Parkmead
Elementary School

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Grades TK-5
CDS Code 07-61812-6005193

SARC
2016-17
School Accountability
Report Card

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Walnut Creek SD

Principal's Message

Parkmead Elementary School, located in Walnut Creek, first opened its doors in 1948 in an area where agriculture was moving out to make room for suburban development. It is now a quick 10-minute walk from a bustling downtown that has grown into a culturally rich hub of the San Francisco East Bay region. The school's centralized location provides an ideal base to explore the Bay Area, the city's wildlife museum, several living history sites, and the region's main performing arts center, all of which the school extensively uses.

In 1985, the governing board chose to close the school due to low attendance. Parkmead was reopened in 1989 with 324 students. In the years since it reopened, Parkmead School has expanded to its current enrollment of 470 TK-5 students. The sprawling campus contains four wings of classrooms, an administrative wing, and an active child-care center. The campus also includes play structures and 4 acres of lawn and fields that are utilized, not only by the students during school hours, but also by organized youth sports teams and neighborhood families during non-school hours.

This year our focus is once again on the Common Core State Standards. Walnut Creek School District adopted math, and writing workshop programs in the spring of 2017. Parkmead's goal is to teach with these new tools and increase student engagement, inspiration and empowerment. Our site focus is getting our students engaged in increasingly more challenging math discussions using our newly adopted Bridges math program. We believe that if students are involved in quality math discussions, then they will:

- have a deeper understanding of mathematical concepts
- articulate their thinking and reasoning clearly
- learn new ways to solve complex problems
- find out what they don't know in a safe environment
- become critical thinkers

The Parkmead staff believes that our work with students will produce citizens who are able to work with others respectfully in order to solve real-world problems and make society better.

School 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. Our mission complements the WCSD vision to engage, inspire and empower all learners!

Based on 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.

School Vision Statement

In order to achieve this, 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

School Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in October 2017.

We hold monthly drills and review safety procedures with students and staff on a regular basis. We update the plan 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.

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.

District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

District Vision Statement

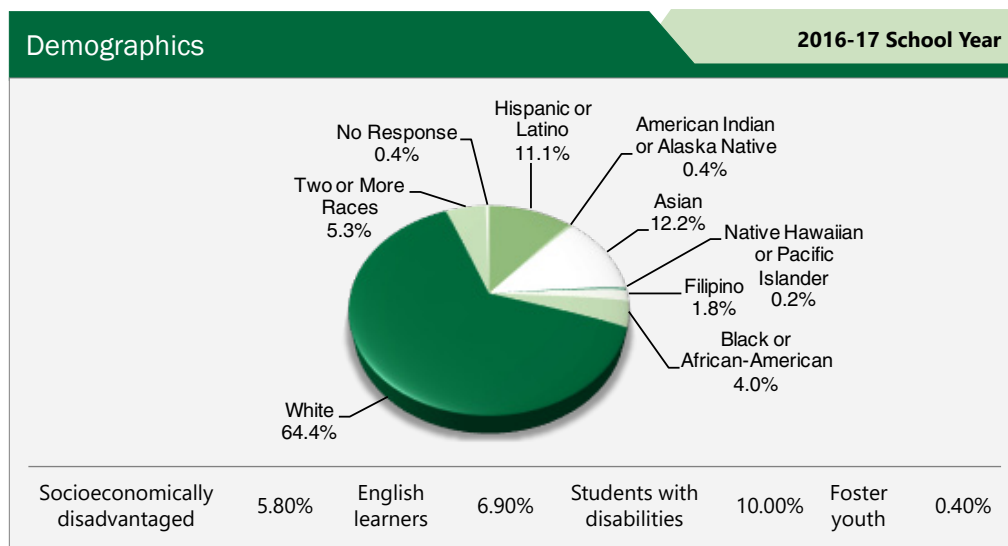Engage, inspire and empower *all* learners!

