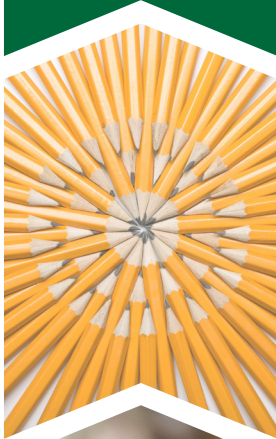


# SARC

2015-16  
School Accountability  
Report Card  
Published in 2016-17



## Murwood Elementary School

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

Carol Nenni  
Principal  
cnenni@wcsd.k12.ca.us

2050 Vanderslice Avenue  
Walnut Creek, CA 94596

Grades: TK-5  
Phone: (925) 943-2462  
[www.walnutcreeksd.org/murwood](http://www.walnutcreeksd.org/murwood)

CDS Code: 07-61812-6005185

# Walnut Creek SD



### 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 371 students constitute diverse socioeconomic status. Approximately 20 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; 21 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.

### School 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.

### 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 November 2016. 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 and full scale disaster drills are practiced twice annually.

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 and all volunteers wear an identification badge. Gates to the school property are locked during school hours.

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 our Murwood motto:

At Murwood, we are people of character.

- We are respectful
- We are responsible
- We are safe
- We care

Murwood employs Soul Shoppe to teach students the tools for social-emotional well-being, positive interactions and conflict resolution.

### 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.



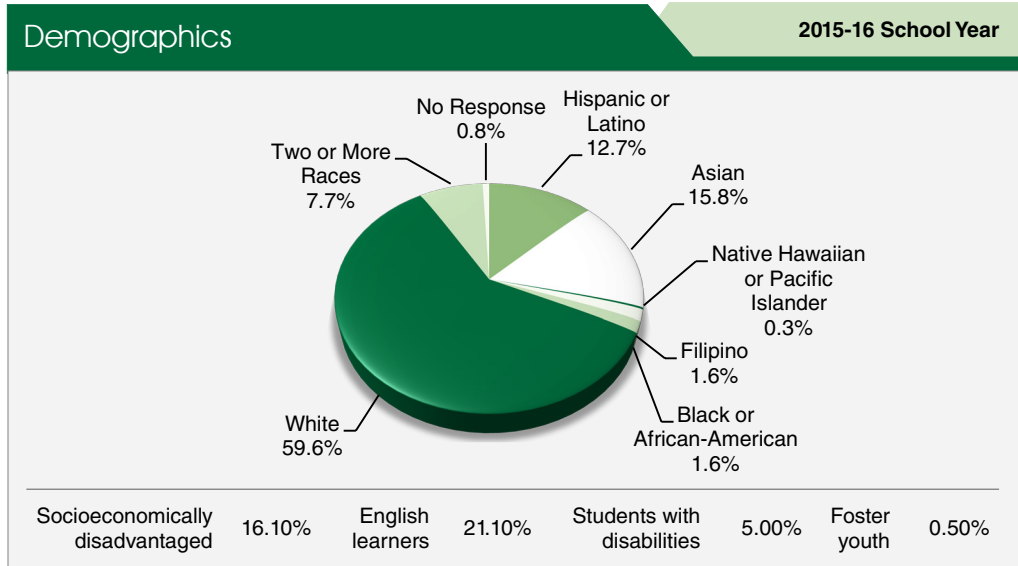
### Governing Board

- Katie Peña, President
- Sherri McGoff, Clerk
- Elizabeth Bettis
- Aimee Moss
- Barbara S. Pennington



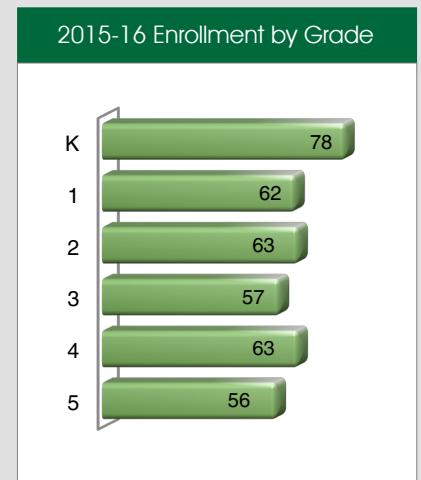
### Enrollment by Student Group

The total enrollment at the school was 379 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



