

Parkmead Elementary School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

The mission of the Parkmead 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 statement and an ongoing study of our school's strengths and needs, we developed the following three strategies that guide our strategic 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 active and passionate partners in the development of new and improved communications processes.
- Strategy 3: We will provide a safe, non-threatening environment in which the Parkmead community respects diversity and demonstrates positive, intrinsic lifelong values.

School Safety

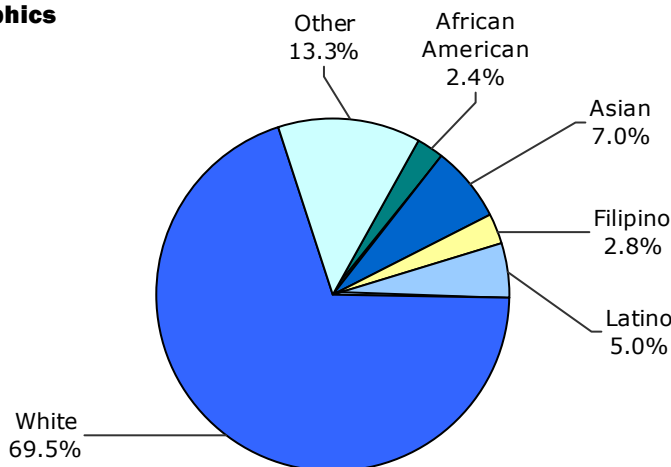
Our School Safety Plan is current and detailed. It is reviewed and updated in the fall of each year and discussed with school faculty. The final updated plan was published in October 2006.

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 school wide phone tree is in place to contact parents at home or work. 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, trained in CERT (Community Emergency Response Training), collaborates with us on emergency preparedness. "Emergency Prep: Did You Know?" is a regular feature in our parent bulletin. In this way, parents receive regular information and reminders about our emergency procedures.

Enrollment and Demographics

The total enrollment was 460 students for the 2005-2006 school year.

Demographics



Kathleen Scott
Principal

Parkmead Elementary School

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Walnut Creek School District

"A community of learners building knowledge, skills and character."

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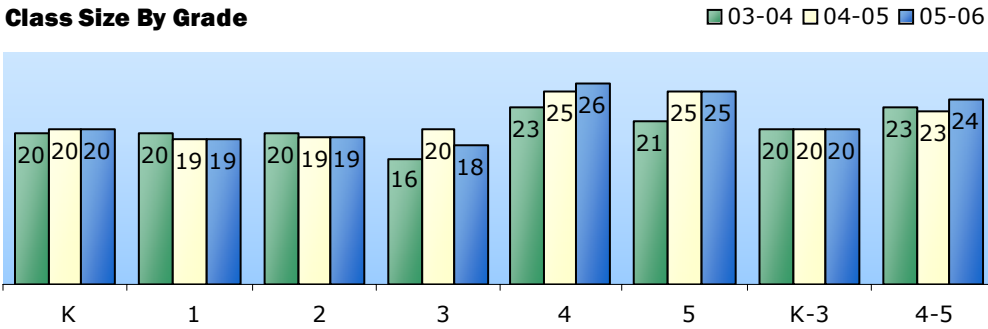
District Mission Statement

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



Class Size Distribution – Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			4			4		
1	2			3			3		
2	4			3			3		
3	3			4			4		
4		2			2			2	
5		2			2			2	
K-3	5			4			4		
4-5		3			2			2	

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%	100%	100%
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						
	Parkmead ES			Walnut Creek SD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.000	0.009	0.002	0.044	0.034	0.030
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Instruction and Leadership

The principal, Dr. Kathleen Scott, with over twenty years as a site administrator, is dedicated to and operates on the principles of shared leadership. A site leadership team -- comprised of teachers from each grade level, the principal, and instructional coach -- meets monthly to discuss staff issues and work on the team's focus area. This focus varies slightly year to year, based on needs that emerge in our strategic plan. Team members are selected by their grade levels and rotate facilitation and planning of the monthly meetings.

An active School Site Council, various ad hoc committees, and the strategic planning team with teacher and parent members, all contribute to a rich decision-making and planning model, which results in a detailed working school site plan. The major focus of our plan is differentiation of instruction that is aligned to State Standards. Staff is committed to meeting each child's level of instruction and adapting teaching, strategies, and materials accordingly so that every student can access the core curriculum.

