

Buena Vista Elementary School

School Accountability Report Card

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

Grades K-5

2355 San Juan Avenue Walnut Creek, CA 94597

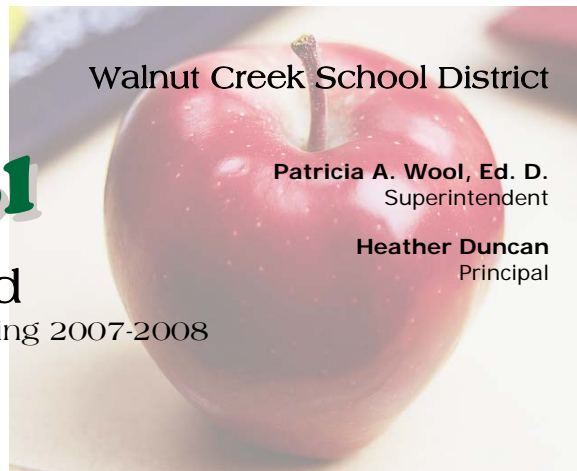
Phone: (925) 944-6822 Fax: (925) 934-8907

Website: www.walnutcreeksd.org/bv

Walnut Creek School District

Patricia A. Wool, Ed. D.
Superintendent

Heather Duncan
Principal



Principal's Message

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

Each spring, a team of staff and community members reviews our school's strengths and needs, using formal and informal data collected during the fall and winter. The School Site Council (SSC) comprises many of the staff and parents on this team. Action plans are developed within the following four areas:

- **CURRICULUM:** We will challenge all students in the core curriculum areas based upon standards, benchmarks, and assessments.
- **COMMUNICATION:** The Buena Vista School Community will understand and provide feedback on school guidelines, programs, and procedures through consistent, clear, and streamlined communications.
- **CLIMATE:** We will provide a safe, non-threatening, healthy environment in which the Buena Vista Community respects diversity and demonstrates positive, intrinsic, lifelong values.
- **COMPUTERS/TECH:** We seek to provide technology instruction for students and teachers that are aligned to State and District standards.

Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Plan, including action steps and budgets, can be found on the school 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 theirs is the best school anywhere, and they, too, appreciate it.

School Safety

Our School Safety Plan is current and detailed. It is reviewed and updated in the fall of each year and discussed with school faculty.

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 Community Emergency Response Training (CERT), CPR, and basic first aid as part of our preparedness plan. Parents receive regular information and reminders about our emergency procedures in the weekly e-bulletin and monthly newsletters.

The Safety Committee monitors school safety and meets monthly with the school principal. Several safety projects are underway this year including an improved drive-through area for our kindergarten parking lot to ensure more efficient pick-up and drop-off. 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, updated, and discussed with the school faculty on April 18, 2007.



Walnut Creek School District

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

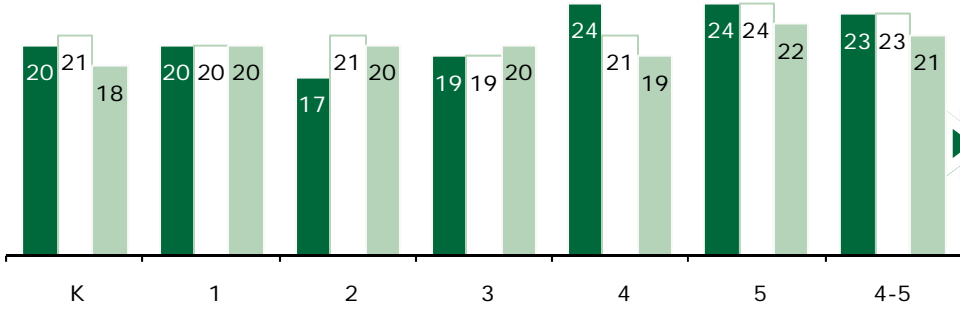
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District Mission Statement

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



Walnut Creek School District



Class Size

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

■ 04-05 □ 05-06 □ 06-07

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

Public Internet Access

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

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

Class Size Reduction

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

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.000	0.062	0.026	0.034	0.030	0.068
Expulsion Rate	0.000	0.002	0.000	0.000	0.000	0.001



Academic Counselors

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





Minimum Days and Instructional Minutes

For 2006-07, Buena Vista Elementary School had six minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	36,000	36,000
1-3	50,620	50,400
4-5	54,250	54,000

School Instruction and Leadership

The current principal, Heather Duncan with fourteen years experience in education, is dedicated to and operates on the principles of distributive leadership. A site leadership team—comprised of teachers from each grade level, the principal, and instructional coach—meets monthly to develop leadership capacity of the members, and work on site focus areas. This focus varies slightly from year to year, based on needs that emerge in our site plan. Team members are selected by their grade levels and rotate facilitation and planning of the monthly meetings.

