GRADES K-5
2355 San Juan Avenue   Walnut Creek, CA 94597
Phone: (925) 944-6822   Fax: (925) 934-8907
Website: www.walnutcreeksd.org/bv

Patricia A. Wool, Ed. D.
Superintendent
Heather Duncan
Principal

Principal's Message

The goal of the Buena Vista School community is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society. The students, staff, and parents will promote rigorous, high level learning in a caring, safe, and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally.

Buena Vista School, again named a California Distinguished School in 2008, is nestled in a residential neighborhood just beyond the bustle of Walnut Creek's thriving downtown. Our school is known for its ethnic diversity, high achievement, and close-knit "family" feel. We attribute this success to a highly committed staff and community of families.

Each spring, a team of staff and community members reviews our school's strengths and needs, using formal and informal data collected during the fall and winter. The School Site Council (SSC), comprised of many staff members and parents developing the following strategies:

- **CURRICULUM:** We will challenge all students in the core curriculum areas based upon standards, benchmarks, and assessments.

- **COMMUNICATION:** The Buena Vista School Community will understand and provide feedback on school guidelines, programs, and procedures through consistent, clear, and streamlined communications.

- **CLIMATE:** We will provide a safe, non-threatening, healthy environment in which the Buena Vista Community respects diversity and demonstrates positive, intrinsic, lifelong values.

- **COMPUTERS/TECH:** We seek to provide technology instruction for students and teachers that are aligned to State and District standards.

Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Plan, including action steps and budgets, can be found on the school Web site at www.walnutcreeksd.org/bv.

Buena Vista is a family-oriented, welcoming place where expectations are high within a caring atmosphere. Parents and staff frequently express their joy at belonging to the "Buena Vista Family". Students are convinced that theirs is the best school anywhere!

School Safety

Our School Safety Plan is current and detailed. It is reviewed, updated, and discussed with school faculty in October 2009.

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 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 a secure container on-site. Several staff members are trained in Search and Rescue procedures, CPR, and basic first aid as part of our preparedness plan. Parents receive regular information and reminders about our emergency procedures in the weekly e-bulletin. The Disaster Prep Team monitors school safety and meets as needed with the school principal.

The school Leadership Team meets monthly and works on specific improvements to playground supervision and campus safety issues as they arise.

"We attribute this success to a highly committed staff and community of families."
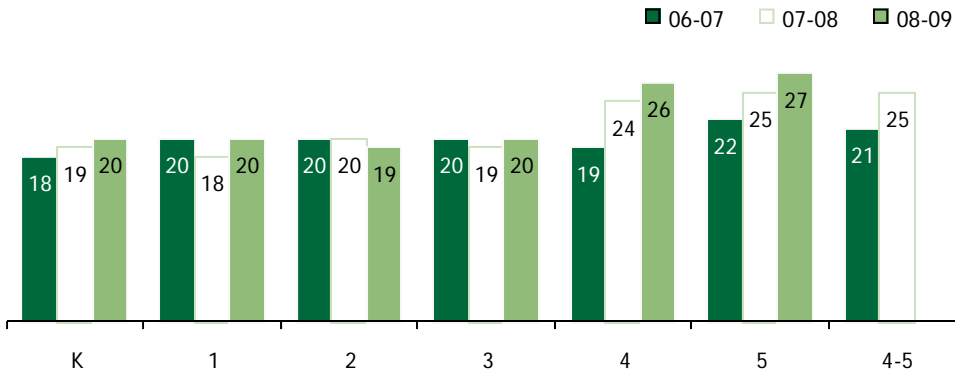
Walnut Creek School District

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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 bar graph displays the three-year data for average class size.
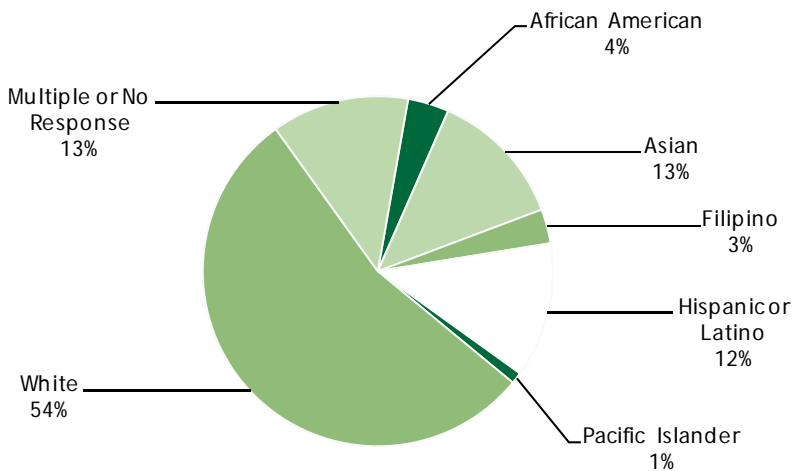
Legend: ■ 06-07 □ 07-08 ■ 08-09