The support and services available for students with special needs are varied and appropriate to students' needs. GATE students are identified in fourth and fifth grade and served through differentiated instruction in their classrooms. Differentiated Instruction Plans are completed for each identified GATE student and shared with parents and students at the end of each trimester.

ELL students work with CLAD certified classroom teachers and occasionally with the district EL teacher. The focus of this instruction is English Language Development while learning the skills and concepts taught in the core curriculum. The instruction is tailored to the EL level of the students and aligned with the standards-based curriculum. An ELD report card is developed for EL students each trimester, summarizing their language development.

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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.

Facilities

The Parkmead School facility houses 22 classrooms; a library-media center; art, music and science rooms; a resource room; and a large multi-use room. The Parkmead site is a source of pride in the community. Renovated in 2000, the facility is safe, structurally sound, and designed to support student learning. Outdoor learning areas provide attractive places for students, staff, and parents to gather to extend learning outdoors. Maintenance of facilities is a top priority in the district, even in times of significant budget constraints.

Staff members are on duty before and after school to assure student safety. During the school day, classified and certificated staff supervises 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.

Remodeled in 2000, students work in well lit, heated and cooled classrooms and specialty rooms (art, resource, and science). Rooms are clean and well maintained to support teaching and learning. Every classroom has a telephone with access to an outside line, Internet access, and a TV/VCR unit. 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, those in classrooms and shared, are all in good repair and cleaned daily by 2.5 FTE custodial staff. Custodial staff is on duty from 6 A.M. to 10 P.M. with two custodians cleaning classrooms daily after students leave. Two custodians are on campus for the many evening activities on site.

Parkmead's multipurpose room is large enough to house 345 students. Parent and community groups frequently use this room. Our library is large and adequate for our student body. 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 thirty 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 daycare program. Traffic flows more safely, and students move around that part of the facility on clearly-defined pathways. District bond monies will provide video monitoring for safety and a new public address system as well as new soccer fields for community use in the near future.

Instruction and Leadership

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In order to identify and serve students at risk of not meeting standards at their grade level, one staff meeting a month is dedicated to "safety nets." At these meetings, teachers present information on students they are concerned about, and teachers work in small groups to develop action plans for these learners. The Individual Learning Plans (ILPs) that are written define the goals, roles (teacher, student, and parent) and actions needed to help the student make adequate progress. After the teachers implement the plans, they return to staff meetings and update staff on their progress. If the concerns persist, staff takes more formal steps. Student Success Team (SST) may recommend more intensive interventions outside the classroom. If interventions do not address concerns, a second SST is held, and students may be referred for a full educational assessment.

In 2006, the Student Success Planning model was added to Parkmead's processes to monitor student achievement. In mid-October the principal, instructional coach, and resource specialist meet with each teacher to discuss and brainstorm the needs of that teacher's highest need students. The goal is that all support staff know "each child by name," starting with those most "at risk" of school failure.

Walnut Creek School District uses a standards-based report card and an online data management system (Edusoft) to monitor the progress of all students. Our district assessment calendar defines timelines for reading, writing, and mathematics assessments. Classroom teachers, principals, instructional coaches, and other support personnel monitor student progress using this data system.



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		
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.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 49.3% of students in the fifth grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

Minimum Days and Instructional Minutes

For 2005-06, Parkmead Elementary School had six 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	50,645	50,400
4-5	54,350	54,000



Positive Learning Environment

Parkmead has a strong focus on preventive programs. Our goal is to teach students the life skills they will need to address modern life and prevent alienation. At Parkmead and throughout Walnut Creek, the cornerstone of our strategic plan for school climate is Character Counts!™, which uses positive social values called the Six Pillars™ – Trustworthiness, Respect, Responsibility, Fairness, Citizenship, and Caring – to create a common language for character education among students, staff, families, and community. Students, teachers, and parents “sign on” to the Character Counts! agreements each year and they are reinforced regularly in the classroom, on the playground and throughout the site. Our theme is “Character Counts! at Parkmead: Everyone, everywhere, all the time.”

