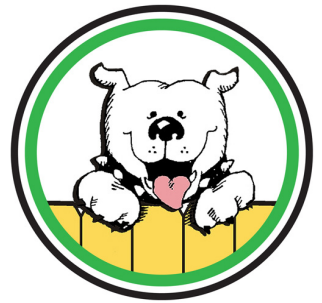
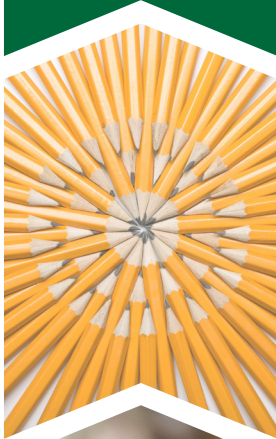


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Buena Vista Elementary School

"Home of the Bulldogs!"

Amy Espinoza
Principal
aespinoza@wcsd.k12.ca.us

2355 San Juan Avenue
Walnut Creek, CA 94597

Grades: K-5
Phone: (925) 944-6822
www.walnutcreek.org/bv

CDS Code: 07-61812-6005169

Walnut Creek SD



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 a 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.

Technology: 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!

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 tasks that support every child's education.

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 Food Truck Fridays.

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 Shannon McDonough, PTA president, at (925) 944-6822 or by email at president@buenavistapta.org.

School Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in November 2016.

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.

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.



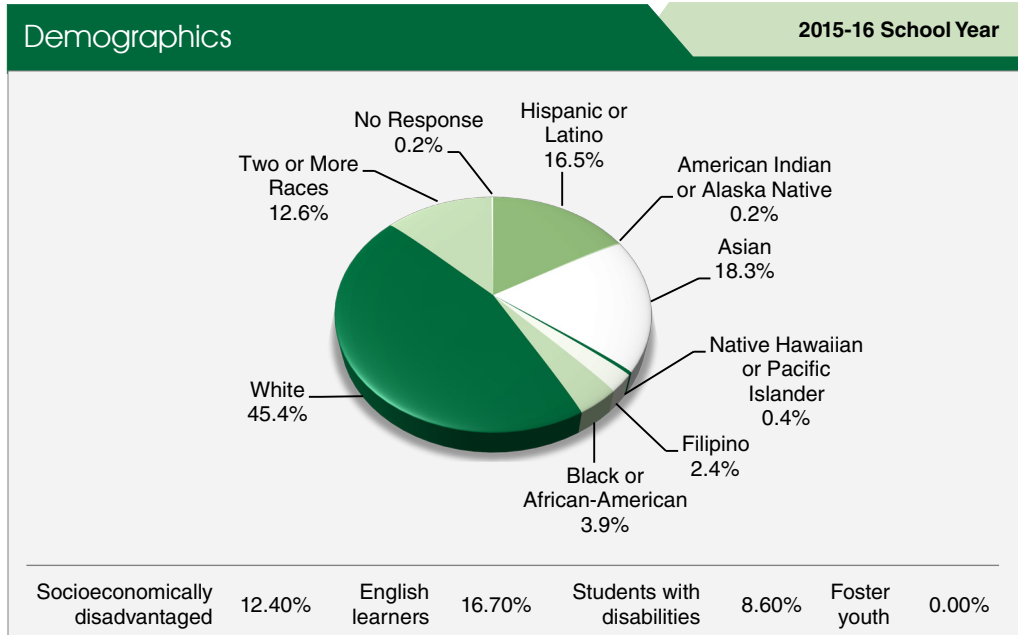
Governing Board

- Katie Peña, President
- Sherri McGoff, Clerk
- Elizabeth Bettis
- Aimee Moss
- Barbara S. Pennington



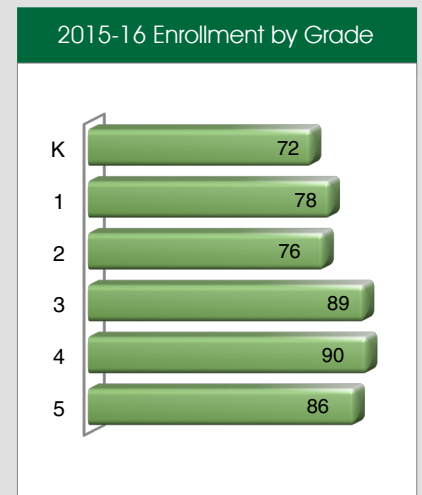
Enrollment by Student Group

The total enrollment at the school was 491 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



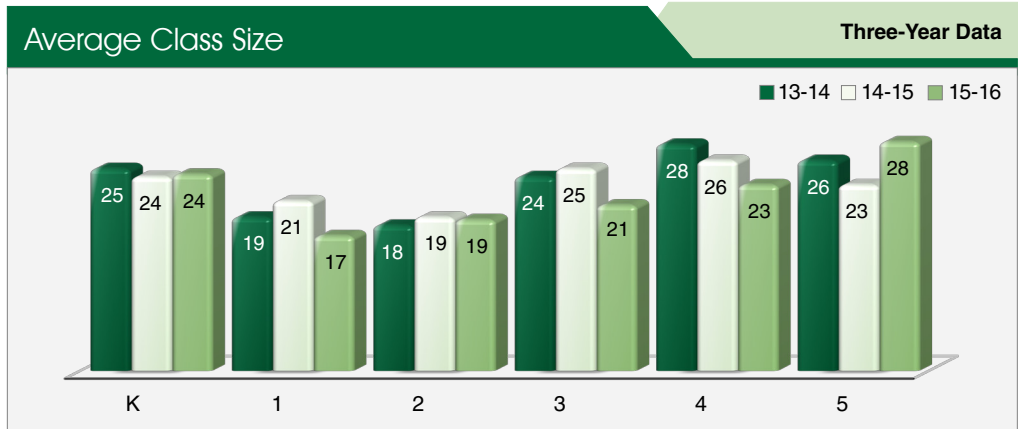
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



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			
	13-14	14-15	15-16
Suspension rates	0.9%	1.3%	0.8%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	13-14	14-15	15-16
Suspension rates	3.4%	3.5%	1.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

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

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1	5				4		4		
2	5			5			4		
3		4					1	3	
4		3						4	
5		3						3	



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 2016-17, the district focus area to support implementation of Common Core State Standards is in math and science, 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		
	2014-15	2015-16	2016-17
Buena Vista ES	4 days	4 days	4 days

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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	2016-17 School Year	
	Buena Vista ES	Walnut Creek SD
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 schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

School 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.



