Walnut Creek School District

Murwood Elementary School

School Accountability Report Card
Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

Murwood School is proud, enthusiastic, and committed to preparing our students for success in middle school. The staff is highly trained, capable, and dedicated with an interest in school reform. The school has a long tradition of parent involvement as evidenced by countless volunteer hours, participation in site governance, strategic planning and fund-raising activities to support uplifting and inspiring programs. In addition, there is a strong link between the District Office, regional, and community resources that enriches our school.

Murwood School, a California Distinguished School in 1989, 1995, and again in 2000, is located in a quiet residential neighborhood in Walnut Creek. The 424 culturally diverse students are from high-income professional to low-income families with the majority falling in the middle-income range. Approximately 30 percent of the students have a first language other than English, with 17 different languages represented. Our English Language Learners have increased from 22 to 58 in the past six years. We are staffed with 20 classroom teachers, a 1.0 instructional coach, a 1.0 resource specialist, and 33 full- or part-time support personnel consisting of an office manager, speech and language therapist, paraprofessionals, classroom instructional assistants, specialists, and custodians.

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.
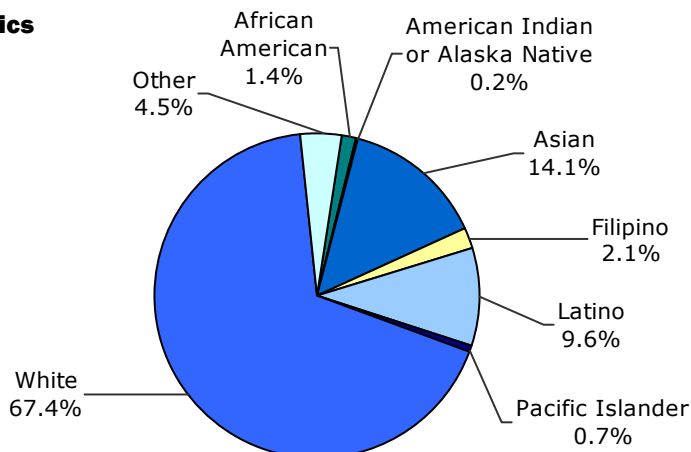
School Mission Statement

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 School prepared for success in the middle school grades.

Enrollment and Demographics

The total enrollment was 425 students for the 2005-2006 school year.

Demographics

Pie chart:
- African American 1.4%
- American Indian or Alaska Native 0.2%
- Other 4.5%
- Asian 14.1%
- Filipino 2.1%
- Latino 9.6%
- Pacific Islander 0.7%
- White 67.4%

Charla Bennett
Principal

Murwood Elementary School
"*Home of the Mustangs*"
Grades K-5
2050 Vanderslice Avenue
Walnut Creek, CA 94596
Phone: (925) 943-2462
Fax: (925) 934-0356
www.walnutcreeksd.org/murwood

Walnut Creek School District
"*A community of learners building knowledge, skills and character.*"
960 Ygnacio Valley Road
Walnut Creek, CA 94597
Phone: (925) 944-6850
Fax: (925) 944-1768
www.walnutcreeksd.org

District Mission Statement

In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade　　　　　　　　　　🟩 03-04 ⬜ 04-05 🟦 05-06

Grade	03-04	04-05	05-06
K	20	22	21
1	20	20	19
2	19	20	20
3	20	20	19
4	25	24	25
5	24	24	25
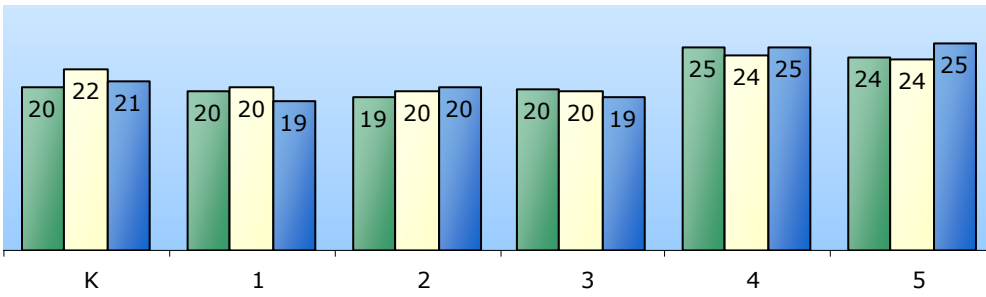
Class Size Distribution — Number of Classrooms By Size								
	2003-04			**2004-05**			**2005-06**		
Grade	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	3			2	1		1	2	
1	4			3			4		
2	5			4			3		
3	4			4			4		
4		2			3			3	
5		3			2			3	

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	**2003-04**	**2004-05**	**2005-06**
K	100%	66%	33%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Murwood ES			**Walnut Creek SD**		
	03-04	**04-05**	**05-06**	**03-04**	**04-05**	**05-06**
Suspension Rate	0.005	0.005	0.000	0.044	0.034	0.030
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Instruction and Leadership

Murwood school operates under the principle of shared leadership. Our staff, principal, and School Site Council represent the various decision-making constituents of our school community. Our principal was new to the district in 2004-2005 after the retirement of a long-tenured predecessor. Our Site Strategic Plan guides our work and is updated annually in the spring. A major focus of our plan is alignment with State Standards in all of the core subjects and, in particular, on reading comprehension and strong writing skills. We pride ourselves on meeting each child's level of instruction and adapting our teaching accordingly.