Grade	K	1	2	3	4	5	4-5
06-07	18	20	20	20	19	22	21
07-08	19	18	20	19	24	25	—
08-09	20	20	19	20	26	27	25

Class Size Distribution — Number of Classrooms By Size								
	06-07			**07-08**			**08-09**		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			5			5		
1	4			4			4		
2	4			4			4		
3	4			4			4		
4	3				3			3	
5		3			2			3	
4-5		1			1				

Enrollment and Demographics

The total enrollment at the school was 473 students for the 2008-09 school year.

- African American 4%
- Asian 13%
- Filipino 3%
- Hispanic or Latino 12%
- Pacific Islander 1%
- White 54%
- Multiple or No Response 13%

Parental Involvement

Buena Vista has an active Parent Teacher Association (PTA) and SSC, which support vital programs, materials, and services. The PTA and SSC meet monthly; all school community members are invited to these open meetings. Community and school events abound, with parent volunteers at the center of each.

Parent and community volunteers are essential partners in education at Buena Vista. A visitor at Buena Vista 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 at our school, parents fund several vital school programs at Buena Vista. Through the efforts of an enormous volunteer cohort, the PTA funds a full-time science specialist, reading recovery support, after-school homework help, classroom supplies for teachers, and many other programs identified through our site plan. These funds are raised through these fundraising activities: Auction, Check Writing Campaign, Gift Wrap, Day on the Green, Book Faire, e-Scrip, and Spell-a-thon. The PTA at Buena Vista has a passion for building community with our families. They host many events throughout the year to bring families closer together: BV Celebrates, Multi-Culture Potluck, BV Idol/Talent Show, and Fall Carnival.

Our SSC is composed of an equal number of parents and staff members, and the Council oversees all fiscal resources and works to achieve the goals of the school's Site Plan. The SSC conducts an annual comprehensive parent survey in order to gather data towards planning each year.

For more information, please contact PTA President Erin Sicotte at (925) 930-9052.

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.

The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall *Algebra*	2009
Science	Pearson Scott Foresman	2008
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Note: This data was most recently collected and verified in January 2010.

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.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

In recent years, we have had three 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. For 2009-10, the District focus areas were writing and Narrowing the Achievement Gap.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

✧   Not applicable.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements			
	Repair Status		
Items Inspected	**Good**	**Fair**	**Poor**
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓		
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓		
Electrical: Electrical Systems (interior and exterior)	✓		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓		
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓		
Structural: Structural Condition, Roofs	✓		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓		

Overall Summary of Facility Conditions				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 1, 2009, and the inspection form was most recently completed on October 1, 2009.

School Facilities

The Buena Vista School facility houses 18 classrooms; a half-time instructional coach, a District special day class, a county special day class, a Title I room, a resource room, a library media center, a science room, an art room, a music room, a speech room, a counseling room, an English Language Development (ELD) room, a kitchen, and a large multi-use room. 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.

Students work in well lighted, heated, and cooled classrooms and specialty rooms (art, music, 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 two full-time equivalent (FTE) custodians. Custodial staff is on duty from 6:30 A.M. to 10:00 P.M. with a custodian cleaning classrooms every other day after students leave. At least one custodian is on campus for the many evening activities on site.

Types of Services 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)
- One 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
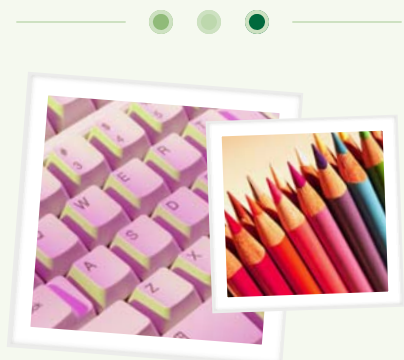
School Facilities

Continued from page 4

Parent and community groups frequently use Buena Vista's multipurpose 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 hours.

Our custodians take pride in their work, ensuring clean classrooms and a clean campus and grounds. Our school has extensive play fields, which support weekly PE classes as well as soccer, baseball, and lacrosse sports teams after school and on the weekends. Buena Vista is 57 years old.

