

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Murwood Elementary School

2014-15
School Accountability Report Card
Published in 2015-16



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"All children can and will learn because of what we do."



Principal's Message

The community of Murwood Elementary School is committed to providing our students with a challenging, standards-based curriculum. The staff is highly trained, capable and dedicated with an interest in school reform. 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.

The school has a long tradition of parent involvement, as evidenced by countless volunteer hours, participation in site governance, strategic planning, and fundraising activities to support uplifting and inspiring programs. In addition, there is a strong link between the district office and regional and community resources that enrich 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 377 students constitute diverse socioeconomic status. Approximately 30 percent of the students have a first language other than English, with 22 different languages represented in the school.

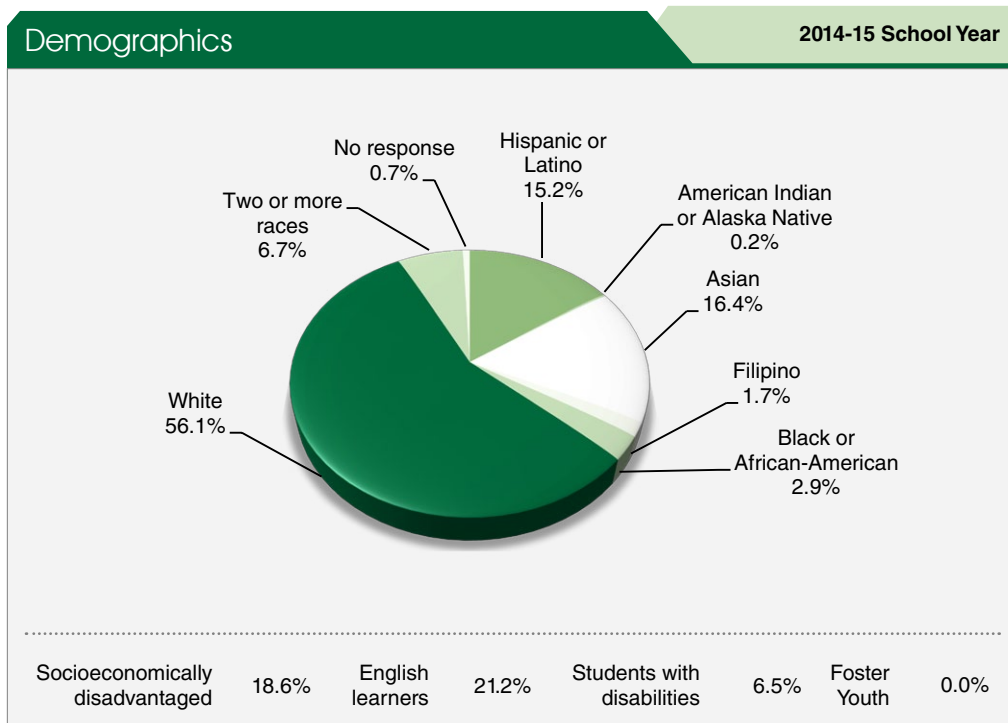
Our school staff consists of a principal; 20 credentialed classroom teachers; one special day class (SDC) teacher; a 0.5 full-time equivalent (FTE) instructional coach; a 1.0 FTE resource specialist; and 26 full- or part-time support personnel consisting of an office manager, speech and language therapist, psychologist, English Language Development (ELD) teacher and aide, Title I teacher, paraprofessionals, custodians, and cafeteria manager and assistant. We also employ specialists in science, music, art, P.E. and the library. In addition to district support personnel, Murwood has a district music teacher to coordinate band for grades 4-5. The district also has a school nurse.

Mission Statement

In a child-centered challenging environment which cultivates character and celebrates learning, the families, community, and staff of Murwood School will develop literate, exemplary learners who are highly motivated, creative, and responsive. All students will leave Murwood Elementary School prepared for success in the middle-school grades.

Enrollment by Student Group

The total enrollment at the school was 415 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



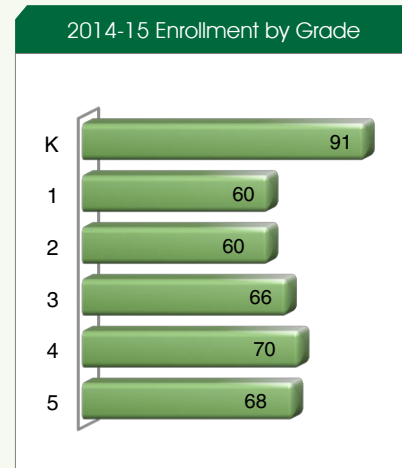
"A community of learners building knowledge, skills, and character."

