

Murwood Elementary School

School Accountability Report Card

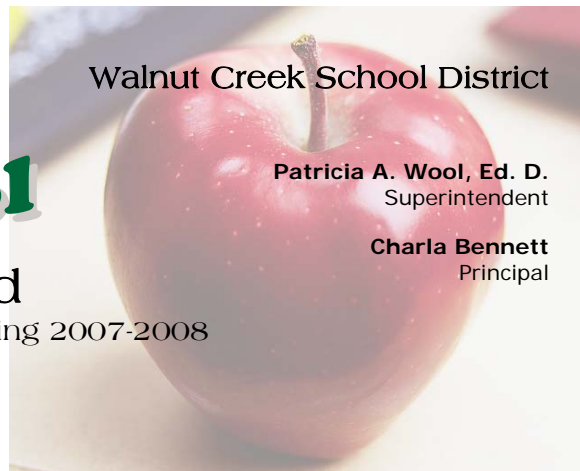
Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-5
2050 Vanderslice Avenue Walnut Creek, CA 94596
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Walnut Creek School District

Patricia A. Wool, Ed. D.
Superintendent

Charla Bennett
Principal



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% of the students have a first language other than English, with 17 different languages represented. Our English Language Learners (ELLs) have increased from 22 to 58 in the past six years. We are staffed with 20 classroom teachers, a 1.0 full-time equivalent (FTE) instructional coach, a 1.0 FTE 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.

Parental 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, Parent Teacher Association (PTA), Strategic Planning Team, Community Coordinating Council, and the Walnut Creek Education Foundation.

The PTA donates funds to purchase supplies for many schoolwide 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. The PTA also funds classroom support personnel and school wide programs.

With the help of parent volunteers home-to-school interaction is facilitated by a quarterly, schoolwide 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 at (925) 943-2462 for more information on how to offer your time.

“A community of learners building knowledge, skills and character.”



Walnut Creek School District

*“A community of learners
building knowledge, skills and
character.”*

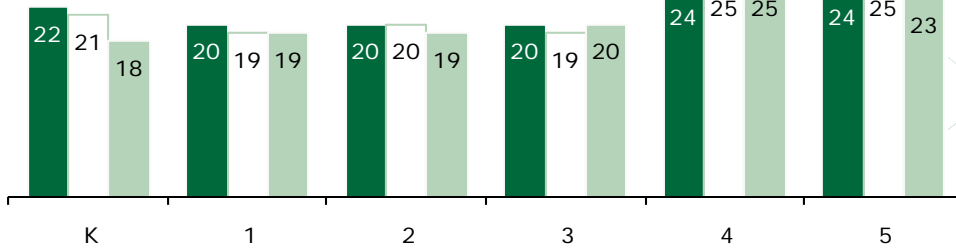
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District Mission Statement

*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.*



Walnut Creek School District



Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 □ 05-06 ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		1	2		3		
1	3			4			4		
2	4			3			4		
3	4			4			3		
4		3			3			3	
5		2			3			3	

Public Internet Access

Members of the public may view the full School Accountability Report Card online. Internet access is available to the public without charge at Contra Costa County Library locations in Walnut Creek and nearby Lafayette, Danville, and Pleasant Hill.

Class Size Reduction			
Grade	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Class Size Reduction

Funding is provided to school districts that decrease the size of K-3 classes to 20 or fewer students per certificated teacher. The table to the left shows the percentage of students enrolled in a Class Size Reduction classroom for grades K-3.

Positive Learning Environment

Many well-defined programs have been developed to promote healthy student behaviors and positive character traits among the student body. A strong sense of community has developed through the Book Buddy and the Kindergarten Buddy/Big Buddy programs. Students have opportunities to participate in student-centered noontime activities, such as intramural sports, ECO Club (gardening club), Video Club (learning fundamentals of live broadcasting), and in Student Council. After-school sports (basketball, soccer, and multi-league baseball) run by coaches are offered using Murwood facilities. Murwood provides a before- and after-school daycare program, which provides enrichment, recreation, and academic opportunities. The daycare director collaborates with the Murwood School staff on specific programs and students. The Key Spot daycare personnel participate in the site's professional development programs, such as character education and safety procedures.