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) annually which focus on instructional practices and strategies, and analysis of student data. Data is collected from assessing student work as well as careful analysis of standardized testing such as the State's STAR testing, District assessments, and teacher-made tests. In collaboration with an Instructional Coach, teachers determine areas of individual, grade level, and whole staff need for further development in Professional Learning Communities, which occur at least seven times per year on-site.

An active SSC, various ad hoc committees, and the site planning team with teacher and parent members, all contribute to a rich decision-making and planning model, which results in a detailed working school site plan. The major focus of our plan is differentiation of instruction that is aligned to State Standards. Staff is committed to meeting each child's level of instruction and adapting teaching, strategies, and materials accordingly so that every student can access the core curriculum.

In addition to our 23 K-5 classrooms, we have supportive programs for all types of learners. The support and services available for students with special needs are varied and appropriate to students' needs. GATE students are identified in fourth and fifth grade and served through differentiated instruction in their classrooms. Differentiated Instruction Plans are completed for each identified GATE student and shared with parents and students at the end of each trimester.

ELL students work with Crosscultural Language and Academic Development examination (CLAD) certified classroom teachers and occasionally with the district English Learners (EL) aide. The focus of this instruction is English Language Development (ELD) while learning the skills and concepts taught in the core curriculum. The instruction is tailored to the EL level of the students and aligned with the standards-based curriculum. An ELD report card is developed for EL students each trimester, summarizing their language development.

A Resource Specialist and paraprofessional offer support for students with Special Education needs, as do our speech therapist and school psychologist. Additionally, outside-of-class interventions are provided in homework support by instructional aides and reading intervention by a highly qualified Title I teacher.

In order to identify and serve students at risk of not meeting standards at their grade level, one staff meeting a month is dedicated to "safety nets." At these meetings, teachers present information on students they are concerned about, and teachers work in small groups to develop action plans for these learners. The Individual Learning Plans (ILPs) that are written define the goals, roles (teacher, student, and parent) and actions needed to help the student make adequate progress.

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School Instruction and Leadership

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After the teachers implement the plans, they return to staff meetings and update staff on their progress. If the concerns persist, staff takes more formal steps. Student Success Team (SST) may recommend more intensive interventions outside the classroom. If interventions do not address concerns, a second SST is held, and students may be referred for a full educational assessment.

In 2006, the Student Success Planning model was added to Buena Vista's processes to monitor student achievement. Within the first week of the school year, the principal, instructional coach, and resource specialist meet with each teacher to review class lists and discuss students with special needs: social, physical/medical, emotional, and/or academic. In October, after the teacher is familiar with the class, the same team meets and brainstorms the needs of that teacher's highest need students. The goal is that all support staff know "each child by name," starting with those most at risk of school failure.

Walnut Creek School District uses a standards-based report card and an online data management system (Edusoft) to monitor the progress of all students. Our District assessment calendar defines timelines for reading, writing, and mathematics assessments. Classroom teachers, principals, instructional coaches, and other support personnel monitor student progress using this data system.





Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall Algebra	2001
Science	McGraw Hill, Prentice Hall	2002
History-Social Science	MacMillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	0%

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

Parental Involvement

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

Parent and community volunteers are essential partners in education at Buena Vista. A visitor at Buena Vista might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, answering phones, running enrichment activities, checking books out of the library, or other needed support work around campus.

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

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

For more information, please contact Mary Vanderpan, PTA President, at (925) 256-7359 or Julie Persse, SSC Chair, at (925) 984-2050.

Textbooks and Instructional Materials

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

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

All students in Visual and Performing Arts classes (which include visual art and vocal music) have access to the appropriate textbooks and instructional materials.





School Facility Good Repair Status

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

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

Note: The most recent school site inspection occurred in December, 2007, and the inspection form was most recently completed in December 20, 2007.