Governing Board

Elizabeth Bettis

Sherri McGoff

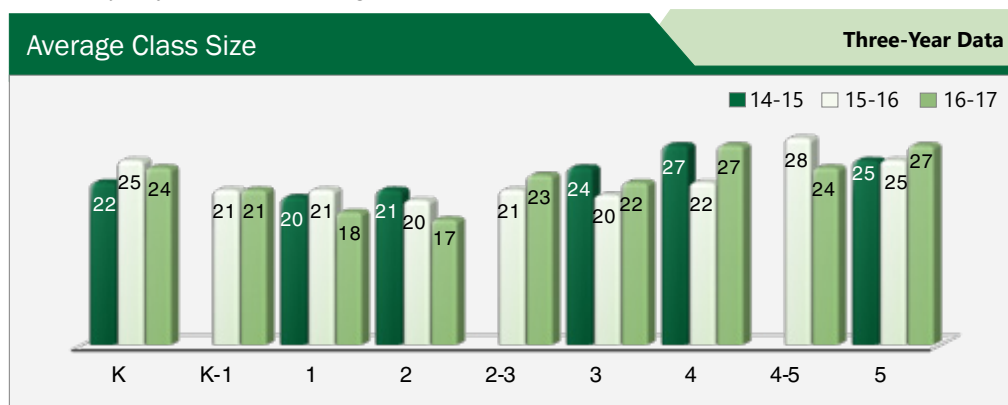Aimee Moss

Katie Peña

Barbara Pennington

Enrollment by Student Group

The total enrollment at the school was 449 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2016-17 School Year

- No Response 0.4%
- Two or More Races 5.3%
- Hispanic or Latino 11.1%
- American Indian or Alaska Native 0.4%
- Asian 12.2%
- Native Hawaiian or Pacific Islander 0.2%
- Filipino 1.8%
- Black or African-American 4.0%
- White 64.4%

Socioeconomically disadvantaged	5.80%	English learners	6.90%	Students with disabilities	10.00%
Foster youth	0.40%				

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

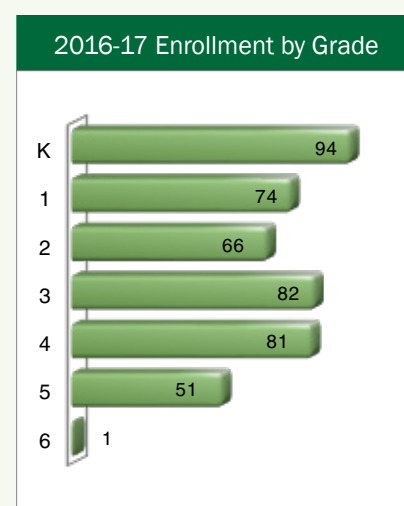| Grade	Students
K	94
1	74
2	66
3	82
4	81
5	51
6	1

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size	Three-Year Data

■ 14-15 ☐ 15-16 ■ 16-17

Grade	14-15	15-16	16-17
K	22	25	24
K-1	21	21	18
1	20	21	17
2	21	20	
2-3	21	23	24
3	20	22	
4	27	27	22
4-5	28	24	
5	25	25	27

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			
	14-15	15-16	16-17
Suspension rates	0.2%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%

Walnut Creek SD			
	14-15	15-16	16-17
Suspension rates	3.5%	1.9%	1.6%
Expulsion rates	0.0%	0.0%	0.0%

California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size										Three-Year Data

	2014-15			2015-16			2016-17		
	Number of Students								
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	4			2			2	
K-1		2			2			2	
1	2	1			2		3		
2		3		1	2		3		
2-3				1	1			2	
3		4		1	2			2	
4		2			1			2	
4-5		5			2			2	
5		5			1			2	

Professional Development

All professional growth is determined by both school site 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-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 2017-18, the district focus will be on the implementation of the newly adopted math programs at both the K-5 and 6-8 levels, also there will be an emphasis on the implementation of Writers' Workshop. 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. A late-start Wednesday provides collaboration time for all teachers TK-8. Instructional coaches provide individual coaching and participates in grade-level and department meetings to support professional growth.

Individual teachers and administrators 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: Teachers College Reading and Writing Project, ISTE, PBL World, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery, and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the 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	
	2015-16	2016-17	2017-18
Parkmead ES	4 days	4 days	4 days

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.

California Physical Fitness Test	2016-17 School Year
Percentage of Students Meeting Fitness Standards	Parkmead ES
	Grade 5
Four of six standards	11.8%
Five of six standards	21.6%
Six of six standards	56.9%
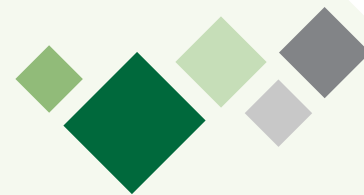
Parental Involvement

Parkmead has a long tradition of parent involvement, as evidenced by countless volunteer hours, participation in site governance and fundraising activities to support uplifting and inspiring programs. In addition, there is a strong link between the district office, regional and community resources that enriches our school.