District Mission Statement

In a student-centered, academically challenging environment that cultivates character, celebrates learning, and fosters collaboration, the staff, families, and greater community of the Walnut Creek School District, as partners, will develop creative, lifelong learners with the skills and enthusiasm to shape a changing world.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



School Safety

Murwood has a Comprehensive Safety Plan that is updated yearly. The School Safety Plan was last reviewed, updated and discussed with the school staff in October 2015. The plan includes emergency and disaster preparedness that includes intruder, fire, shelter-in-place, and earthquake drills and procedures; school-discipline policies and actions leading to suspension or expulsion; procedures to notify staff of dangerous pupils; sexual-harassment policy; and procedures for safe ingress and egress of pupils.

Each classroom has been equipped with an emergency backpack assembled by parent volunteers. Emergency supplies in our storage containers are inventoried and maintained annually. Schoolwide emergency drills are conducted monthly.

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 clinical social worker (counselor) who works with small groups of at-risk students and their parents. Our school psychologist makes referrals to county mental-health services when appropriate.

Students are supervised on the playground before school and during recess by certificated staff. During lunch, noon-duty supervisors ensure student play is safe and that students are following school rules. After-school teachers supervise the pick-up area at the front of the school. Throughout the school day, parents and community members volunteering at Murwood sign in and out at the main office and wear a visitor's badge while on the school grounds. Substitutes wear an identification badge.

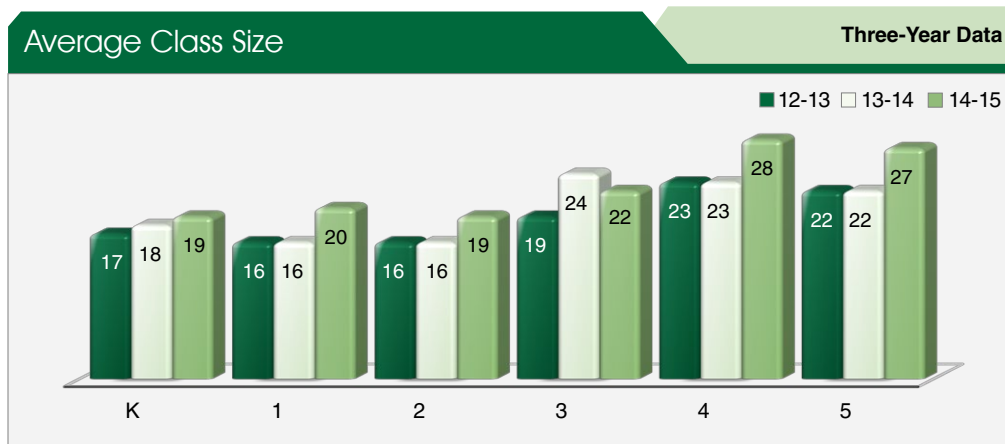
All students at Murwood School deserve an orderly environment to maximize learning. The staff developed discipline guidelines to assist students, staff and parents in managing standards of behavior. All classroom, school, playground and cafeteria rules reflect these core beliefs:

- 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

Murwood uses the district-adopted Character Counts! program along with Soul Shoppe to teach students the tools for positive interactions and conflict resolution.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		2	2		1	4	
1		3		3			3		
2	2	1		2	1		3		
3		3			3			3	
4		2			2			2	
5		3			3			3	

Parental Involvement

Our active parent community plays a vital role in encouraging a positive environment at Murwood. Parents are encouraged to volunteer in a variety of programs that support student learning. In addition to volunteering in the classrooms, library media center, science lab and school-level programs, parents serve as active members on the following leadership committees: Site Governing Council, Parent Teacher Association (PTA), Strategic Planning Team, Community Coordinating Council and the Walnut Creek Education Foundation.

Through its various successful fundraising activities, the PTA supports many school-wide instructional programs, including the science program and Soul Shoppe, a character-education program. The PTA donates funds to purchase supplies for classrooms, hardware and software for our library media center, and technology upgrades for our classrooms.

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

For more information on how to become involved at the school, contact PTA President Colin Wells at (925) 943-2462 or president@murwoodpta.org.