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

2015-16 School Year	
Grade 5	
Four of six standards	9.40%
Five of six standards	23.50%
Six of six standards	60.00%





CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Buena Vista ES			Walnut Creek SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	89%	87%	86%	86%	80%	78%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	85	85	100.00%	85.88%	
Male	47	47	100.00%	89.36%	
Female	38	38	100.00%	81.58%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	17	17	100.00%	82.35%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	13	13	100.00%	84.62%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	40	40	100.00%	85.00%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	18	18	100.00%	77.78%	
English learners	❖	❖	❖	❖	
Students with disabilities	12	12	100.00%	66.67%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Buena Vista ES		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	64%	71%	71%	74%	44%	48%
Mathematics	58%	72%	63%	68%	33%	36%

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	87	85	97.70%	70.60%
Male	47	46	97.90%	67.40%
Female	40	39	97.50%	74.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	15	93.80%	93.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	42.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	40	97.60%	72.50%
Two or more races	12	12	100.00%	75.00%
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	10	90.90%	20.00%
Students with disabilities	12	11	91.70%	27.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	87	86	98.90%	75.60%
Male	47	47	100.00%	76.60%
Female	40	39	97.50%	74.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	15	93.80%	93.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	42.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	41	100.00%	75.60%
Two or more races	12	12	100.00%	91.70%
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	11	100.00%	45.50%
Students with disabilities	12	12	100.00%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	86	93.50%	64.00%
Male	50	46	92.00%	60.90%
Female	42	40	95.20%	67.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	13	81.30%	92.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	31.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	38	92.70%	57.90%
Two or more races	11	11	100.00%	90.90%
Socioeconomically disadvantaged	12	12	100.00%	25.00%
English learners	15	11	73.30%	27.30%
Students with disabilities	12	11	91.70%	9.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	90	97.80%	71.10%
Male	50	48	96.00%	75.00%
Female	42	42	100.00%	66.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	16	100.00%	93.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	41	39	95.10%	74.40%
Two or more races	11	11	100.00%	81.80%
Socioeconomically disadvantaged	12	12	100.00%	33.30%
English learners	15	15	100.00%	53.30%
Students with disabilities	12	11	91.70%	18.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	84	98.80%	77.40%
Male	47	46	97.90%	82.60%
Female	38	38	100.00%	71.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	16	94.10%	81.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	76.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	40	100.00%	80.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	17	94.40%	64.70%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	85	100.00%	68.20%
Male	47	47	100.00%	74.50%
Female	38	38	100.00%	60.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	88.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	53.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	40	100.00%	67.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	18	100.00%	38.90%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	41.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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 19, 2016, 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-5), McDougal Littell (6)	2004, 2002
Mathematics	Pearson Scott Foresman (K-5), Glencoe (6)	2010, 2009
Science	Pearson Scott Foresman (K-5), Glencoe (6)	2008, 2007
History/social science	Macmillan/McGraw-Hill (K-5); Glencoe, Prentice Hall (6)	2006, 2006

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		2016-17 School Year
Buena Vista ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	9/19/2016	

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2016-17 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
* WCS D is currently piloting math materials for grades K-8. We will be adopting curriculum in other core areas as CCSS-aligned materials become available from publishers.	

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-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.



Principal's Podium

It is a joy to come to work every day! The commitment to making our school a great place is evident in the work ethic of the students, staff and families. Go Bulldogs!



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		2016-17 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			10/25/2016
Date of the most recent completion of the inspection form			10/25/2016

School Facilities

The Buena Vista School facility houses 19 classrooms, a half-time instructional coach, two district special day classes, Title I room, resource room, library media center, science room, music 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, 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 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 student 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. 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.

School Facility Items Inspected

The tables show 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



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 SD	Buena Vista ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	178	28	27	27
Without a full credential	3	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that 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	14-15	15-16	16-17
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

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

Highly Qualified Teachers	2015-16 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	98.46%	1.54%
High-poverty schools in district	◇	◇
Low-poverty schools in district	98.46%	1.54%

◇ Not applicable.



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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	0.60
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
District Nurse	0.09
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2014-15 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	2014-15 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$46,595	\$44,507
Midrange teacher salary	\$69,148	\$68,910
Highest teacher salary	\$88,326	\$88,330
Average elementary school principal salary	\$124,035	\$111,481
Average middle school principal salary	\$127,122	\$115,435
Superintendent salary	\$208,767	\$169,821
Teacher salaries: percentage of budget	43%	39%
Administrative salaries: percentage of budget	5%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Buena Vista ES	\$5,090	\$73,655
Walnut Creek SD	\$6,069	\$75,458
California	\$5,677	\$71,610
School and district: percentage difference	-16.1%	-2.4%
School and California: percentage difference	-10.3%	+2.9%

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,945
Expenditures per pupil from restricted sources	\$855
Expenditures per pupil from unrestricted sources	\$5,090
Annual average teacher salary	\$73,655

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 and 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.

All data accurate as of January 2017.

School Accountability Report Card

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