The Parkmead School Site Council (SSC) is actively involved in the monitoring of the school's site plan. The council's key role focuses on the development, implementation, and evaluation of curricular programs. The School Improvement Program provides Parkmead with $53,875 per year. The SSC oversees these funds and allocates them to support the implementation of the site action plans for school improvement.

Parkmead has an active Parent Teacher Association (PTA) and Parent Teacher Organization (PTO), with membership including both parents and staff who play a major role in site-based decision-making. The parent groups and the Parkmead Education Resources Council work together to help support the schoolwide character-education program, Soul Shoppe, technology, enrichment, recess coaches, science lab supplies to name a few. The parent groups also support Parkmead Enrichment Program (PEP). This unique school culture has led to a dynamic School Plan, guided by our active School Site Council. Our plan supports a curriculum that meets or exceeds state benchmarks with a commitment to high-quality, proven practices and systematically addresses areas of improvement. The collaborative, multistep planning process has added to the synergy that characterizes this school community.

For more information on how to become involved, please contact the school at (925) 944-6858.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Parkmead ES		Walnut Creek SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	85%	87%	80%	78%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Parkmead ES		Walnut Creek SD		California	
Subject	**15-16**	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
English language arts/literacy	76%	68%	74%	73%	48%	48%
Mathematics	68%	65%	68%	68%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. 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 2017-18 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	2017-18 School Year	
	Parkmead ES	**Walnut Creek SD**
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2011-2012
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		100.00%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards			2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	217	208	95.85%	67.79%
Male	131	127	96.95%	61.42%
Female	86	81	94.19%	77.78%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	20	95.24%	75.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	28	27	96.43%	51.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	139	134	96.40%	70.90%
Two or more races	14	14	100.00%	64.29%
Socioeconomically disadvantaged	14	14	100.00%	35.71%
English learners	25	23	92.00%	60.87%
Students with disabilities	31	29	93.55%	20.69%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	217	212	97.70%	65.40%
Male	131	128	97.71%	66.41%
Female	86	84	97.67%	63.86%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	21	100.00%	71.43%
Filipino	❖	❖	❖	❖
Hispanic or Latino	28	28	100.00%	46.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	139	135	97.12%	67.16%
Two or more races	14	14	100.00%	71.43%
Socioeconomically disadvantaged	14	14	100.00%	35.71%
English learners	25	25	100.00%	56.00%
Students with disabilities	31	30	96.77%	27.59%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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 18, 2017, 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		2017-18 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math	2017
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006

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	2017-18 School Year
Parkmead ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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 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.

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
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

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/18/2017

"Our site focus is getting our students engaged in increasingly more challenging math discussions"

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2017-18 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/25/2017
Date of the most recent completion of the inspection form	9/25/2017

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 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 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.

School Facilities

Continued from left

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.

In terms of supervision, staff is on duty before and after school to ensure 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 renovated its fields and playgrounds 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, we totally renovated our kitchen.

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 SD	Parkmead ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	184	27	24	25
Without a full credential	5	0	1	1
Teaching outside subject area of competence (with full credential)	4	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Parkmead ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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)
- 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)

"The Parkmead staff believes that our work with students will produce citizens who are able to work with others respectfully in order to solve real-world problems and make society better."

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.570
Average number of students per academic counselor	470
Support Staff	FTE
Social/behavioral counselor	0.000
Career development counselor	0.000
Library media teacher (librarian)	1.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.500
Social worker	0.000
Nurse	0.143
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000

Financial Data

The financial data displayed in this SARC is from the 2015-16 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	2015-16 Fiscal Year	
	Walnut Creek SD	**Similar Sized District**
Beginning teacher salary	$48,459	$47,034
Midrange teacher salary	$71,914	$73,126
Highest teacher salary	$91,859	$91,838
Average elementary school principal salary	$128,372	$116,119
Average middle school principal salary	$131,399	$119,610
Superintendent salary	$217,118	$178,388
Teacher salaries: percentage of budget	42%	37%
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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Parkmead ES	$6,553	$78,508
Walnut Creek SD	$7,033	$78,450
California	$6,574	$74,194
School and district: percentage difference	-6.8%	+0.1%
School and California: percentage difference	-0.3%	+5.8%

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	
2015-16 Fiscal Year	
Total expenditures per pupil	$7,091
Expenditures per pupil from restricted sources	$538
Expenditures per pupil from unrestricted sources	$6,553
Annual average teacher salary	$78,508

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.