« *All students at Murwood School deserve an orderly environment to maximize learning.* »



Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Murwood ES	Walnut Creek ESD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Murwood ES	Walnut Creek ESD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2011-2012	2011-2012	
Year in Program Improvement	Year 3	Year 3	
Number of Title I schools currently in Program Improvement		2	
Percentage of Title I schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

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



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 Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" 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

2014-15 School Year

Grade 5

Four of six standards	10.4%
Five of six standards	79.1%
Six of six standards	❖

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Murwood ES			Walnut Creek ESD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	82%	87%	87%	83%	86%	80%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	80%
All students at the school	87%
Male	82%
Female	91%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	93%
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	86%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Murwood ES	Walnut Creek ESD	California
English language arts/literacy	67%	70%	44%
Mathematics	64%	63%	33%

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

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	64	91.4%	9%	20%	27%	44%
Male		35	50.0%	17%	26%	29%	29%
Female		29	41.4%	0%	14%	24%	62%
Black or African-American		3	4.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		13	18.6%	23%	15%	0%	62%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	10.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		37	52.9%	5%	19%	35%	41%
Two or more races		4	5.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	17.1%	17%	42%	25%	17%
English learners		6	8.6%	❖	❖	❖	❖
Students with disabilities		3	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	67	95.7%	6%	19%	40%	34%
Male		36	51.4%	8%	25%	36%	31%
Female		31	44.3%	3%	13%	45%	39%
Black or African-American		3	4.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		15	21.4%	0%	27%	20%	53%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	10.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		38	54.3%	8%	16%	42%	34%
Two or more races		4	5.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	17.1%	8%	50%	25%	17%
English learners		8	11.4%	❖	❖	❖	❖
Students with disabilities		3	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	67	95.7%	15%	21%	30%	33%
Male		32	45.7%	19%	28%	28%	22%
Female		35	50.0%	11%	14%	31%	43%
Black or African-American		1	1.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	7.1%	❖	❖	❖	❖
Filipino		1	1.4%	❖	❖	❖	❖
Hispanic or Latino		14	20.0%	36%	14%	36%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		37	52.9%	5%	22%	30%	43%
Two or more races		8	11.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	18.6%	46%	23%	15%	8%
English learners		13	18.6%	54%	31%	8%	0%
Students with disabilities		6	8.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	69	98.6%	12%	33%	29%	26%
Male		33	47.1%	6%	33%	30%	30%
Female		36	51.4%	17%	33%	28%	22%
Black or African-American		1	1.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	10.0%	❖	❖	❖	❖
Filipino		1	1.4%	❖	❖	❖	❖
Hispanic or Latino		14	20.0%	36%	36%	21%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		37	52.9%	5%	35%	30%	30%
Two or more races		8	11.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	18.6%	46%	31%	23%	0%
English learners		13	18.6%	46%	31%	23%	0%
Students with disabilities		6	8.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	65	92.9%	11%	22%	29%	38%
Male		30	42.9%	13%	20%	33%	33%
Female		35	50.0%	9%	23%	26%	43%
Black or African-American		5	7.1%	◇	◇	◇	◇
American Indian or Alaska Native		1	1.4%	◇	◇	◇	◇
Asian		13	18.6%	0%	15%	31%	54%
Filipino		1	1.4%	◇	◇	◇	◇
Hispanic or Latino		8	11.4%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		34	48.6%	15%	26%	32%	26%
Two or more races		2	2.9%	◇	◇	◇	◇
Socioeconomically disadvantaged		8	11.4%	◇	◇	◇	◇
English learners		1	1.4%	◇	◇	◇	◇
Students with disabilities		4	5.7%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	70	68	97.1%	15%	24%	29%	32%
Male		32	45.7%	9%	22%	31%	38%
Female		36	51.4%	19%	25%	28%	28%
Black or African-American		5	7.1%	◇	◇	◇	◇
American Indian or Alaska Native		1	1.4%	◇	◇	◇	◇
Asian		15	21.4%	0%	27%	33%	40%
Filipino		1	1.4%	◇	◇	◇	◇
Hispanic or Latino		8	11.4%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		35	50.0%	20%	20%	31%	29%
Two or more races		2	2.9%	◇	◇	◇	◇
Socioeconomically disadvantaged		9	12.9%	◇	◇	◇	◇
English learners		4	5.7%	◇	◇	◇	◇
Students with disabilities		4	5.7%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

◇ Information is not available at this time.

