

Buena Vista Elementary School

School Accountability Report Card

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

Principal's Message

Buena Vista, a 2000 California Distinguished School, is one of five elementary schools in the Walnut Creek School District. Since it first opened in 1951, Walnut Creek has evolved from a quiet rural community to a bustling city, and retail and cultural hub of Contra Costa County. Located close to downtown, the school has many students from throughout the county whose parents choose to have them attend school near their work.

Buena Vista enjoys diversity in language and ethnicity that is atypical of Walnut Creek. Thirty percent of students live in homes that speak English as a second language. Our student population represents a broad range of socioeconomic situations. Due to its location adjacent to the downtown business section, Buena Vista serves students from the poorest parts of the city as well as the most affluent. Twelve percent of Buena Vista students presently qualify for free/reduced price lunches, and, as a result, we receive Title I funding from the federal government to assist students in the area of reading proficiency. Our Title I reading teacher works with 43 identified students in grades 3-5 in an intensive daily reading session. Buena Vista enjoys a staff of 100% fully credentialed teachers. The average class size in grades K-3 is 20. The average class size in grades 4-5 is 24.

The district and school site Strategic Plans guide our school action plans. Our major strategies are: 1) CHALLENGING CURRICULUM: We will challenge all students in the core curriculum areas based upon standards, benchmarks, and assessments; 2) SCHOOL ENVIRONMENT: We will provide a safe, supportive learning environment that will allow students to be positive, successful, and valuable contributors in a changing world.

Staff and parents assume numerous leadership roles and are involved in decision-making about issues affecting the school. The collaboration among the principal, teachers, parents, and district administration fosters an effective site-based management network.

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, and they, too, appreciate it.

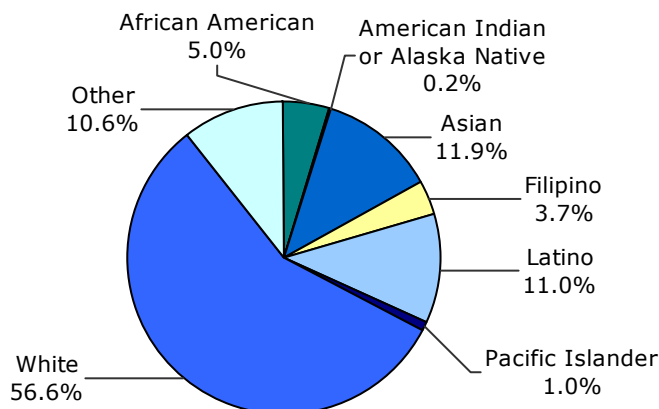
School Mission Statement

Our school Mission Statement is: The goal of the Buena Vista School community is to prepare our students to become successful 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/her full potential academically, physically, socially, and emotionally.

Enrollment and Demographics

The total enrollment was 481 students for the 2005-2006 school year.

Demographics



Heather Duncan
Principal

Buena Vista Elementary School
"Home of the Bulldogs"
Grades K-5
2355 San Juan Avenue
Walnut Creek, CA 94597
Phone: (925) 944-6822
Fax: (925) 934-8907
www.walnutcreeksd.org/bv

Walnut Creek School District
"A community of learners building knowledge, skills and character."
960 Ygnacio Valley Road
Walnut Creek, CA 94597
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District Mission Statement

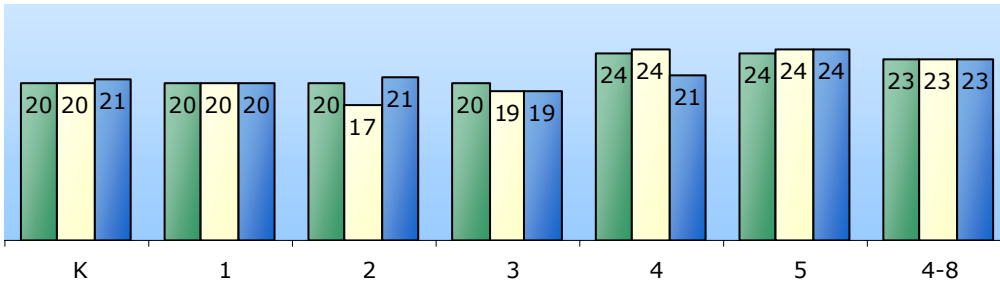
In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