We have implemented the Character Counts program to foster a community in which children display mutual cooperation in solving problems, improve social relationships, develop a stronger sense of school community, create cross-cultural sensitivity and respect for life, and develop a sense of self and empowerment to make healthy life choices. The Character Counts program consists of six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers use classroom activities and literature to reinforce the pillars. These activities teach students ways to resolve conflicts in a socially acceptable manner.

Each year the Child Assault Prevention Program presents a lesson using role-playing, lecture, and discussion to all second and third grade students to reinforce their basic right to be SAFE, STRONG, and FREE. The program empowers children to recognize and deal effectively with potentially dangerous situations.





Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	MacMillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual & Performing Arts	0%	

Note: This data was most recently collected and verified in October, 2007.

School Instruction and Leadership

Murwood School operates under the principle of shared leadership. Our staff, principal, and School Site Council (SSC) represent the various decision-making constituents of our school community. Our principal was new to the district in 2004-05 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 eighth grade. For advanced 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.

The science curriculum is richly supplemented through field trips, assemblies, guest speakers, and library visits. Computer software provides students with opportunities to deepen their understanding of science themes.

In addition to core subjects our students receive weekly lessons in the visual and performing arts by specialists. Students attend a weekly art lesson in the well-equipped art room. They also receive weekly chorus lessons that are both performance-based and skill building. Over 40 students participate in our after-school choral class and over 160 students participate in our live, daily news broadcast program.

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 the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. 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.





School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in December, 2007, and the inspection form was most recently completed in December, 2007.

Minimum Days and Instructional Minutes

For 2006-07, Murwood 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	50,620	50,400
4-5	54,250	54,000

School 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 an 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. We have placed six permanent portables on the campus to accommodate an increase in student population, Class Size Reduction, and enrichment programs. Six years ago we completed a building expansion for our existing day-care facility. The school was built in 1955.

In June 2007, the multipurpose room and stage area were updated; the stage was repainted and new curtains were installed and a new sound system was added along with a DVD player.



California Standards Tests Results

Percentage of Students At Proficient or Advanced Levels									
	Murwood ES			Walnut Creek SD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	70%	73%	79%	72%	78%	79%	40%	42%	43%
Mathematics	75%	77%	84%	72%	77%	77%	38%	40%	40%
Science	47%	62%	79%	54%	67%	74%	27%	35%	38%



California Standards Tests

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and 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 through 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**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables 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/>.

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	76%	84%	76%
Female	84%	84%	82%
Economically Disadvantaged	50%	62%	❖
English Learners	32%	61%	❖
Students with Disabilities	18%	44%	❖
Migrant Education Services	❖	❖	❖
African American	36%	45%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	76%	90%	75%
Filipino	❖	❖	❖
Hispanic or Latino	48%	65%	❖
Pacific Islander	❖	❖	❖
White	87%	88%	86%

❖ Data are reported only for numerically significant subgroups.

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 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 2006-07, 68.7% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tq/pf/.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Murwood ES	73%	61%	66%	74%	78%	85%
Walnut Creek SD	75%	77%	76%	78%	84%	83%
California	41%	42%	42%	52%	53%	53%



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 NRT 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/>.

