

SARC



OUR MESSAGE



OUR TEACHERS

OUR SCHOOL

Buena Vista Elementary School

2014-15
School Accountability Report Card
Published in 2015-16



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Principal's Message

The goal of the Buena Vista Elementary 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 provide rigorous, relevant 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 Elementary, again named a California Distinguished School in 2008, is nestled in a residential neighborhood within close walking distance to Walnut Creek's thriving downtown and the region's rapid transit, BART. Our school is known for its high achievement, relevant education, ethnic diversity and close-knit family feel. We attribute our success to a highly committed staff and community of families.

Throughout the year, a team of staff and community members review our school's strengths and needs using formal and informal data. The School Site Council (SSC), consisting of many staff members and parents, develop the following strategies:

Curriculum: We will provide relevant, rigorous learning for all students in the core curriculum areas based upon standards and measured by benchmarks and assessments.

Communication: The Buena Vista community will understand and provide feedback on school guidelines, programs and procedures through consistent, clear communications including email and personal connections.

Climate: We will provide a safe, 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 and focus on 21st-century learning.

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 website at www.walnutcreeksd.org/bv.

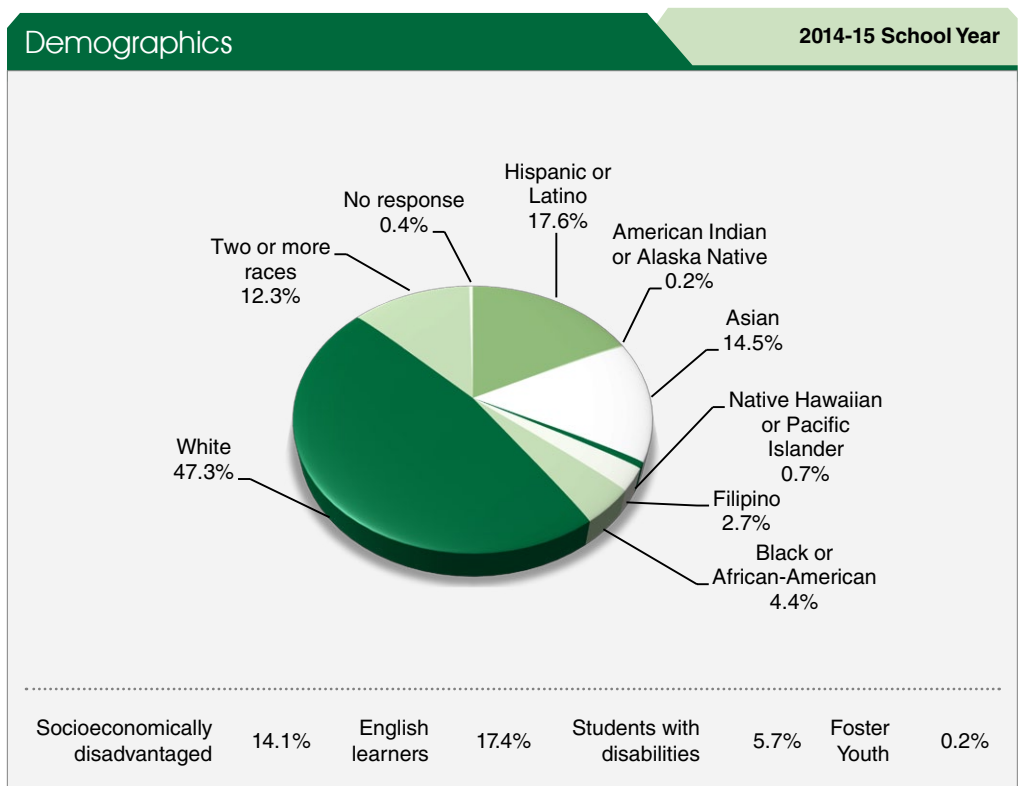
Buena Vista is a family-oriented, welcoming place where expectations are high within a caring atmosphere. Parents and staff frequently express their joy at belonging to the "Buena Vista Family." Students are convinced that they contribute to create the best school anywhere!

Mission Statement

The mission of Buena Vista Elementary School is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society.