■ 03-04 ■ 04-05 ■ 05-06



Class Size Distribution – Number of Classrooms By Size

| Grade | 2003-04 | | | 2004-05 | | | 2005-06 | | |
|-------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 4 | | | 4 | | | 2 | 3 | |
| 1 | 4 | | | 4 | | | 4 | | |
| 2 | 4 | | | 4 | | | 3 | 1 | |
| 3 | 4 | | | 4 | | | 4 | 1 | |
| 4 | | 3 | | | 3 | | 1 | 1 | |
| 5 | | 3 | | | 3 | | | 3 | |
| 4-8 | | 1 | | | 1 | | | 1 | |

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

| Class Size Reduction | | | |
|----------------------|---------|---------|---------|
| Grade Level | 2003-04 | 2004-05 | 2005-06 |
| K | 100% | 100% | 40% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 75% |
| 3 | 100% | 100% | 66% |

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension and Expulsion Rates | | | | | | |
|--------------------------------|----------------|-------|-------|-----------------|-------|-------|
| | Buena Vista ES | | | Walnut Creek SD | | |
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Suspension Rate | 0.010 | 0.000 | 0.062 | 0.044 | 0.034 | 0.030 |
| Expulsion Rate | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

Parental Involvement

Buena Vista has a strong PTA and School Site Council, which support vital programs, materials, and services. The PTA and School Site Council meet monthly; all school community members are invited to these open meetings. Community/school events abound, with parent volunteers at the center of each. In addition, parents help in classrooms, on the playground, in the library, office, and copy shop. The PTA raises funds each year to assist students and teachers in numerous ways. Teachers each receive a class allocation for purchasing classroom materials to support instruction and extra-curricular projects. PTA funds also pay for kindergarten aides, after school homework support, and a full-time science specialist. In addition, the PTA supports a number of school events throughout the year such as Welcome Back Days each August prior to the beginning of the school year; the annual Book Faire; Spellingathon; Mathletics, Halloween Carnival; Art Fair, and the Talent Show/Family Barbecue. PTA funds also support field trips and the 5th grade outdoor education program, both of which are geared to our school mission and goals. Monthly PTA meetings help to plan for and prepare for many school activities and program. In addition, a trimester meeting is held to discuss curriculum, school culture, and better ways to support children for our families with a primary language other than English.

Our School Site Council 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 Strategic Plan. The SSC hosts the annual Multicultural Potluck Dinner and conducts an annual comprehensive parent survey.

For more information, please contact Teresa Weaver, PTA President, at (925) 945-7235

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

| School Facility Conditions — Results of Inspection and Evaluation | | | | | |
|---|--------------------------|----|---|--------------------------|----|
| Interim Evaluation Instrument Part | Facility in Good Repair? | | Interim Evaluation Instrument Part | Facility in Good Repair? | |
| | Yes | No | | Yes | No |
| Gas Leaks | ✓ | | Sewer | ✓ | |
| Mechanical Systems | ✓ | | Restrooms | ✓ | |
| Structural Damage | ✓ | | Fire Safety | ✓ | |
| Interior Surfaces (walls, floors, and ceilings) | ✓ | | Pest/Vermin Infestation | ✓ | |
| Hazardous Materials (interior and exterior) | ✓ | | Electrical (interior and exterior) | ✓ | |
| Windows/Doors/Gates (interior and exterior) | ✓ | | Drinking Fountains (inside and outside) | ✓ | |
| Playground/School Grounds | ✓ | | Other | | |

* The school inspection date and Interim Evaluation Instrument completion date occurred in September 2006.

Facilities

The Buena Vista School facility houses 23 classrooms, 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 ELD room, a kitchen, and a multi-use room. Student supervision begins 15 minutes before our school day begins. Our BV Club is our on site day care which is available to all registered students. This well attended program operates from 7am-6pm daily.