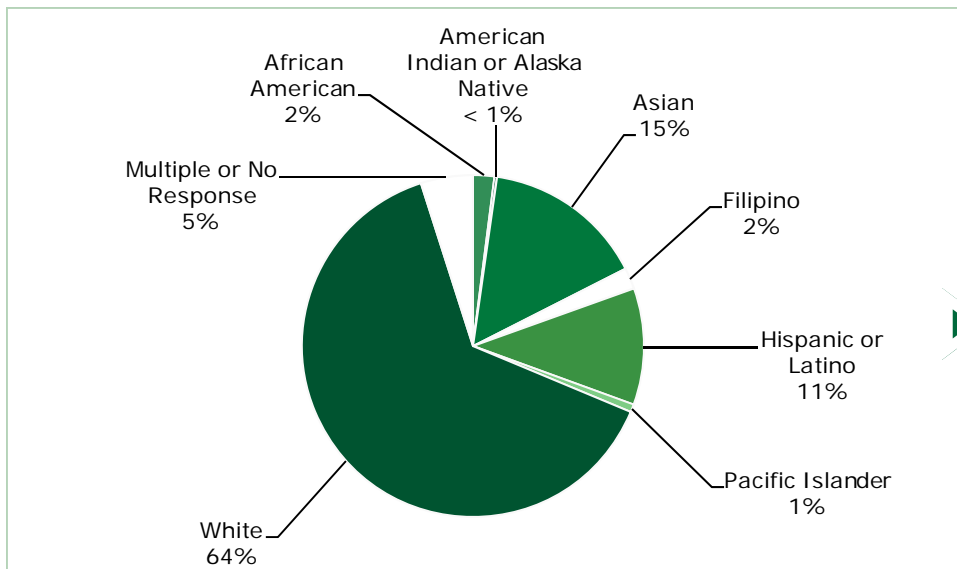
The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	56%	88%
Female	78%	81%
Economically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	79%	86%

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.

❖ Data are reported only for numerically significant subgroups.



Enrollment and Demographics

The total enrollment was 407 students for the 2006-07 school year.



Adequate Yearly Progress

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	✧		✧	

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

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/.

Academic Performance Index

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

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	2	10	33	917
African American	✧	✧	✧	✧
American Indian or Alaska Native	✧	✧	✧	✧
Asian	✧	✧	✧	✧
Filipino	✧	✧	✧	✧
Hispanic or Latino	✧	✧	✧	✧
Pacific Islander	✧	✧	✧	✧
White	-7	7	46	942
Socioeconomically Disadvantaged	✧	✧	✧	✧
English Learners	✧	✧	✧	✧
Students with Disabilities	✧	✧	✧	✧

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

✧ Data are reported only for numerically significant subgroups.

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 adjacent tables show 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/.

Academic Counselors

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





Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Murwood ES		
Teachers	2006-07	2004-05	2005-06	2006-07
With Full Credential	173	21	23	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		2005-06	2006-07	2007-08*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers		0	0	0
Total Teacher Misassignments		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

* Most current data.

Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

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 members meet 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. An instructional coach who also provides individual coaching facilitates two meetings per month. At the intermediate level, staff development activities are planned for “late start Wednesdays” each week as well as during department release days. 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 Education (GATE) 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 five 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.

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 30 consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

Teacher Qualifications

The adjacent table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



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.



No Child Left Behind Compliant Teachers

No Child Left Behind (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 NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Murwood ES	100.0%	0.0%
All Schools in District	99.7%	0.3%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	99.7%	0.3%

School Safety

In October of 2007, a team of teachers, the office manager, and the principal reviewed and revised our School Safety Plan and our Emergency Plan. The plan was updated then 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 lifestyle.

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 MFCC counselor who works 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

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Murwood ES			Walnut Creek SD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.005	0.000	0.000	0.034	0.030	0.068
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001

Types of Service Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (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)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

Suspensions and Expulsions

The adjacent table 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.



Walnut Creek School District

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP 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%

✧ Not applicable.

Financial Information

The data displayed is from the 2005-06 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	\$38,889	\$38,159
Mid-Range Teacher Salary	\$57,714	\$59,148
Highest Teacher Salary	\$70,988	\$73,514
Average Principal Salary	\$105,988	\$91,903
Superintendent Salary	\$161,710	\$132,994
% of Budget for Teacher Salaries	45.6%	41.6%
% of Budget for Administrative Salaries	6.2%	5.9%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Murwood ES	\$5,746	\$686	\$5,059	\$58,191
Walnut Creek SD			\$4,514	\$58,924
California			\$4,943	\$58,519
% Difference Between School and District			10.78%	-1.26%
% Difference Between School and State			2.30%	-0.56%

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 0.4
- Resource Specialist (non-teaching) 0.0
- Other 0.0



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.

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