SARC

OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Parkmead Elementary School

PARKMEAD ELEMENTARY PANTHERS

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Grades: TK-5
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Para español, visita:
www.walnutcreeksd.org

Walnut Creek SD

"Home of the Parkmead Panthers!"

Principal's Message

This year our focus is once again on the Common Core State Standards. Our site focus is getting our students engaged in more math discussions using academic vocabulary. We believe that if students are involved in more math discussions, then:

- They will have a deeper understanding of concepts
- They will learn to articulate thinking
- They will use reason in their answers
- They will learn new ways to solve problems
- They will learn math vocabulary
- They will find out what they don't know
- They will learn from peers
- They will become critical thinkers

The Parkmead staff believes that our work with students should produce citizens who are able to work with others and critically think in order to solve problems and make society better.

Mission Statement

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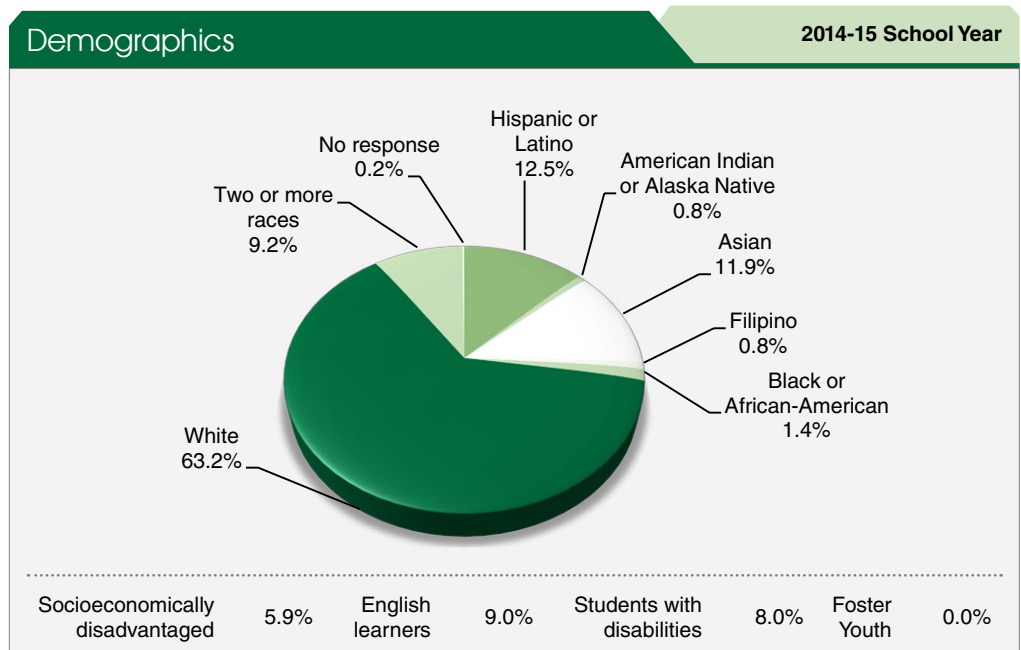
Strategy 1: We will meet the needs of all students by implementing a differentiated and challenging academic program in which inquiry, discovery, creativity and collaboration are fundamental, while developing enthusiastic, lifelong learners.

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, nonthreatening environment in which the Parkmead community respects diversity and demonstrates positive, intrinsic lifelong values.

Enrollment by Student Group

The total enrollment at the school was 511 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

No response 0.2%
Hispanic or Latino 12.5%
American Indian or Alaska Native 0.8%
Two or more races 9.2%
Asian 11.9%
Filipino 0.8%
Black or African-American 1.4%
White 63.2%

Socioeconomically disadvantaged	5.9%	English learners	9.0%	Students with disabilities	8.0%	Foster Youth	0.0%

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.

WCSD

"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.

2014-15 Enrollment by Grade

Grade	Students
K	92
1	81
2	95
3	65
4	76
5	102
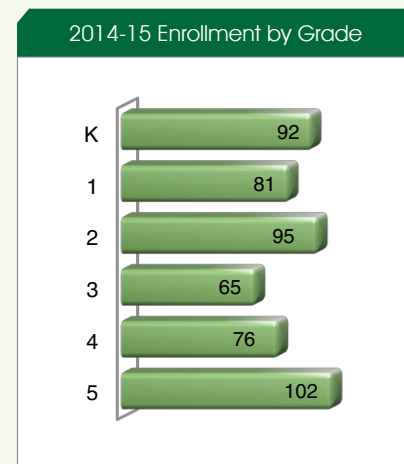
Parental Involvement

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 Parkmead Active Learning School (PALS) program Parent Teacher Organization (PTO) represents parents of children enrolled in PALS.