Walnut Creek is very proud of the funding, planning, and effort put into planning for our facilities. Maintaining high standards of excellence to update, and consistently modernize, sites takes strategic planning for budget and manpower. Buena Vista has many recently completed projects and several to be completed in the future. Recently, we have updated our school security system and added security cameras on campus. The phone system has been replaced and the network server has been upgraded. Outdoor learning areas were designed and have been completed outside classrooms. In the future, we will be improving our parking and sidewalks, and modifying our entry area to improve student drop-off and pick-up. Additionally, we are looking forward to refurbished playing fields and an improved track and pathway through the field.

Our 2.5 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 football sports teams after school and on the weekends. Buena Vista is 55 years old.

Minimum Days and Instructional Minutes

For 2005-06, Buena Vista Elementary School had five minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

| Instructional Minutes | | |
|-----------------------|---------|-------------------|
| Grade Level | Offered | State Requirement |
| Kindergarten | 36,000 | 36,000 |
| 1-3 | 50,745 | 50,400 |
| 4-5 | 56,040 | 54,000 |

School Safety

The Comprehensive School Safety Plan is an appendix to the Strategic Plan, and includes all school rules and expectations for behavior, as well as detailed descriptions of a variety of emergency procedures. Monthly drills are held to prepare for fire, earthquake, and intruder emergencies. The Safety Committee, a subcommittee of the School Site Council, monitors school safety and meets monthly with the school principal. Several safety projects are underway this year including an improved drive-thru for our Kindergarten parking lot. One gate will be locked during the day to ensure visitors come through the office to sign in when they come onto campus. The school Leadership Team is working each month on specific improvements to the playground supervision and games for children.

The School Safety Plan was last reviewed and updated in September 2006. It was last discussed with the staff in October 2006.



Textbooks and Instructional Materials

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

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

| Textbooks | | |
|------------------------|--|--------------|
| Subject Area | Textbook Title/Publisher | Year Adopted |
| English-Language Arts | Houghton Mifflin, McDougall Littell | 2004 |
| Mathematics | Saxon 2, Houghton Mifflin, McDougall Littell, Prentice Hall Algebra | 2001 |
| Science | McGraw Hill, Prentice Hall | 2002 |
| History-Social Science | Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill | 2006 |
| Core Curriculum Areas | | |
| Core Curriculum Areas | Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials | |
| Reading/Language Arts | 0% | |
| Mathematics | 0% | |
| Science | 0% | |
| History-Social Science | 0% | |
| Foreign Language | 0% | |

* This data was most recently collected and verified in September 2006.

Positive Learning Environment

Buena Vista receives the following categorical support, coordinated through the Single Plan for Student Achievement: Special Education/Resource Specialist; Title I reading; English Language Development (ELD); GATE (Gifted and Talented Education); and School Improvement Program (SIP). All students in grades 1-5 receive 45 minutes of art, music, and P.E. weekly from a specialist. The PTA supports keyboarding, field trips, outdoor education and many events that celebrate learning. After-school programs include Spanish, chess, dance, and homework and math clubs.

The Six Pillars of Character Program promotes positive character traits in all classrooms, using the pillars of responsibility, respect, caring, trustworthiness, fairness, and citizenship. The Walnut Creek Police Department has supported character development over the past 14 years with the DARE program and now continues with the Six Pillars program.



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California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

| Percentage of Students At Proficient or Advanced Levels | | | | | | | | | |
|---|----------------|-------|-------|-----------------|-------|-------|------------|-------|-------|
| | Buena Vista ES | | | Walnut Creek SD | | | California | | |
| Year Tested | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| English-Language Arts | 68% | 73% | 76% | 71% | 72% | 78% | 36% | 40% | 42% |
| Mathematics | 71% | 73% | 80% | 70% | 72% | 77% | 34% | 38% | 40% |
| Science | 67% | 54% | 66% | 65% | 54% | 67% | 25% | 27% | 35% |

