, with its large and current collection of books, open during school and for 30 minutes after school hours.

During the summer of 2005, improvements were made to the entrance to the site used by kindergarten and our after-school daycare program. Traffic flows more safely, and students move around that part of the facility on clearly defined pathways. During the summer of 2010, District bond monies will refurbish soccer and baseball fields for community use and upgrade our playgrounds.

In terms of supervision, staff is on duty before and after school to assure student safety. During the school day, classified and certificated staff members supervise all common areas at recess and lunch. Because Parkmead is such a busy school with many parent and community members volunteering every day, we have a well-defined and carefully implemented sign-in and badge system, with all volunteers signing in and out and wearing nametags.

Parkmead fields and playgrounds were renovated during the summer of 2010 using Measure C Bond funds passed by the voters in 2005. The funds upgraded our fields, enhanced all play areas, and addressed drainage issues.

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 2010-11 school year, the District budgeted \$94,500 for the Deferred Maintenance Program. This represents 0.005% of the District’s general fund budget.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | | | | |
|---|-------------|-------|-------|-----------------|-------|-------|------------|-------|-------|
| | Parkmead ES | | | Walnut Creek SD | | | California | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts | 83% | 85% | 83% | 80% | 80% | 80% | 46% | 50% | 52% |
| Mathematics | 88% | 89% | 85% | 78% | 75% | 79% | 43% | 46% | 48% |
| Science | 77% | 80% | 79% | 78% | 82% | 84% | 46% | 50% | 54% |

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

| Percentage of Students Scoring At Proficient or Advanced Levels | | | |
|---|-----------------------|-------------|---------|
| Group | Spring 2010 Results | | |
| | English-Language Arts | Mathematics | Science |
| All Students in the District | 80% | 79% | 84% |
| All Students at the School | 83% | 85% | 79% |
| Male | 79% | 85% | 88% |
| Female | 88% | 84% | 69% |
| Black or African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 90% | 97% | ❖ |
| Filipino | 93% | 93% | ❖ |
| Hispanic or Latino | 73% | 80% | ❖ |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| White | 84% | 85% | 81% |
| Two or More Races | 88% | 81% | ❖ |
| Socioeconomically Disadvantaged | 52% | 66% | ❖ |
| English Learners | 75% | 92% | ❖ |
| Students with Disabilities | 57% | 55% | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.



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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

| API Ranks — Three Year Comparison | | | |
|-----------------------------------|------|------|------|
| | 2007 | 2008 | 2009 |
| Statewide API Rank | 10 | 10 | 10 |
| Similar Schools API Rank | 7 | 9 | 10 |

API Growth by Student Group

| API Growth by Student Group — Three Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 07-08 | 08-09 | 09-10 |
| All Students at the School | 6 | 11 | -12 |
| Black or African American | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ |
| Hispanic or Latino | ■ | ■ | ■ |
| Native Hawaiian or Pacific Islander | ■ | ■ | ■ |
| White | 15 | 14 | -16 |
| Two or More Races | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | ■ | ■ | ■ |
| English Learners | ■ | ■ | ■ |
| Students with Disabilities | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

| API Growth by Student Group — 2010 Comparison | | | |
|---|-----------------|-----------------|------------|
| Group | 2010 Growth API | | |
| | Parkmead ES | Walnut Creek SD | California |
| All Students | 926 | 907 | 767 |
| Black or African American | ■ | ■ | 686 |
| American Indian or Alaska Native | ■ | ■ | 728 |
| Asian | ■ | 950 | 890 |
| Filipino | ■ | ■ | 851 |
| Hispanic or Latino | ■ | 830 | 715 |
| Native Hawaiian or Pacific Islander | ■ | ■ | 753 |
| White | 930 | 915 | 838 |
| Two or More Races | ■ | ■ | 807 |
| Socioeconomically Disadvantaged | ■ | 805 | 712 |
| English Learners | ■ | 801 | 692 |
| Students with Disabilities | ■ | 712 | 580 |

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|-------------|-----------------|
| | Parkmead 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.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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

Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | Parkmead ES | | Walnut Creek SD | |
| Met Overall AYP | Yes | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | Yes |
| API | Yes | | Yes | |
| Graduation Rate | ✧ | | ✧ | |

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff | |
|---|---------------|
| Academic Counselors | FTE and Ratio |
| Number of Academic Counselors (FTE) | 0.00 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Counselor (Social/Behavioral or Career Development) | 0.85 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.80 |
| Psychologist | 0.50 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 0.00 |

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Suspensions and Expulsions

This 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 Rate | | | |
|-----------------|-------|-------|--|
| Parkmead ES | | | |
| 07-08 | 08-09 | 09-10 | |
| 0.002 | 0.013 | 0.008 | |
| Walnut Creek SD | | | |
| 07-08 | 08-09 | 09-10 | |
| 0.047 | 0.043 | 0.041 | |
| Expulsion Rate | | | |
| Parkmead ES | | | |
| 07-08 | 08-09 | 09-10 | |
| 0.000 | 0.000 | 0.000 | |
| Walnut Creek SD | | | |
| 07-08 | 08-09 | 09-10 | |
| 0.000 | 0.000 | 0.000 | |

Teacher Qualifications

| Teacher Credential Information | | | | |
|---|-----------------|-------------|-------|-------|
| | Walnut Creek SD | Parkmead ES | | |
| Teachers | 09-10 | 07-08 | 08-09 | 09-10 |
| With Full Credential | 159 | 25 | 25 | 27 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This 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 | | | |
|---|-------------|-------|-------|
| | Parkmead ES | | |
| | 08-09 | 09-10 | 10-11 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

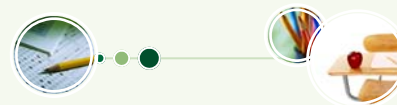
| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Parkmead ES | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | ✧ | ✧ |
| Low-Poverty Schools in District | 100.0% | 0.0% |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

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



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

| Percentage of Students Meeting Fitness Standards | |
|--|-------|
| Grade 5 | |
| Four of Six Standards | 6.4% |
| Five of Six Standards | 25.6% |
| Six of Six Standards | 67.9% |



District Financial Data

| District Salary Data | | |
|--|-----------------|------------------------|
| Category | Walnut Creek SD | Similar Sized District |
| Beginning Teacher Salary | \$41,750 | \$41,154 |
| Mid-Range Teacher Salary | \$61,959 | \$63,517 |
| Highest Teacher Salary | \$79,143 | \$80,951 |
| Average Principal Salary (Elementary School) | \$109,659 | \$102,080 |
| Average Principal Salary (Middle School) | \$119,997 | \$105,643 |
| Superintendent Salary | \$180,500 | \$150,626 |
| Teacher Salaries — Percent of Budget | 46.2% | 41.4% |
| Administrative Salaries — Percent of Budget | 5.7% | 6.1% |

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|-------------|
| | Parkmead ES |
| Total Expenditures Per Pupil | \$5,647 |
| Expenditures Per Pupil From Restricted Sources | \$769 |
| Expenditures Per Pupil From Unrestricted Sources | \$4,878 |
| Annual Average Teacher Salary | \$65,664 |

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Parkmead ES | \$4,878 | \$65,664 |
| Walnut Creek SD | \$4,475 | \$66,176 |
| California | \$5,681 | \$64,193 |
| School and District — Percent Difference | +8.3% | -0.8% |
| School and California — Percent Difference | -16.5% | +2.2% |

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

School Accountability Report Card

Data in this report are 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>. DataQuest 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 February 2011.

PUBLISHED BY:

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