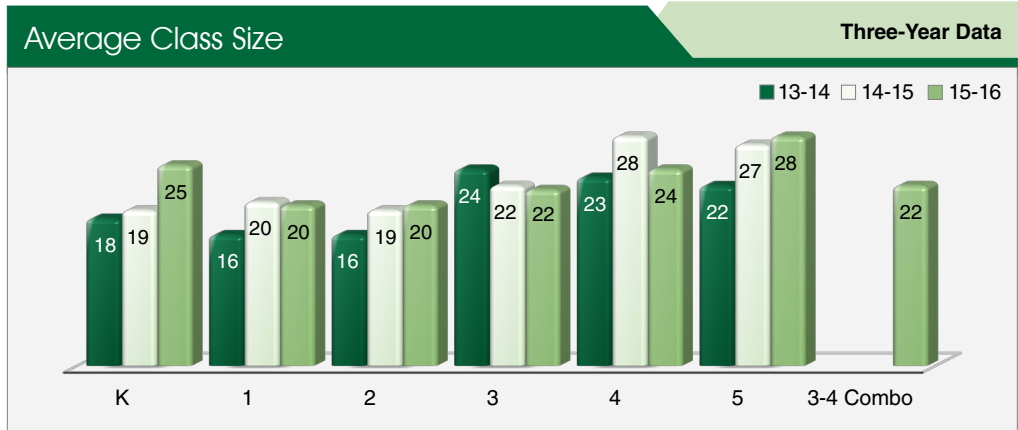
### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### 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.



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

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	2		1	4			2	
1	3			3			1	2	
2	2	1		3			2	1	
3		3		3				2	
4		2			2			2	
5		3			3			2	
3-4 Combo								1	

### 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			
	13-14	14-15	15-16
Suspension rates	2.2%	1.7%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	13-14	14-15	15-16
Suspension rates	3.4%	3.5%	1.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%





### 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 2016-17, the district focus area to support implementation of Common Core State Standards is in math and science, 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.

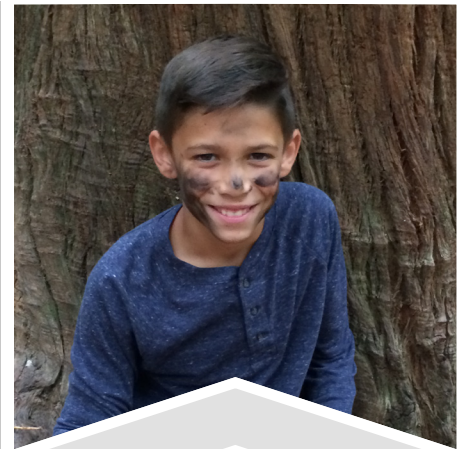
Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Murwood ES	4 days	4 days	4 days

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 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 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 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 2016-17 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2016-17 School Year	
	Murwood ES	Walnut Creek SD
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 schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	



### 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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	23.20%
Five of six standards	35.70%
Six of six standards	14.30%



## 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 tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Murwood ES			Walnut Creek SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87%	87%	84%	86%	80%	78%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	57	56	98.25%	83.93%	
Male	31	31	100.00%	83.87%	
Female	26	25	96.15%	84.00%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	11	11	100.00%	81.82%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	30	30	100.00%	90.00%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	11	11	100.00%	45.45%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## 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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Murwood ES		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	67%	81%	71%	74%	44%	48%
Mathematics	64%	66%	63%	68%	33%	36%

❖ 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 Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy 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](http://www.cde.ca.gov/ta/tg/ca).

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts 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 CAAs 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.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	56	51	91.10%	78.40%
Male	26	24	92.30%	66.70%
Female	30	27	90.00%	88.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	9	69.20%	66.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	32	97.00%	78.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	56	54	96.40%	72.20%
Male	26	26	100.00%	76.90%
Female	30	28	93.30%	67.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	12	92.30%	58.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	32	97.00%	75.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	58	53	91.40%	84.90%
Male	28	28	100.00%	75.00%
Female	30	25	83.30%	96.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	8	66.70%	75.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35	34	97.10%	88.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	58	55	94.80%	70.90%
Male	28	28	100.00%	71.40%
Female	30	27	90.00%	70.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	10	83.30%	60.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35	34	97.10%	70.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	57	55	96.50%	78.20%
Male	31	30	96.80%	80.00%
Female	26	25	96.20%	76.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	45.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	93.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	10	90.90%	10.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	57	56	98.30%	55.40%
Male	31	31	100.00%	64.50%
Female	26	25	96.20%	44.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	53.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	9.10%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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 19, 2016, 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-5), McDougal Littell (6)	2004, 2002
Mathematics	Pearson Scott Foresman (K-5), Glencoe (6)	2010, 2009
Science	Pearson Scott Foresman (K-5), Glencoe (6)	2008, 2007
History/social science	Macmillan/McGraw-Hill (K-5); Glencoe, Prentice Hall (6)	2006, 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		2016-17 School Year
Murwood ES	Percentage Lacking	
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 most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	9/19/2016	

