



Murwood Elementary School

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

Carol Nenni ▪ Principal
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Grades TK-5
CDS Code 07-61812-6005185

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Walnut Creek SD

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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 379 students constitute diverse socioeconomic status. Approximately 22 percent of the students have a first language other than English, with 25 different languages represented in the school.

Our school staff consists of a principal; 18 credentialed classroom teachers; two special day class (SDC) teachers; a 0.5 full-time equivalent (FTE) instructional coach; a 1.0 FTE resource specialist; a part-time certificated P.E. teacher and 26 full- or part-time support personnel consisting of an office manager, speech and language therapist, psychologist, English language development (ELD) aide, Title I teacher, paraprofessionals, custodians, cafeteria manager and assistant. We also employ specialists in science, music, art and 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 that 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 Vision Statement

To maintain a warm, inclusive environment that celebrates diversity, respects all learners and their families, dedicated to the well-being of the whole child's social, academic and emotional growth.

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 schoolwide instructional programs, including the science program and Soul Shoppe, a character-education program. The PTA donates funds to purchase supplies for classrooms, books, 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.

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!

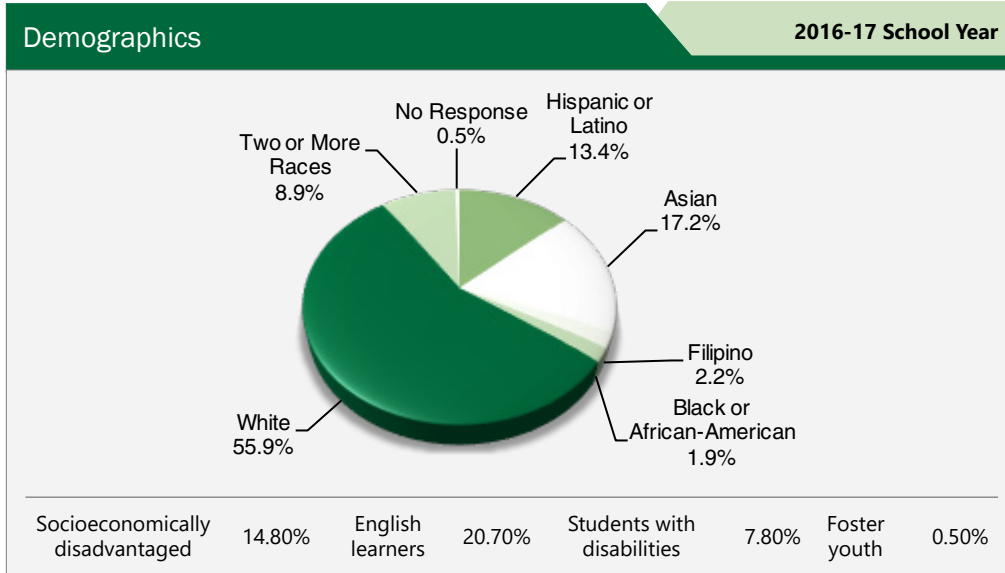


Governing Board

Elizabeth Bettis
 Sherri McGoff
 Aimee Moss
 Katie Peña
 Barbara Pennington

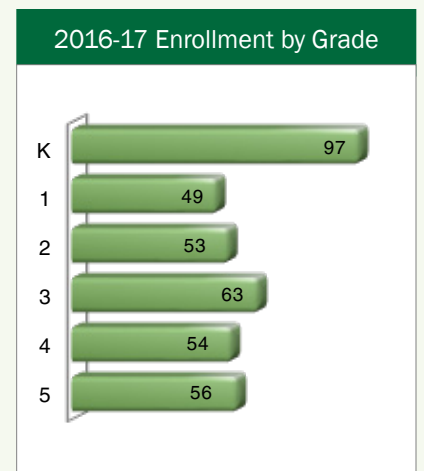
Enrollment by Student Group

The total enrollment at the school was 372 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