Enrollment by Student Group

The total enrollment at the school was 546 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



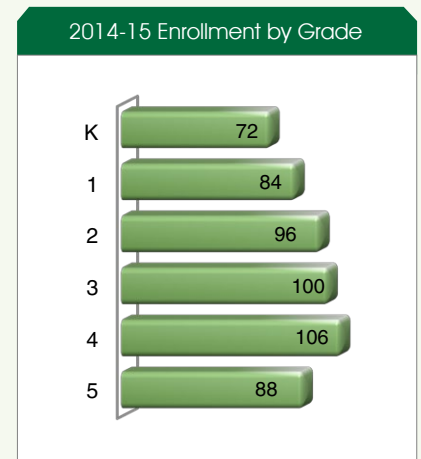
"A community of learners building knowledge, skills, and character."

District Mission Statement

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.





"Home of the Bulldogs!"



Parental Involvement

Buena Vista has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) 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 build participation of our diverse community, with parent volunteers at the center of each.

Families 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. Families are engaged with meaningful home study.

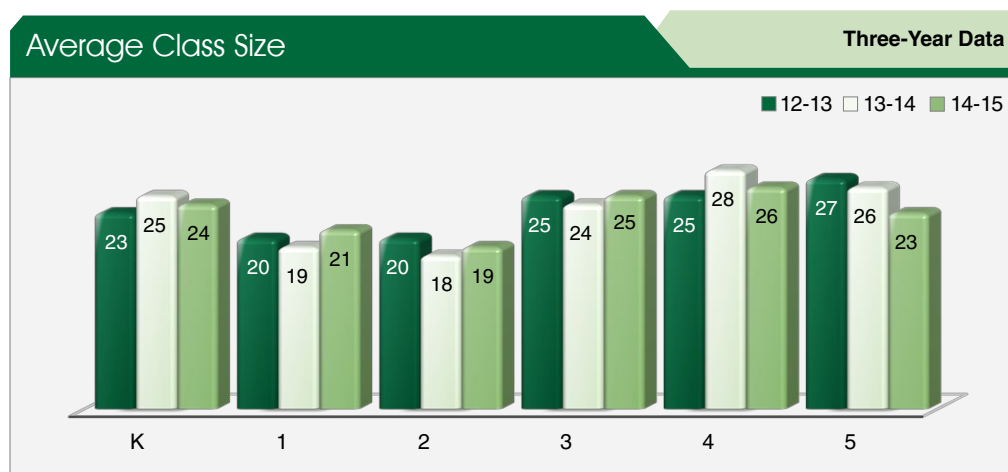
In addition to volunteer work at our school, parents fund several vital school programs at Buena Vista. Through the efforts of an enormous volunteer cohort, the PTA funds classroom supplies for teachers and many other programs identified through our site plan. The PTA at Buena Vista has a passion for building community with our families. It hosts many events throughout the year to bring families closer together: BV Celebrates, Multi-Culture Potluck, and Day on the Green.

Our SSC consists of an equal number of parents and staff members, and the Site Council oversees all fiscal resources and works to achieve the goals of the School Site Plan.

For more information on how to become involved, contact PTA President Dave Brown at (925) 944-6822 or by email at president@buenavistapta.org.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			3			3	
1	5			5				4	
2	3	1		5			5		
3		4		4				4	
4		3		3				4	
5		3		3			1	3	

School Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in November 2015.

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 eNews.

The school Leadership Team meets monthly, and the Disaster Prep team monitors school safety and meets as needed with the school principal throughout the year to work on specific improvements to playground supervision and campus safety issues as they arise.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Buena Vista ES			
	12-13	13-14	14-15
Suspension rates	1.0%	0.9%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek ESD			
	12-13	13-14	14-15
Suspension rates	3.4%	4.0%	2.8%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2014-15 School Year		
	Buena Vista ES	Walnut Creek ESD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2015-16 School Year	
	Buena Vista ES	Walnut Creek ESD
Program Improvement status	In PI	In PI
First year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Title I schools currently in Program Improvement		2
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	20.5%
Five of six standards	22.7%
Six of six standards	53.4%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Buena Vista ES			Walnut Creek ESD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	73%	89%	87%	83%	86%	80%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	80%
All students at the school	87%
Male	89%
Female	84%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	78%
Native Hawaiian or Pacific Islander	❖
White	89%
Two or more races	❖
Socioeconomically disadvantaged	75%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Buena Vista ES	Walnut Creek ESD	California
English language arts/literacy	64%	70%	44%
Mathematics	58%	63%	33%