School 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 English Language Development (ELD) room, a kitchen, and a large multi-use room. Renovated in 2000, the facility is safe, structurally sound, and designed to support student learning. Outdoor learning areas provide attractive places for students, staff, and parents to gather to extend learning outdoors. Maintenance of facilities is a top priority in the District, even in times of significant budget constraints.

Students work in well lighted, heated, and cooled classrooms and specialty rooms (art, music, resource, and science). Rooms are clean and well maintained to support teaching and learning. Every classroom has a telephone with access to an outside line, Internet access, and a TV/VCR unit. Furnishings are in good repair and of appropriate size for the students who use them.

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School Facilities

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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 custodial staff. Custodial staff is on duty from 6:30 A.M. to 11 P.M. with two custodians cleaning classrooms daily after students leave. Two custodians are on campus for the many evening activities on site.

Buena Vista's multipurpose room is frequently used by parent and community groups. Our library is large and adequate for our student body. District funds, augmented with parent funds, provide enough time for our library media specialist to keep our spacious library, with its large and current collection of books, open during school hours.

Our custodians take pride in their work, ensuring clean classrooms and a clean campus and grounds. Our school has extensive play fields, which support weekly PE classes as well as soccer, baseball, and football sports teams after school and on the weekends. Buena Vista is 56 years old.

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. 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.

Through our current Bond measure, we are currently in the planning phases of modernizing and upgrading our playground, equipment, and storage areas.



California Standards Tests Results

Percentage of Students At Proficient or Advanced Levels									
	Buena Vista ES			Walnut Creek SD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	73%	76%	73%	72%	78%	79%	40%	42%	43%
Mathematics	73%	80%	80%	72%	77%	77%	38%	40%	40%
Science	54%	66%	83%	54%	67%	74%	27%	35%	38%

California Standards Tests

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

Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8 through 11, and students in grades 5, and 8 through 11 take a science test. Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

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

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

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	73%	81%	79%
Female	74%	78%	88%
Economically Disadvantaged	47%	64%	77%
English Learners	40%	63%	❖
Students with Disabilities	24%	33%	❖
Migrant Education Services	❖	❖	❖
African American	50%	67%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	76%	88%	85%
Filipino	75%	94%	❖
Hispanic or Latino	50%	66%	❖
Pacific Islander	❖	❖	❖
White	80%	79%	89%

❖ Data are reported only for numerically significant subgroups.

California Physical Fitness Test

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

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 38.7% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Buena Vista ES	62%	74%	76%	74%	81%	85%
Walnut Creek SD	75%	77%	76%	78%	84%	83%
California	41%	42%	42%	52%	53%	53%

Norm Referenced Tests

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

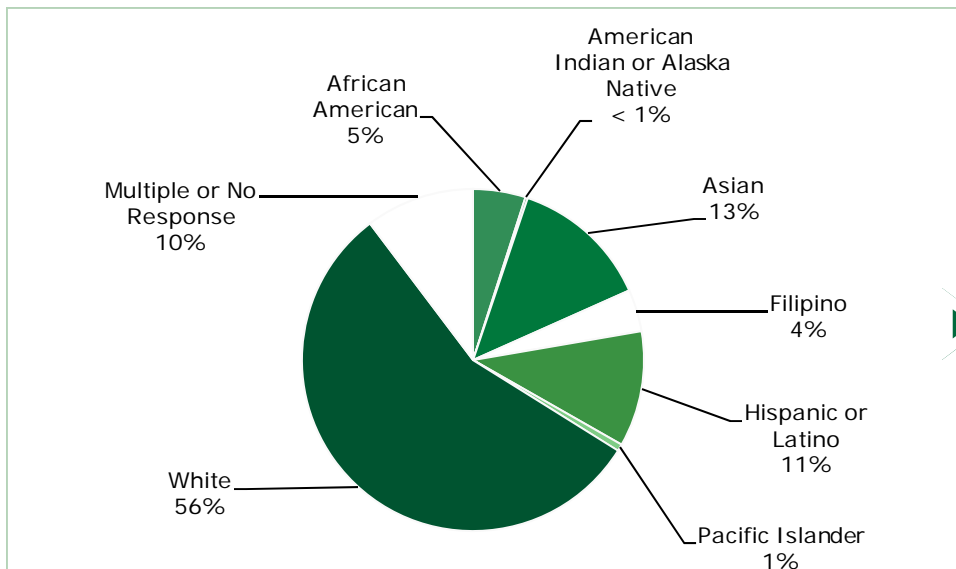
The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

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.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	76%	92%
Female	76%	78%
Economically Disadvantaged	45%	64%
English Learners	50%	83%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	87%	87%

❖ Data are reported only for numerically significant subgroups.



