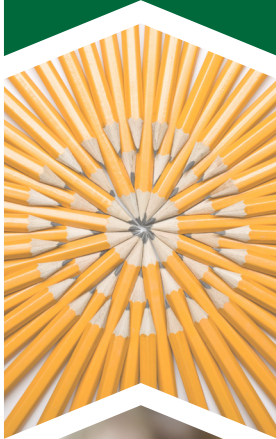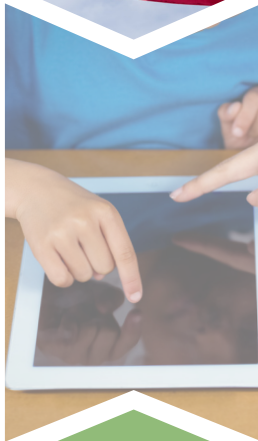# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Parkmead Elementary School

"Home of the Parkmead Panthers!"

Christina Boman
Principal
cboman@wcsd.k12.ca.us

1920 Magnolia Way
Walnut Creek, CA 94595

Grades: TK-5
Phone: (925) 944-6858
www.walnutcreeksd.org/parkmead

CDS Code: 07-61812-6005193

Walnut Creek SD

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.

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.

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.

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

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 Stephen Fairclough, srfairclough@gmail.com
- Parent Teacher Organization: President Scott Marshall, scott@marshallsite.com
- Parkmead Educational Resources Council: President Becky Shank, bpshank@yahoo.com

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.
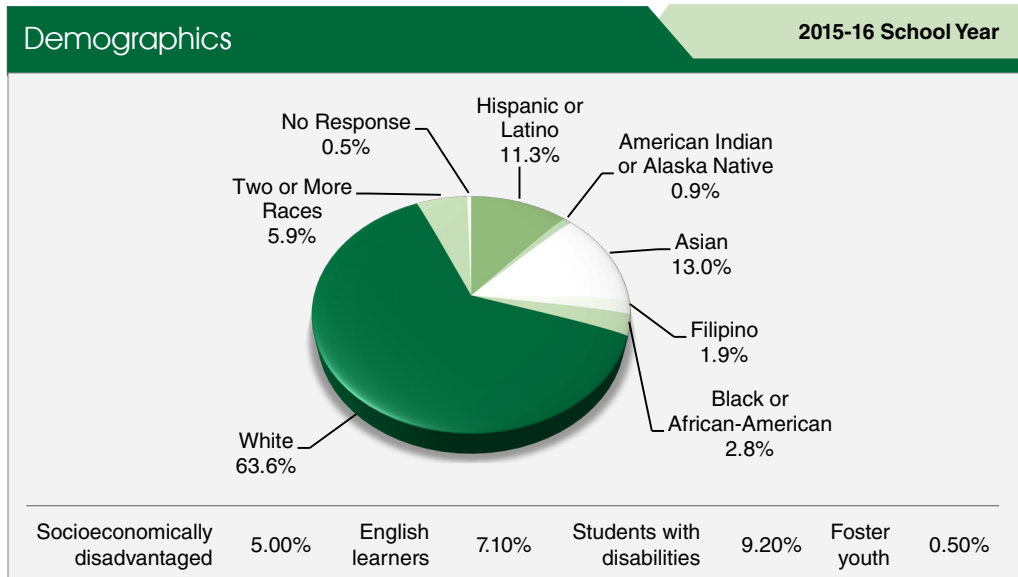
Governing Board