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

| Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels | | | |
|--|-----------------------|-------------|---------|
| | English-Language Arts | Mathematics | Science |
| Year Tested | 2005-06 | 2005-06 | 2005-06 |
| Male | 74% | 81% | 65% |
| Female | 79% | 80% | 68% |
| English Learners | 59% | 63% | 18% |
| Economically Disadvantaged | 69% | 61% | 35% |
| Students with Disabilities | 19% | 43% | ❖ |
| Migrant Education Services | ❖ | ❖ | ❖ |
| African American | 50% | 44% | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 81% | 92% | ❖ |
| Filipino | 80% | 100% | ❖ |
| Hispanic or Latino | 62% | 60% | 38% |
| Pacific Islander | ❖ | ❖ | ❖ |
| White | 82% | 86% | 82% |

❖ Data are reported only for numerically significant subgroups.

Instruction and Leadership

A high priority is placed on teacher collaboration and this takes place in a systematic and ongoing basis that provides consistent instruction at each grade level. Grade levels create and implement Cycles of Inquiry (COI) which focus on writing and language arts strategies, ELD strategies, and assessing student data. Data is collected from assessing student work as well as careful perusal of standardized testing such as the State's STAR testing, district assessments, and teacher-made tests.

In addition to our 23 K-5 classrooms, we have supportive programs for all types of learners. A Resource Specialist and paraprofessional offer support for students with special education needs, as do our speech therapist and school psychologist. Our teachers differentiate their instruction for all students, keeping in mind the needs of Gifted and Talented students by offering enrichment activities and pull-out opportunities taught by a math consultant. Students also visit our library media center once per week where they interface with our library specialist and use the recently purchased 24 computers with technology hardware and software to support their classroom learning. Students have the opportunity to attend after-school enrichment activities that include an art class, chess club, Spanish, and international dance class. Specific students are invited to attend our after school Homework Clubs.

The current principal, Heather Duncan has been in elementary education for 14 years and is in her first year as principal at Buena Vista.

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

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005-06 school year.

| Percentage Scoring At or Above the 50th Percentile | | | | | | |
|--|---------|-------|-------|-------------|-------|-------|
| Subject | Reading | | | Mathematics | | |
| Year Tested | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Buena Vista ES | 72% | 62% | 74% | 78% | 74% | 81% |
| Walnut Creek SD | 75% | 75% | 77% | 82% | 78% | 84% |
| California | 43% | 41% | 42% | 51% | 52% | 53% |

NRT Subgroup Results: Reading and Math

| Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile | | |
|---|---------|-------------|
| Subject | Reading | Mathematics |
| Year Tested | 2005-06 | 2005-06 |
| Male | 77% | 83% |
| Female | 73% | 82% |
| English Learners | ❖ | ❖ |
| Economically Disadvantaged | 43% | 64% |
| Students with Disabilities | ❖ | ❖ |
| Migrant Education Services | ❖ | ❖ |
| African American | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ |
| Asian | ❖ | ❖ |
| Filipino | ❖ | ❖ |
| Hispanic or Latino | 71% | 65% |
| Pacific Islander | ❖ | ❖ |
| White | 80% | 87% |

❖ Data are reported only for numerically significant subgroups.

Professional Development

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

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff meets by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. At the K-5 level teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. Two meetings per month are facilitated by an instructional coach who also provides individual coaching. At the intermediate level staff development activities are planned for 'Late Start Wednesdays' each week as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented National Convention (Confratute), Reading Recovery, Technology, Math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, Differentiated Instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

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

Teacher Qualifications

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

| Teacher Credential Information | | | | |
|---|-----------------|----------------|-------|--------|
| | Walnut Creek SD | Buena Vista ES | | |
| Teachers | 05-06 | 03-04 | 04-05 | 05-06 |
| With Full Credential | 176 | 26 | 25 | 26 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 1 | 1 | 0 |
| | | 04-05 | 05-06 | 06-07* |
| Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification | | 0 | 0 | 0 |
| Total Teacher Misassignments —assignment of employees to services positions without required certificate, credential, or other statutory authorization | | 0 | 0 | 0 |
| Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester | | 0 | 0 | 0 |