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

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	101	98	97.0%	16%	26%	13%	45%
Male		55	54.5%	13%	29%	18%	40%
Female		43	42.6%	21%	21%	7%	51%
Black or African-American		8	7.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	11.9%	0%	17%	25%	58%
Filipino		2	2.0%	❖	❖	❖	❖
Hispanic or Latino		17	16.8%	53%	12%	12%	24%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	43.6%	9%	36%	11%	43%
Two or more races		15	14.9%	7%	20%	20%	53%
Socioeconomically disadvantaged		16	15.8%	50%	31%	6%	13%
English learners		13	12.9%	54%	31%	15%	0%
Students with disabilities		4	4.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	101	98	97.0%	22%	17%	35%	26%
Male		55	54.5%	18%	20%	35%	27%
Female		43	42.6%	28%	14%	35%	23%
Black or African-American		8	7.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	11.9%	0%	33%	25%	42%
Filipino		2	2.0%	❖	❖	❖	❖
Hispanic or Latino		17	16.8%	59%	12%	24%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	43.6%	16%	23%	36%	25%
Two or more races		15	14.9%	20%	7%	40%	33%
Socioeconomically disadvantaged		16	15.8%	44%	38%	13%	6%
English learners		13	12.9%	46%	23%	23%	8%
Students with disabilities		4	4.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	110	105	95.5%	16%	16%	31%	36%
Male		59	53.6%	12%	22%	36%	31%
Female		46	41.8%	22%	9%	26%	43%
Black or African-American		5	4.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		19	17.3%	0%	16%	37%	47%
Filipino		2	1.8%	❖	❖	❖	❖
Hispanic or Latino		16	14.5%	19%	19%	38%	25%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		53	48.2%	17%	13%	34%	36%
Two or more races		10	9.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	16.4%	39%	11%	33%	17%
English learners		9	8.2%	❖	❖	❖	❖
Students with disabilities		13	11.8%	46%	0%	15%	38%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	110	109	99.1%	6%	28%	36%	29%
Male		61	55.5%	5%	30%	34%	31%
Female		48	43.6%	8%	27%	38%	27%
Black or African-American		5	4.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		22	20.0%	5%	14%	23%	59%
Filipino		2	1.8%	❖	❖	❖	❖
Hispanic or Latino		16	14.5%	19%	38%	25%	19%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		54	49.1%	6%	26%	43%	26%
Two or more races		10	9.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	16.4%	22%	44%	22%	11%
English learners		11	10.0%	27%	45%	9%	18%
Students with disabilities		13	11.8%	23%	23%	31%	23%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	88	84	95.5%	12%	20%	37%	31%
Male		52	59.1%	17%	17%	33%	33%
Female		32	36.4%	3%	25%	44%	28%
Black or African-American		3	3.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	8.0%	❖	❖	❖	❖
Filipino		4	4.5%	❖	❖	❖	❖
Hispanic or Latino		21	23.9%	19%	19%	43%	19%
Native Hawaiian or Pacific Islander		2	2.3%	❖	❖	❖	❖
White		39	44.3%	10%	23%	33%	33%
Two or more races		7	8.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	20.5%	28%	28%	33%	11%
English learners		2	2.3%	❖	❖	❖	❖
Students with disabilities		12	13.6%	58%	25%	8%	8%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	88	84	95.5%	23%	30%	21%	26%
Male		52	59.1%	21%	27%	23%	29%
Female		32	36.4%	25%	34%	19%	22%
Black or African-American		3	3.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	8.0%	❖	❖	❖	❖
Filipino		4	4.5%	❖	❖	❖	❖
Hispanic or Latino		21	23.9%	33%	24%	33%	10%
Native Hawaiian or Pacific Islander		2	2.3%	❖	❖	❖	❖
White		39	44.3%	18%	36%	15%	31%
Two or more races		7	8.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	20.5%	61%	28%	6%	6%
English learners		2	2.3%	❖	❖	❖	❖
Students with disabilities		12	13.6%	75%	17%	0%	8%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