We are proud of our math program where all teachers in grades K-2 use the Saxon math program daily during a one-hour block of time. Teachers in grades 3-5 use the Houghton Mifflin math program. These programs prepare all students for algebra by 8th grade. For advance math students who require a more accelerated math program, teachers differentiate their curriculum and instruction using a variety of math challenge activities and materials that encourage complex critical thinking skills.

Our science program also stresses the development of critical thinking skills and use of the scientific method to explore life, earth, physical sciences, and health through investigations that utilize a wide array of manipulatives, materials, and resources. All K-5 students receive a weekly science lab lesson to support classroom learning. Planning and articulation provides students with a consistent program that builds on the major themes of the K-5 science framework. Students observe, compare, organize, infer, relate, and apply scientific concepts through collecting, recording, graphing, and charting data. Scientific concepts are reinforced across the curriculum through reading, writing, mathematics, art, history, and social studies.

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other		

* The school inspection date and Interim Evaluation Instrument completion date occurred in October 2006.

School Safety

In October of 2005 a team of teachers, the office manager, and the principal reviewed and revised our School Safety Plan and our Emergency Plan. In October 2006 the plan was updated to include the names and duties of new staff members and to clarify the safe site. To prepare for a possible disaster or emergency parent volunteers have assembled backpacks for each classroom that include first aid kits and students' emergency cards. In addition, two storage containers filled with nourishing snacks, drinking water, and blankets are housed on the campus. On field trips and during disaster drills first aid kits always accompany students. Knowing that a disaster could strike at any time, the entire school participates in two disaster drills annually, one of which is a simulated drill with contrived injuries and some exits blocked. In recent years the Murwood staff received first aid and CPR training and certification. In case of a disaster students are instructed to go to their "safe" site. Fire drills are conducted monthly. During modernization, our outdated playground equipment has been replaced with safer equipment. The Walnut Creek Police provide staff training and school assemblies on safety procedures.

In 2005-06 the school implemented Character Counts, a program that is researched based and designed to shape students' behavior toward living a healthy life style.

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 two five-hour-a-week licensed MFCC counselors who work with small groups of "at risk" students and their parents. Our school psychologist makes referrals to the County Mental Health Services when appropriate.

All students at Murwood School deserve an orderly environment to maximize learning. The staff has devised discipline guidelines to assist students, staff, and parents in managing standards of behavior. All classroom, school, playground, and cafeteria rules were developed keeping the following core beliefs in mind:

- Concern for the health, safety, and welfare of our students
- Mutual respect among all people involved in the educational process
- Firmness, tempered with patience and understanding

Facilities

Significant facilities improvements have been made during recent years using General Obligation Bond funds. These improvements include replacement of the following: roof, gutters/downspouts, windows, heating system, parking lot asphalt, and playground equipment. Interior improvements to all classrooms include installation of new carpet and vinyl floors, new acoustic ceiling tiles, shelving, plastic countertops, and new white boards. Second exit doors were added to each room in the main building. Repairs were made to existing plumbing systems. Electrical work includes installation of intercom/telephone systems, technology infrastructure, TV cabling, master clock/bells, and replacement of lighting. All exterior and interior walls have been painted. The Library Media Center is equipped with 15 IMacs, 15 IBooks, three computer search stations, printers, scanner, and LCD display projector. To support student reading, our library has a large inventory of leveled reading materials that helps teachers differentiate reading lessons in addition to printed materials, TV, VCR, and videos. To accommodate an increase in student population, class size reduction, and enrichment programs we have placed six permanent portables on the campus. Six years ago we completed a building expansion for our existing day care facility. The school was built in 1955.

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. In Walnut Creek, we have purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics as a part of this requirement. 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 the most recent 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.

Textbooks		
Subject Area	**Textbook Title/Publisher**	**Year Adopted**
English-Language Arts	Houghton Mifflin, McDougall Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougall Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%

* This data was most recently collected and verified in September 2006.

Minimum Days and Instructional Minutes

For 2005-06, Murwood Elementary School had five minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	**Offered**	**State Requirement**
Kindergarten	36,000	36,000
1-3	50,400	50,400
4-5	54,040	54,000

California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit http://star.cde.ca.gov/.