Third grade Character Counts! leaders work on the playground to coach other students in social problem solving and developing positive relationship with peers. Almost every Monday of the school year, students and staff meet for our Monday assembly, in which classrooms make brief presentations on the CC! theme of the month, and other school-related topics are discussed.

Each teacher implements school and classroom rules, blending his/her personal style, Character Counts!, and specific classroom rules to create effective management systems. Teachers inform students and parents about classroom rules, expectations and procedures, as well as school wide rules.

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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									
	Parkmead 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	75%	78%	82%	71%	72%	78%	36%	40%	42%
Mathematics	79%	80%	83%	70%	72%	77%	34%	38%	40%
Science	78%	53%	75%	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	79%	85%	76%
Female	85%	80%	74%
English Learners	❖	❖	❖
Economically Disadvantaged	57%	64%	❖
Students with Disabilities	35%	35%	❖
Migrant Education Services	❖	❖	❖
African American	64%	64%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	84%	88%	❖
Filipino	❖	❖	❖
Hispanic or Latino	69%	69%	❖
Pacific Islander	❖	❖	❖
White	82%	84%	74%

❖ Data are reported only for numerically significant subgroups.

Positive Learning Environment

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Students may be referred to the principal if a teacher or other adult feels it is necessary, usually when a classroom or playground problem is serious or repeated.

A student referred to the principal usually experiences the following:

- Discussion of the event/s that lead to the referral and an appropriate consequence
- Completion of a form, which will be sent home to the parents for a signature
- If the problem persists, parents are notified and an appropriate consequence developed. A parent conference may be scheduled.

For some serious behaviors, students may be sent home from school or suspended for up to five days.

Counseling interns see individual students and peer groups to reinforce problem solving and positive peer relations and discuss issues such as family change and social skills.

The Parkmead School community values home/school relations as the most critical factor in school success. Our communication plan is embedded in the site strategic plan and includes regular home/school links at the school, program and classroom levels.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

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
Parkmead ES	80%	79%	67%	88%	86%	84%
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	65%	85%
Female	69%	82%
English Learners	❖	❖
Economically Disadvantaged	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	74%	89%

❖ 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	Parkmead ES		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	176	27	26	27
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.

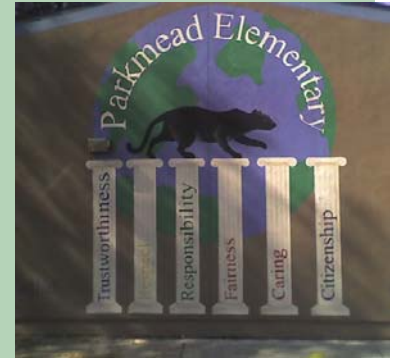
The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate 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	10
Similar Schools API Rank	5	7	3

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	12	-4	22	923
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	13	-13	30	926
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				
	Parkmead 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.

Parental Involvement

Our school has two active parent organizations. The Parkmead PTA represents parents of students in the Parkmead Community School (PCS) program. The PALS PTO represents parents of children enrolled in the PALS (Parkmead Active Learning School) Program.

Parent and community volunteers are essential partners in education at Parkmead. Parent and community volunteers spend, on the average, over 1500 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 other needed support work around campus.

In addition to volunteer work school, parents fund several vital school programs at Parkmead. PERC (Parkmead Educational Resources Council) is the "whole school" fund-raising 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, and supplies for these programs. In addition, PERC funds assemblies, materials for programs that support all students and some playground/facilities improvements. These funds are raised through these fund-raising activities: Auction, Check Writing Campaign, Parkmead Sponsors Program, Golf Tournament, and Spellabration.

Parkmead enjoys a rich and warm relationship with parents and the Parkmead community.

For more information on how to become involved, please contact Debbie Gubbins or Eva Santelli for the PTA, and John Boral or Hilary Friedman-Albrecht for the PTO, all at (925) 944-6858.

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		
	Parkmead 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
Parkmead ES	\$5,555	\$703	\$4,852	\$57,476
Walnut Creek SD			\$4,483	\$56,972
California			\$4,743	\$56,471
Percent Difference Between School Site and District			8%	1%
Percent Difference Between School Site and State			2%	2%

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Walnut Creek Elementary School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading FTE (Buena Vista)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (for Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of October 5, 2006.

Published by:



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