### 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.

### Quality of Textbooks

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

Quality of Textbooks	
2016-17 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
* WCS is currently piloting math materials for grades K-8. We will be adopting curriculum in other core areas as CCSS-aligned materials become available from publishers.	



### Principal's Podium

At Murwood, we work as a team to do what is best for students every day. At staff meetings, we focus on students' needs and work collaboratively to make sure each student feels welcome, safe, and a true sense of belonging. For those who need extra support, we rally around them as a community, because when one of us is worried about a student, we all worry. When our students succeed, we all celebrate, because we look at Murwood students as belonging to the collective community.



### 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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Exemplary
<b>Date of the most recent school site inspection</b>			10/27/2016
<b>Date of the most recent completion of the inspection form</b>			10/27/2016

### 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 two classrooms, the learning center, Educational Options, art room, science room 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 dedicated walkie-talkie for immediate contact anywhere on campus. All classrooms have also been furnished with a ceiling mounted 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.

Murwood has three carts equipped with 30 Chromebooks dedicated to third, fourth and fifth grades. Our transitional-kindergarten through second-grade classes each has five iPads for daily student use in centers.

The library media center is equipped with 15 iMacs, 12 iBooks, seven Chromebooks and seven iPads, three computer search stations, printers, a scanner, and a mounted 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.

### 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 eNews 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 Danielle Scheg, PTA president, at (925) 943-2462 or dscheg98@gmail.com.

### 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Walnut Creek SD	Murwood ES		
Teachers	16-17	14-15	15-16	16-17
<b>With a full credential</b>	178	21	19	21
<b>Without a full credential</b>	3	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	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		
	Murwood ES		
Teachers	14-15	15-16	16-17
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Murwood ES</b>	100.00%	0.00%
<b>All schools in district</b>	98.46%	1.54%
<b>High-poverty schools in district</b>	◇	◇
<b>Low-poverty schools in district</b>	98.46%	1.54%

◇ Not applicable.



## 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	
2015-16 School Year	
Academic Counselors	
<b>FTE of academic counselors</b>	0.00
<b>Average number of students per academic counselor</b>	◇
Support Staff	
	FTE
<b>Social/behavioral counselor</b>	0.00
<b>Career development counselor</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.75
<b>Psychologist</b>	0.40
<b>Social worker</b>	0.00
<b>Nurse</b>	0.09
<b>Speech/language/hearing specialist</b>	0.40
<b>Resource specialist (nonteaching)</b>	1.00
Other	
	FTE
<b>Title I</b>	1.00
<b>ELD aide</b>	1.00



## Financial Data

The financial data displayed in this SARC is from the 2014-15 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](http://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](http://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](http://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	2014-15 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$46,595	\$44,507
Midrange teacher salary	\$69,148	\$68,910
Highest teacher salary	\$88,326	\$88,330
Average elementary school principal salary	\$124,035	\$111,481
Average middle school principal salary	\$127,122	\$115,435
Superintendent salary	\$208,767	\$169,821
Teacher salaries: percentage of budget	43%	39%
Administrative salaries: percentage of budget	5%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murwood ES	\$5,311	\$76,707
Walnut Creek SD	\$6,069	\$75,458
California	\$5,677	\$71,610
School and district: percentage difference	-12.5%	+1.7%
School and California: percentage difference	-6.4%	+7.1%

## School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$6,460
Expenditures per pupil from restricted sources	\$1,149
Expenditures per pupil from unrestricted sources	\$5,311
Annual average teacher salary	\$76,707

## 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 and 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.

All data accurate as of January 2017.

## School Accountability Report Card

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