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 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 a 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 Walnut Creek School District governing board held a public hearing on September 21, 2015, and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin	2004
Mathematics	Pearson Scott Foresman	2010
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006

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. 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 2015-16, the district focus area to support implementation of Common Core State Standards is in math, with a continued emphasis on Accountable Talk and collaborative group work in the classroom. 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 also in 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. 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 and 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. An instructional coach at the intermediate level provides individual coaching and participates in department meetings to support professional growth. District administrators and teachers participate in Instructional Rounds to give schools feedback on their progress toward professional learning goals.

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: Common Core, 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 Santa Cruz New Teacher Center.

For the past four years, we have had four days each school year dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2013-14	2014-15	2015-16
Murwood ES	4 days	4 days	4 days

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ✘
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

✘ Walnut Creek ESD is waiting for new Common Core State Standards-aligned textbooks to be produced by publishers.

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, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **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 and 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
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			10/26/2015
Date of the most recent completion of the inspection form			10/26/2015

School Facilities

The Murwood School facility has 16 classrooms, a library media center, Reading Recovery room, counseling and speech rooms, and a large multipurpose room located in the main building. There are seven additional permanent portables on the campus which house three classrooms, the resource room, art room, science, and music room. The school was built in 1955 and has been maintained and renovated extensively over the years.

Students work in well-lit, heated and cooled classrooms. The entire site is well maintained to provide a positive teaching and learning environment. Every classroom has a telephone with access to an outside line, Internet access, and a TV. Most classrooms have also been furnished with an LCD projector and a document camera. A newly installed public-address system allows for messages to be broadcast both inside and outside the buildings simultaneously.

The library media center is equipped with 15 iMacs, 20 iBooks, 30 iPads, three computer search stations, printers, a scanner, and an LCD display projector. To support student reading, our library has a large inventory of leveled reading materials that teachers use to differentiate reading instruction. In addition to printed materials, the library is equipped with a TV, document camera, VCR and videos. The carpet in the library media center was replaced in the summer of 2009.

The classrooms, common areas and grounds are kept clean and in excellent repair by two full-time equivalent (FTE) site custodians and district maintenance staff.

All restrooms are cleaned daily. Custodial staff members are on duty from early morning to night every Monday through Friday to clean the entire facility.

Further upgrades and additions include: exterior painting; a new permanent portable structure; new Title 24 cool roof coating; Americans with Disabilities Act (ADA) accessible parking lot, sidewalk, path improvements, drinking fountain, and bathroom modifications; a green screen installed at the school entry area; a new storage shed for playground equipment; fresh paint; and bulletin board at rear vestibule.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Murwood ES			
	12-13	13-14	14-15
Suspension rates	2.8%	2.2%	1.7%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek ESD			
	12-13	13-14	14-15
Suspension rates	3.4%	4.0%	2.8%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



Types of Services Funded

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)
- Gifted and Talented Education (GATE)
- 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 Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Walnut Creek ESD	Murwood ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	190	23	21	19
Without full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	9	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Murwood ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Murwood ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

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-serve 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.

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 Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.20
Library media teacher (librarian)	0.0.0
Library media services staff (paraprofessional)	0.75
Psychologist	0.40
Social worker	0.00
Nurse	0.09
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	1.00
Other	FTE
Title I	1.00
English Language Development (ELD) teacher	0.60
ELD aide	0.60

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

District Salary Data	2013-14 Fiscal Year	
	Walnut Creek ESD	Similar Sized District
Beginning teacher salary	\$46,595	\$42,723
Midrange teacher salary	\$69,148	\$65,936
Highest teacher salary	\$88,326	\$84,545
Average elementary school principal salary	\$124,035	\$106,864
Average middle school principal salary	\$127,122	\$110,494
Superintendent salary	\$205,468	\$159,133
Teacher salaries: percentage of budget	46%	40%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This 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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murwood ES	\$5,671	\$76,245
Walnut Creek ESD	\$6,257	\$75,375
California	\$5,348	\$69,086
School and district: percentage difference	-9.4%	+1.2%
School and California: percentage difference	+6.0%	+10.4%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,846
Expenditures per pupil from restricted sources	\$1,175
Expenditures per pupil from unrestricted sources	\$5,671
Annual average teacher salary	\$76,245



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, 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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.