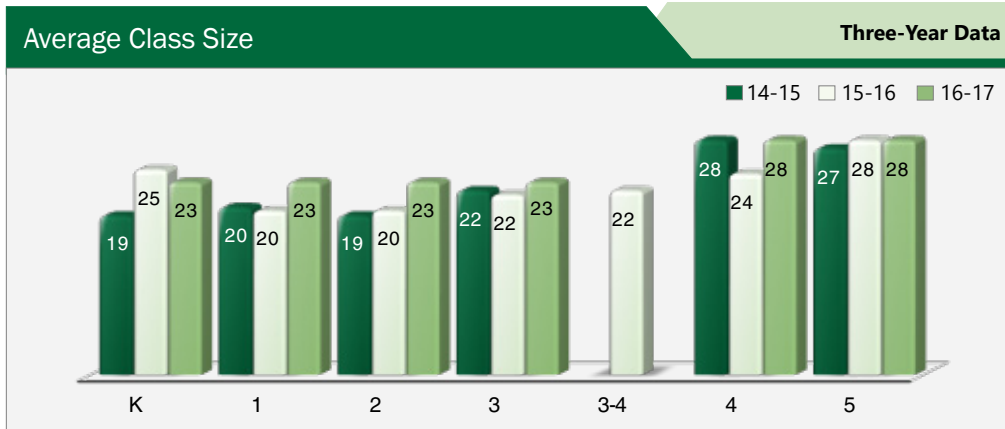
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 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	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	4			2			3	
1	3			1	2		2	1	
2	3			2	1			2	
3		3			2		3		
3-4					1				
4		2			2			2	
5		3			2			2	



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			
	14-15	15-16	16-17
Suspension rates	1.7%	1.3%	0.5%
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%

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
Murwood ES	4 days	4 days	4 days

School Safety

Murwood has a Comprehensive Safety Plan that we update yearly. The school safety plan was last reviewed, updated and discussed with the school staff in September 2017. 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.

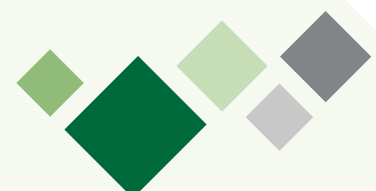
Students are supervised on the playground before school and during recess by certificated staff. During lunch, noon-duty supervisors ensure student play is safe and that students are following school rules. After-school teachers supervise the pick-up area at the front of the school. Throughout the school 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 safe
- We are responsible
- We care

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



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	
2016-17 School Year	
Grade 5	
Four of six standards	39.3%
Five of six standards	21.4%
Six of six standards	0.0%

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	
Subject	Murwood ES		Walnut Creek SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	87%	84%	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	
Subject	Murwood ES		Walnut Creek SD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	81%	74%	74%	73%	48%	48%
Mathematics	66%	68%	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	
	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 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.

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	174	170	97.70%	73.53%
Male	89	88	98.88%	64.77%
Female	85	82	96.47%	82.93%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	29	26	89.66%	61.54%
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	55.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	106	105	99.06%	78.10%
Two or more races	15	15	100.00%	86.67%
Socioeconomically disadvantaged	29	28	96.55%	39.29%
English learners	45	41	91.11%	41.46%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	174	174	100.00%	68.39%
Male	89	89	100.00%	68.54%
Female	85	85	100.00%	68.24%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	29	29	100.00%	62.07%
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	106	106	100.00%	74.53%
Two or more races	15	15	100.00%	80.00%
Socioeconomically disadvantaged	29	29	100.00%	34.48%
English learners	45	45	100.00%	40.00%
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 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
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%	



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	
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



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

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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:

- Air-conditioning in the multipurpose room
- New LED marquee
- Asphalt seal coating and striping in the parking lot and playground
- Fencing and handrail repairs
- Concrete repairs
- Upgraded burglar alarm
- Installed back trail lighting
- Synthetic turf installed on playground fall zone
- Technology infrastructure: new wiring, cabling, expanded Wi-Fi networks and new emergency-notification system
- Pelican wireless energy management system in all classrooms
- New fire alarm

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 have 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.

Continued on sidebar

“The community of Murwood Elementary School is committed to providing our students with a challenging, standards-based curriculum.”

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	Murwood ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	184	19	21	20
Without a full credential	5	0	0	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		
	Murwood 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

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	0.000
Average number of students per academic counselor	✧
Support Staff	
FTE	
Social/behavioral counselor	0.200
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.750
Psychologist	0.400
Social worker	0.000
Nurse	0.143
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000
Other	FTE
Title I teacher	1.000



“Our active parent community plays a vital role in encouraging a positive environment at Murwood.”

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)

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
Murwood ES	\$6,108	\$82,375
Walnut Creek SD	\$7,033	\$78,450
California	\$6,574	\$74,194
School and district: percentage difference	-13.1%	+5.0%
School and California: percentage difference	-7.1%	+11.0%

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	\$7,552
Expenditures per pupil from restricted sources	\$1,444
Expenditures per pupil from unrestricted sources	\$6,108
Annual average teacher salary	\$82,375



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://dq.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 November 2017.

School Accountability Report Card

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