Katie Peña, President

Sherri McGoff, Clerk
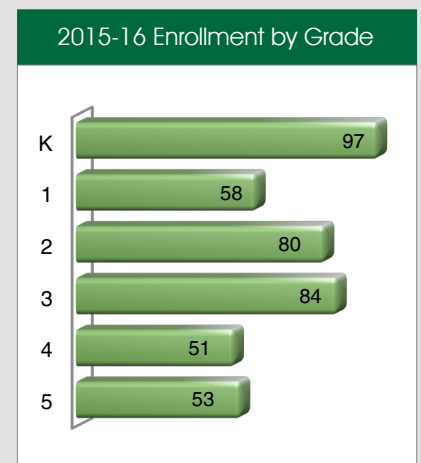
Elizabeth Bettis

Aimee Moss

Barbara S. Pennington

Enrollment by Student Group

The total enrollment at the school was 423 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.
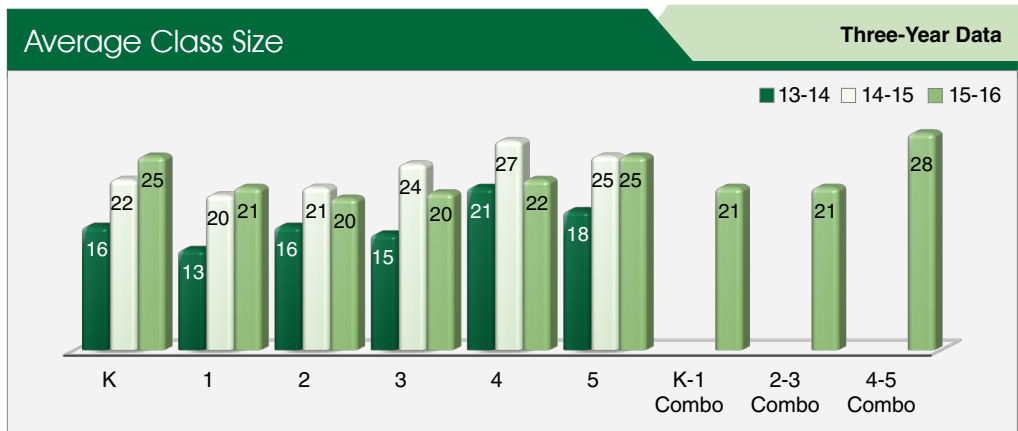
Demographics   2015-16 School Year

- No Response 0.5%
- Hispanic or Latino 11.3%
- American Indian or Alaska Native 0.9%
- Two or More Races 5.9%
- Asian 13.0%
- Filipino 1.9%
- Black or African-American 2.8%
- White 63.6%

Socioeconomically disadvantaged	5.00%	English learners	7.10%	Students with disabilities	9.20%	Foster youth	0.50%

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

Legend: 13-14, 14-15, 15-16

Grade	13-14	14-15	15-16
K	16	22	25
1	13	20	21
2	16	21	20
3	15	24	20
4	21	27	22
5	18	25	25
K-1 Combo		21	
2-3 Combo		21	
4-5 Combo			28

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	3	2		1	4			2	
1	2	1		2	1			2	
2	2				3		1	2	
3		4			4		1	2	
4		3			2			1	
5		5			5			1	
K-1 Combo		3			2			2	
2-3 Combo							1	1	
4-5 Combo		5			5			2	

Enrollment by Grade

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

2015-16 Enrollment by Grade

Grade	Enrollment
K	97
1	58
2	80
3	84
4	51
5	53

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			
	13-14	14-15	15-16
Suspension rates	1.0%	0.2%	0.0%
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 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 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
Parkmead 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.

Federal Intervention Program	2016-17 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%

✧ 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	
2015-16 School Year	
Grade 5	
Four of six standards	7.5%
Five of six standards	20.8%
Six of six standards	50.9%

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
	Parkmead 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	80%	85%	87%	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	55	54	98.18%	87.04%
Male	31	30	96.77%	83.33%
Female	24	24	100.00%	91.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	40	97.56%	90.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	72.73%
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
	Parkmead ES		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	82%	76%	71%	74%	44%	48%
Mathematics	71%	68%	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 CAASSP 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.

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	85	82	96.50%	72.00%
Male	48	47	97.90%	76.60%
Female	37	35	94.60%	65.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	12	12	100.00%	58.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	55	53	96.40%	73.60%
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	85	82	96.50%	67.10%
Male	48	47	97.90%	72.30%
Female	37	35	94.60%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	12	12	100.00%	75.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	55	53	96.40%	60.40%
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	53	51	96.20%	86.30%
Male	27	26	96.30%	84.60%
Female	26	25	96.20%	88.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	34	100.00%	85.30%
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	53	53	100.00%	81.10%
Male	27	27	100.00%	88.90%
Female	26	26	100.00%	73.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	34	100.00%	85.30%
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	55	53	96.40%	73.60%
Male	31	30	96.80%	63.30%
Female	24	23	95.80%	87.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	40	97.60%	77.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	18.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	55	54	98.20%	57.40%
Male	31	30	96.80%	60.00%
Female	24	24	100.00%	54.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	40	97.60%	55.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	18.20%
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

Parkmead 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

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

★ WCSD 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

Parkmead Elementary School is a community school with a strong sense of belonging and an inclusive spirit for all students and staff. We have a unique blend of two instructional programs on our campus which makes us able to meet the needs of all student learning styles.

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**
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			10/27/2016
Date of the most recent completion of the inspection form			10/27/2016

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.

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.

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.

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 Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in December 2016.

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 SD	Parkmead ES		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	178	28	27	24
Without a full credential	3	0	0	1
Teaching outside subject area of competence (with full credential)	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		
	Parkmead ES		
Teachers	**14-15**	**15-16**	**16-17**
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

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.

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
Parkmead ES	100.00%	0.00%
All schools in district	98.46%	1.54%
High-poverty schools in district	✧	✧
Low-poverty schools in district	98.46%	1.54%

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	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.40
Social worker	0.00
District Nurse	0.09
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	1.00
Other	**FTE**
ELD support staff	0.20
Instructional coach	0.50
Counseling intern	0.40

✧ Not applicable.

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. 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	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%

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.

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
Parkmead ES	$5,856	$74,407
Walnut Creek SD	$6,069	$75,458
California	$5,677	$71,610
School and district: percentage difference	-3.5%	-1.4%
School and California: percentage difference	+3.1%	+3.9%

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	$6,346
Expenditures per pupil from restricted sources	$490
Expenditures per pupil from unrestricted sources	$5,856
Annual average teacher salary	$74,407

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)

School Accountability Report Card

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