Walnut Creek is very proud of the funding, planning, and effort put into planning for our facilities. To maintain high standards of excellence and consistently modernize the site takes strategic planning. In the future, we will be improving our parking and sidewalks, and modifying our entry area to improve student drop-off and pick-up. We have recently refurbished the playground and playing fields and have an improved track and pathway around the field for walking and running activities.

Safety projects planned for the future by the District include:

- **Year 1:**

  - Repairs to the areas of the roof on campus where penetrations have caused leaking.

  - Asphalt and pavers where lifting has occurred behind Rooms 41-46.

  - Repairs to damaged siding in specific areas on campus to prevent water damage.

  - Panic bars installed, one per room, to allow for safe exit during emergencies.

- **Year 2:** Install appropriate foundation for temporary toilet structure used during sporting events.

- **Year 3:** Occupancy sensors for lights campuswide for conservation.

- **Year 4:** Repairs to doors on campus where threshold have gaps, to prevent possible tripping.

- **Year 5:** Adding proper illumination to parking lot near Alvarado to prevent nighttime loitering and vandalism.

- **Year 6:** Construct new permanent storage containers to replace current containers for disaster prep.

- **Year 7:** Install new double-doors in Multi-Use to aid in delivery of large items.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted $282,588 for the Deferred Maintenance Program. This represents 1.2% of the District's general fund budget.

"The students, staff, and parents will promote rigorous, high level learning in a caring, safe, and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally."

Suspensions and Expulsions

This 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.

Suspension and Expulsion Rates						
	Buena Vista ES			Walnut Creek SD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.026	0.035	0.021	0.068	0.047	0.043
Expulsion Rate	0.000	0.000	0.000	0.001	0.000	0.000

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at http://nces.ed.gov/nationsreportcard/.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
Average Scale Score	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
State Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Buena Vista ES			Walnut Creek SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	73%	72%	76%	79%	80%	80%	43%	46%	50%
Mathematics	80%	78%	74%	77%	78%	75%	40%	43%	46%
Science	83%	79%	63%	74%	78%	80%	38%	46%	50%

STAR Results by Student Group:
English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2009 Results		
Group	English-Language Arts	Mathematics	Science
Male	73%	73%	74%
Female	79%	75%	51%
Economically Disadvantaged	57%	50%	44%
English Learners	47%	49%	❖
Students with Disabilities	39%	42%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	60%	53%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	82%	82%	❖
Filipino	81%	88%	❖
Hispanic or Latino	57%	55%	❖
Pacific Islander	❖	❖	❖
White	79%	77%	69%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks — Three Year Comparison			
	2006	**2007**	**2008**
Statewide API Rank	10	10	9
Similar Schools API Rank	10	9	6

Academic Performance Index Growth

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		**2009 Growth API Score**
	06-07	**07-08**	**08-09**	
All Students at the School	-10	-8	-7	880
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-29	0	0	901
Socioeconomically Disadvantaged	■	■	■	762
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Buena Vista ES		Walnut Creek SD	
Met Overall AYP	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.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Buena Vista 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.

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test measures six key fitness areas:

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

The goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	20.0%
Five of Six Standards	35.0%
Six of Six Standards	28.8%

Teacher Qualifications

This table shows 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	Buena Vista ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	165	27	27	27
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Buena Vista ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Buena Vista ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◈	◈
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◈   Information not available.

Academic Counselors

This table displays information about academic counselors at the school.

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

✧   Not applicable.

School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	1.000
Library Media Services Staff (paraprofessional)	0.000
Psychologist	0.225
Social Worker	0.800
Nurse	0.000
Speech/Language/ Hearing Specialist	0.600
Resource Specialist (non-teaching)	0.000
Other	1.000

District Financial Data

District Salary Data		
Category	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	$41,750	$41,031
Mid-Range Teacher Salary	$61,959	$63,366
Highest Teacher Salary	$79,143	$80,596
Average Principal Salary (Elementary School)	$114,899	$100,937
Average Principal Salary (Middle School)	$119,997	$105,066
Superintendent Salary	$180,500	$147,438
Teacher Salaries — Percent of Budget	44.7%	40.6%
Administrative Salaries — Percent of Budget	6.0%	6.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	Buena Vista ES
Total Expenditures Per Pupil	$5,802
Expenditures Per Pupil From Restricted Sources	$1,986
Expenditures Per Pupil From Unrestricted Sources	$3,816
Average Teacher Salary	$65,166

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Buena Vista ES	$3,816	$65,166
Walnut Creek SD	$6,643	$64,575
California	$5,512	$63,421
School and District — Percent Difference	-74.1%	+0.9%
School and California — Percent Difference	-44.4%	+2.7%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.