Textbooks and Instructional Materials

The state of California requires that each child have a current standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign-language texts are also up-to-date. Thus, all textbooks in the Walnut Creek School District are current, standards-based, and state-adopted from a state-approved list consistent with the content and cycles of the Curriculum Frameworks and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The Walnut Creek School District governing board held a public hearing on September 21, 2015, and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin	2004
Mathematics	Pearson Scott Foresman	2010
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006

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. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2015-16, the district focus area to support implementation of Common Core State Standards is in math, with a continued emphasis on Accountable Talk and collaborative group work in the classroom. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMi) training.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. 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 also provides individual coaching and 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. An instructional coach at the intermediate level provides individual coaching and participates in department meetings to support professional growth. District administrators and teachers participate in Instructional Rounds to give schools feedback on their progress toward professional learning goals.

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: Common Core, SVMi, Middle School Conference, Socratic Seminar, Reading Recovery and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had four days each school year dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2013-14	2014-15	2015-16
Buena Vista ES	4 days	4 days	4 days

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧
✧ Not applicable.	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ✕
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes
✕ Walnut Creek ESD is waiting for new Common Core State Standards-aligned textbooks to be produced by publishers.	

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **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 and 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

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/27/2015
Date of the most recent completion of the inspection form			10/27/2015

School Facilities

The Buena Vista School facility houses 23 classrooms, a half-time instructional coach, a district special day class, Title I room, resource room, library media center, science room, art room, speech room, counseling room, kitchen and a large multiuse 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-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 teacher computer with mounted projector. 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. The custodial staff is on duty from 6:30 a.m. to 10 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.

A high degree of supervision is present at Buena Vista before, during and after school. Staff is on yard duty before and after school in the car drop-off areas and at the points of departure of students from the campus. In addition, the yard supervision for before school and recesses is fully staffed.

Students participate in safety and school-rules assemblies. Students are taught to keep themselves and others safe. Yard supervisors, teachers, and all staff and students are trained in techniques to use for situations that need redirection or correction. School rules are included in the parent handbook.

An after-school and before-school program operates in partnership with Buena Vista and provides a safe place for students who need additional supervision before and after school hours.

Parent and community groups frequently use Buena Vista's multipurpose room. Our library is large and adequate for our student body.

Continued on sidebar

School Facilities

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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 daily P.E. classes as well as soccer, baseball, and lacrosse sports teams after school and on the weekends.

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 2009, we refurbished the playground and playing fields and have an improved track and pathway around the field for walking and running activities. In 2011, we renovated the kitchen, installed an improved server-room HVAC and added shelves in our kindergarten. In 2012, we added a new portable with new shrubbery planted in front, Americans with Disabilities Act (ADA) compliant parking lot and sidewalk improvements, new ADA compliant drinking fountain and bathroom modifications, additional backpack hooks at the library and science room, exterior siding replacement, and painted restrooms. In 2015, with support from the City of Walnut Creek, we improved our parking and sidewalks and modified our entry area to improve student drop-off and pick-up on San Juan Avenue.

Types of Services Funded

The following programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Gifted and Talented Education (GATE)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Walnut Creek ESD	Buena Vista ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	190	28	28	27
Without full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	9	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Buena Vista ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Buena Vista ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral or career development counselors	FTE 0.60
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Walnut Creek ESD	Similar Sized District
Beginning teacher salary	\$46,595	\$42,723
Midrange teacher salary	\$69,148	\$65,936
Highest teacher salary	\$88,326	\$84,545
Average elementary school principal salary	\$124,035	\$106,864
Average middle school principal salary	\$127,122	\$110,494
Superintendent salary	\$205,468	\$159,133
Teacher salaries: percentage of budget	46%	40%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Buena Vista ES	\$5,355	\$73,022
Walnut Creek ESD	\$6,257	\$75,375
California	\$5,348	\$69,086
School and district: percentage difference	-14.4%	-3.1%
School and California: percentage difference	+0.1%	+5.7%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,121
Expenditures per pupil from restricted sources	\$766
Expenditures per pupil from unrestricted sources	\$5,355
Annual average teacher salary	\$73,022



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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SIA School
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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.