Parent and community volunteers are essential partners in education at Parkmead. Parent and community volunteers spend, on the average, more than 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 doing other needed support work around campus.

In addition to volunteer work, school parents fund several vital school programs at Parkmead. The Parkmead Educational Resources Council (PERC) 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, as well as supplies for these programs. In addition, PERC funds assemblies, materials for programs that support all students and some playground and facilities improvements. The following funds are raised through these fundraising activities: Auction, Check Writing Campaign and Walkathon. Parkmead School enjoys a positive, collaborative relationship with parents and the Parkmead community.

For more information on how to become involved at the school, please email the organizations below.

- Parent Teacher Association: President Becky Shank, bpshank@yahoo.com
- Parent Teacher Organization: President Ruth Kale, ruthkale@yahoo.com
- Parkmead Educational Resources Council: President Bryan Yeh, BYeh@intrexon.com

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.

Average Class Size — Three-Year Data

Legend: 12-13, 13-14, 14-15

Grade	12-13	13-14	14-15
K	14	16	22
1	17	13	20
2	14	16	21
3	20	15	24
4	18	21	27
5	21	18	25

Number of Classrooms by Size — Three-Year Data

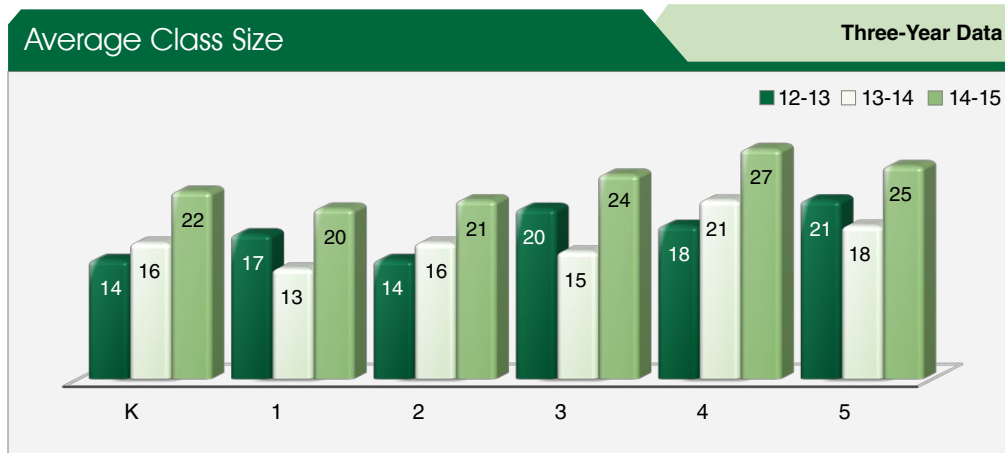| Grade	2012-13 1-20	2012-13 21-32	2012-13 33+	2013-14 1-20	2013-14 21-32	2013-14 33+	2014-15 1-20	2014-15 21-32	2014-15 33+
K	2	3		3	2		1	4	
1		2		2	1		2	1	
2	3			2				3	
3		5			4			4	
4		3			3			2	
5		4			5			5	

School Vision Statement

In order to achieve this environment, we will provide our students with the following:

- A challenging academic program by emphasizing basic skills and fundamentals, while encouraging critical-thinking and study skills
- High standards and expectations for student learning and teacher instruction
- A coordinated and integrated curriculum
- Academic opportunities for students to excel and be recognized for success
- An environment that stimulates and encourages a lifelong enjoyment of learning
- Opportunities that teach and model lifelong guidelines and their accompanying life skills

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

Parkmead ES			
	12-13	13-14	14-15
Suspension rates	0.9%	1.0%	0.2%
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%

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	Parkmead 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

2014-15 School Year

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	Parkmead ES	Walnut Creek ESD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of Title I schools currently in Program Improvement		2
Percentage of Title I schools currently in Program Improvement		100.00%

2015-16 School Year

■ 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.

◇ Not applicable. The school is not in Program Improvement.