Percentage of Students At Proficient or Advanced Levels									
	Murwood ES			Walnut Creek SD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	70%	70%	73%	71%	72%	78%	36%	40%	42%
Mathematics	77%	75%	77%	70%	72%	77%	34%	38%	40%
Science	51%	47%	62%	65%	54%	67%	25%	27%	35%

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels			
	English-Language Arts	Mathematics	Science
Year Tested	2005-06	2005-06	2005-06
Male	70%	80%	52%
Female	77%	74%	75%
English Learners	24%	58%	❖
Economically Disadvantaged	46%	66%	❖
Students with Disabilities	22%	41%	25%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	74%	83%	❖
Filipino	❖	❖	❖
Hispanic or Latino	50%	63%	❖
Pacific Islander	❖	❖	❖
White	77%	80%	63%

❖ Data are reported only for numerically significant subgroups.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit http://star.cde.ca.gov/.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005-06 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	**Reading**			**Mathematics**		
Year Tested	**03-04**	**04-05**	**05-06**	**03-04**	**04-05**	**05-06**
Murwood ES	70%	73%	61%	86%	74%	78%
Walnut Creek SD	75%	75%	77%	82%	78%	84%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	**Reading**	**Mathematics**
Year Tested	**2005-06**	**2005-06**
Male	59%	84%
Female	64%	68%
English Learners	❖	❖
Economically Disadvantaged	33%	67%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	68%	79%

❖ Data are reported only for numerically significant subgroups.

Professional Development

All professional growth is determined by the school wide 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.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff meets by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. 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. Two meetings per month are facilitated by an instructional coach who also provides individual coaching. At the intermediate level staff development activities are planned for 'Late Start Wednesdays' each week as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

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: Gifted and Talented National Convention (Confratute), Reading Recovery, Technology, Math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, Differentiated Instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site 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 that the agendas for these professional growth days are tied to areas defined by the strategic plan.

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Walnut Creek SD	Murwood ES		
Teachers	**05-06**	**03-04**	**04-05**	**05-06**
With Full Credential	176	23	21	23
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		04-05	**05-06**	**06-07***
Teacher Misassignments of English Learners—English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments—assignment of employees to services positions without required certificate, credential, or other statutory authorization		0	0	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

*   Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	**% of Classes Taught by Non-NCLB Compliant Teachers**
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	98.0%	2.0%

Teacher Evaluations

The school principal formally evaluates the tenured teachers every other year while temporary and probationary teachers are evaluated annually in order to maintain and improve the quality of education in the district. The evaluation includes teacher research, reflection, and direct observation by the principal.

The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate strategies to improve reading comprehension. Student data is reviewed during the evaluation conference so that together the principal and the teacher can examine the impact of the focal teaching strategies. A final conference takes place with the teacher and principal to review the impact of instruction on student achievement. At this time, next steps are also determined to ensure future professional growth for the teacher.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our district and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to thirty consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/ Hearing Specialist 1.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks — Three Year Comparison			
	2003-04	**2004-05**	**2005-06**
Statewide API Rank	10	10	9
Similar Schools API Rank	7	4	6

API Growth by Student Group — Three Year Comparison			
	Actual API Change		**2005-06 API Score**
Group	**2003-04**	**2004-05**	**2005-06**	
All Students at the School	-8	2	10	888
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	-5	-7	7	899
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Murwood ES		**Walnut Creek SD**	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

Parent Involvement

The parent community plays a vital role in encouraging a positive environment. At the beginning of each school year, all parents are encouraged to volunteer. Parents volunteer in a variety of programs which support student learning. In addition to volunteering in the classrooms, library media center, science lab, and school level programs, such as assemblies, and the Murwood Network News Program, parents serve as active members on the following leadership committees: Site Governing Council, Technology Committee, PTA, Strategic Planning Team, Community Coordinating Council, and the Walnut Creek Education Foundation.

The PTA donates funds to purchase supplies for many school wide instructional programs. In recent years parents have purchased hardware and software for our library media center, classroom computer stations, and TVs and VCRs for all classrooms. PTA also funds classroom support personnel and school wide programs.

With the help of parent volunteers home-school interaction is facilitated by a quarterly, school wide newsletter, weekly e-news communication, and bound envelopes containing student work, notices, and teachers' notes. All classrooms are equipped with telephones, voice mail, and e-mail to further facilitate two-way communication between home and school.

Please contact Marci Gould or Jennifer Stanko at (925) 943-2462 for more information on how to offer your time.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Murwood ES	**Walnut Creek SD**
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because 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.

District Salary Information — Does not include benefits		
Range	**Walnut Creek SD**	**Similar Sized District**
Beginning Teacher Salary	$37,756	$37,797
Mid-Range Teacher Salary	$56,033	$57,601
Highest Teacher Salary	$68,920	$71,233
Average Principal Salary	$98,298	$88,676
Superintendent Salary	$149,583	$127,179
% of Budget for Teacher Salaries	45.5%	42.1%
% of Budget for Administrative Salaries	6.2%	5.8%

Financial Data				
	Total Expenditures Per Pupil	**Expenditures Per Pupil From Restricted Sources**	**Expenditures Per Pupil From Unrestricted Sources**	**Average Teacher Salary**
Murwood ES	$5,509	$879	$4,629	$58,191
Walnut Creek SD			$4,483	$56,972
California			$4,743	$56,471
Percent Difference Between School Site and District			3%	2%
Percent Difference Between School Site and State			-2%	3%