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers | | |
|--|--|--|
| | % of Classes Taught by NCLB Compliant Teachers | % of Classes Taught by Non-NCLB Compliant Teachers |
| This School | 95.7% | 4.3% |
| All Schools in District | 98.0% | 2.0% |
| High-Poverty Schools | 0.0% | 0.0% |
| Low-Poverty Schools | 98.0% | 2.0% |

Teacher Evaluations

The school principal formally evaluates the tenured teachers every other year while temporary and probationary teachers are evaluated annually in order to maintain and improve the quality of education in the district. The evaluation includes teacher research, reflection, and direct observation by the principal.

The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate strategies to improve reading comprehension. Student data is reviewed during the evaluation conference so that together the principal and the teacher can examine the impact of the focal teaching strategies. A final conference takes place with the teacher and principal to review the impact of instruction on student achievement. At this time, next steps are also determined to ensure future professional growth for the teacher.

Academic Counselors

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|-------------------------------------|--|
| 0 | 0.0 |

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.



Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our district and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to thirty consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

School Support Staff

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

| | |
|---|-----|
| • Library Media Teacher (Librarian) | 0.0 |
| • Library Media Services Staff (paraprofessional) | 0.0 |
| • Psychologist | 1.0 |
| • Social Worker | 0.0 |
| • Nurse | 0.0 |
| • Speech/Language/Hearing Specialist | 1.0 |
| • Resource Specialist (non-teaching) | 0.0 |
| • Other | 0.0 |

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

| API Ranks – Three Year Comparison | | | |
|-----------------------------------|---------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 |
| Statewide API Rank | 10 | 10 | 9 |
| Similar Schools API Rank | 9 | 8 | 7 |

| API Growth by Student Group – Three Year Comparison | | | | |
|---|-------------------|---------|---------|-------------------|
| Group | Actual API Change | | | 2005-06 API Score |
| | 2003-04 | 2004-05 | 2005-06 | |
| All Students at the School | 1 | 12 | 29 | 908 |
| African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 12 | -9 | ❖ | ❖ |
| Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | -4 | 27 | 32 | 933 |
| Socioeconomically Disadvantaged | ❖ | 56 | 43 | 835 |
| English Learners | ✦ | ✦ | ❖ | ❖ |
| Students with Disabilities | ✦ | ✦ | ❖ | ❖ |

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | Buena Vista ES | | Walnut Creek SD | |
| Met Overall AYP Status | Yes | | Yes | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API | Yes | | Yes | |
| Graduation Rate | ❖ | | ❖ | |

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

California Physical Fitness Test

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

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 65.9% of students in the fifth grade scores in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.



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Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

| Federal Intervention Program | | |
|--|----------------|-----------------|
| | 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% |

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

| District Salary Information — Does not include benefits | | |
|---|-----------------|------------------------|
| Range | Walnut Creek SD | Similar Sized District |
| Beginning Teacher Salary | \$37,756 | \$37,797 |
| Mid-Range Teacher Salary | \$56,033 | \$57,601 |
| Highest Teacher Salary | \$68,920 | \$71,233 |
| Average Principal Salary | \$98,298 | \$88,676 |
| Superintendent Salary | \$149,583 | \$127,179 |
| % of Budget for Teacher Salaries | 45.5% | 42.1% |
| % of Budget for Administrative Salaries | 6.2% | 5.8% |

| Financial Data | | | | |
|--|------------------------------|--|--|------------------------|
| | Total Expenditures Per Pupil | Expenditures Per Pupil From Restricted Sources | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| Buena Vista ES | \$5,475 | \$957 | \$4,519 | \$57,638 |
| Walnut Creek SD | | | \$4,483 | \$56,972 |
| California | | | \$4,743 | \$56,471 |
| Percent Difference Between School Site and District | | | 1% | 1% |
| Percent Difference Between School Site and State | | | -5% | 2% |

Types of Services Funded

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

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

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

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