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	13.5%
Five of six standards	35.6%
Six of six standards	45.2%

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
	Parkmead 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	77%	80%	85%	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	85%
Male	81%
Female	89%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	100%
Filipino	❖
Hispanic or Latino	90%
Native Hawaiian or Pacific Islander	❖
White	82%
Two or more races	75%
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	**Parkmead ES**	**Walnut Creek ESD**	**California**
English language arts/literacy	82%	70%	44%
Mathematics	71%	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 CAASSP 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 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	66	63	95.5%	6%	13%	29%	52%
Male		33	50.0%	6%	15%	33%	45%
Female		30	45.5%	7%	10%	23%	60%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	9.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		11	16.7%	27%	27%	0%	45%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		40	60.6%	3%	10%	45%	43%
Two or more races		6	9.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	3.0%	❖	❖	❖	❖
English learners		2	3.0%	❖	❖	❖	❖
Students with disabilities		7	10.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	66	64	97.0%	8%	11%	39%	42%
Male		34	51.5%	6%	9%	38%	47%
Female		30	45.5%	10%	13%	40%	37%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	9.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		11	16.7%	27%	27%	9%	36%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		40	60.6%	3%	10%	53%	35%
Two or more races		7	10.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	3.0%	❖	❖	❖	❖
English learners		2	3.0%	❖	❖	❖	❖
Students with disabilities		7	10.6%	❖	❖	❖	❖
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 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	79	77	97.5%	8%	12%	26%	55%
Male		40	50.6%	8%	15%	28%	50%
Female		37	46.8%	8%	8%	24%	59%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		14	17.7%	7%	14%	21%	57%
Filipino		1	1.3%	❖	❖	❖	❖
Hispanic or Latino		8	10.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		48	60.8%	8%	13%	25%	54%
Two or more races		6	7.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	2.5%	❖	❖	❖	❖
English learners		4	5.1%	❖	❖	❖	❖
Students with disabilities		11	13.9%	27%	18%	36%	18%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	79	77	97.5%	9%	19%	35%	36%
Male		40	50.6%	10%	18%	35%	38%
Female		37	46.8%	8%	22%	35%	35%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		14	17.7%	7%	14%	43%	36%
Filipino		1	1.3%	❖	❖	❖	❖
Hispanic or Latino		8	10.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		48	60.8%	8%	23%	33%	35%
Two or more races		6	7.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	2.5%	❖	❖	❖	❖
English learners		4	5.1%	❖	❖	❖	❖
Students with disabilities		11	13.9%	27%	45%	18%	9%
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	107	101	94.4%	7%	9%	48%	37%
Male		51	47.7%	10%	12%	49%	29%
Female		50	46.7%	4%	6%	46%	44%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	11.2%	8%	0%	42%	50%
Filipino		1	0.9%	❖	❖	❖	❖
Hispanic or Latino		11	10.3%	0%	0%	64%	36%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		64	59.8%	8%	11%	48%	33%
Two or more races		12	11.2%	8%	17%	33%	42%
Socioeconomically disadvantaged		11	10.3%	18%	9%	36%	36%
English learners		7	6.5%	❖	❖	❖	❖
Students with disabilities		8	7.5%	❖	❖	❖	❖
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	107	102	95.3%	9%	26%	32%	32%
Male		51	47.7%	8%	22%	29%	41%
Female		51	47.7%	10%	31%	35%	24%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		13	12.1%	0%	15%	23%	62%
Filipino		1	0.9%	❖	❖	❖	❖
Hispanic or Latino		11	10.3%	0%	27%	55%	18%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		64	59.8%	11%	31%	31%	27%
Two or more races		12	11.2%	17%	17%	17%	50%
Socioeconomically disadvantaged		11	10.3%	18%	45%	18%	18%
English learners		7	6.5%	❖	❖	❖	❖
Students with disabilities		8	7.5%	❖	❖	❖	❖
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 on-going 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**
Parkmead 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	✧
Foreign language	✧
Health	✧

✧ Not applicable.

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 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: 21 classrooms; a library media center; art, music, and science rooms; a resource room; and a large multipurpose room. Outdoor learning areas and a school garden provide attractive places for students and staff to take educational opportunities 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-lit, 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, a TV/VCR unit, computer, document camera and LCD projector. 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 are all in good repair and cleaned daily by two full-time equivalent (FTE) custodians. The custodial staff is on duty from early morning to night 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.

Parkmead's large multipurpose room, which holds 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 day-care program. Traffic flows more safely and students move around that part of the facility on clearly defined pathways.

School Facilities

Continued from left

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. In 2011, our kitchen was totally renovated.

School Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in December 2015.

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 Twitter account is in place to contact parents. 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, a trained Community Emergency Response Team (CERT), 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.

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	Parkmead ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	190	26	28	27
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		
	Parkmead 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
Parkmead 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 work-station may be used (depending on avail-ability), 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	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.4
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

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
Parkmead ES	$5,862	$76,321
Walnut Creek ESD	$6,257	$75,375
California	$5,348	$69,086
School and district: percentage difference	-6.3%	+1.3%
School and California: percentage difference	+9.6%	+10.5%

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	$6,207
Expenditures per pupil from restricted sources	$345
Expenditures per pupil from unrestricted sources	$5,862
Annual average teacher salary	$76,321

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)

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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SIA
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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/lcfffaq.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.