Enrollment and Demographics

The total enrollment was 454 students for the 2006-07 school year.



Adequate Yearly Progress

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	✧		✧	

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

Adequate Yearly Progress

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

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

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

Academic Performance Index

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

Academic Performance Index

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

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	12	29	-10	897
African American	✧	✧	✧	✧
American Indian or Alaska Native	✧	✧	✧	✧
Asian	✧	✧	✧	✧
Filipino	✧	✧	✧	✧
Hispanic or Latino	-9	✧	✧	✧
Pacific Islander	✧	✧	✧	✧
White	27	32	-29	902
Socioeconomically Disadvantaged	56	43	✧	✧
English Learners	✧	✧	✧	✧
Students with Disabilities	✧	✧	✧	✧

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.
 ✧ Data are reported only for numerically significant subgroups.





Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Buena Vista ES		
Teachers	2006-07	2004-05	2005-06	2006-07
With Full Credential	173	25	26	27
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		1	0	0
		2005-06	2006-07	2007-08*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

Professional Development

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

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

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

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

Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our District and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to 30 consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

Teacher Qualifications

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



Teacher Evaluations

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

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



No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Buena Vista ES	100.0%	0.0%
All Schools in District	99.7%	0.3%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	99.7%	0.3%

Positive Learning Environment

Buena Vista has a strong focus on preventive programs. Our goal is to teach students the life skills they will need to address modern life and prevent alienation. At Buena Vista, and throughout Walnut Creek, the cornerstone of our strategic plan for school climate is the Character Counts program, which uses positive social values called the Six Pillars (trustworthiness, respect, responsibility, fairness, citizenship, and caring) to create a common language for character education among students, staff, families, and community. Students, teachers, and parents "sign on" to the Character Counts agreements each year and they are reinforced regularly in the classroom, on the playground, and throughout the site. Our theme is "Character Counts at Buena Vista: Everyone, everywhere, all the time."

At Buena Vista, we are dedicated to supporting students as they develop into safe, respectful, and responsible individuals. Our main goal is to help your child be a successful student today and a good citizen tomorrow. We believe that all children can learn and that they deserve to have the best education possible in the safest environment.

Buena Vista has three schoolwide behavior expectations:

- Be safe
- Be respectful
- Be responsible

Each teacher implements school rules, blending his or her personal style and specific classroom rules to create effective classroom management systems.

Students may be referred to the principal if a teacher or other staff member feels it is necessary, usually when a classroom or playground problem is serious or repetitive. A student who is referred to the principal usually experiences the following:

- Discussion of the event(s) that lead to the referral and an appropriate consequence.
- Completion of a referral form, which may be sent home to the parents for a signature.
- If the problem persists, parents are notified and an appropriate consequence is developed. A parent conference may be scheduled.

For some serious behaviors, students may be sent home from school or suspended for up to five days.

Our school counselor sees individual students and peer groups to reinforce problem solving and positive peer relations and discuss issues such as family change and social skills.

The Buena Vista School community values home-to-school relations as the most critical factor in school success. Our communication plan is embedded in the site plan and includes regular home-to-school links at the school, program, and classroom levels.

Types of Service Funded

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

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds





Walnut Creek School District

Federal Intervention Program

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

Federal Intervention Program		
	Buena Vista ES	Walnut Creek SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	\$38,889	\$38,159
Mid-Range Teacher Salary	\$57,714	\$59,148
Highest Teacher Salary	\$70,988	\$73,514
Average Principal Salary	\$105,988	\$91,903
Superintendent Salary	\$161,710	\$132,994
% of Budget for Teacher Salaries	45.6%	41.6%
% of Budget for Administrative Salaries	6.2%	5.9%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Buena Vista ES	\$5,592	\$1,419	\$4,172	\$57,638
Walnut Creek SD			\$4,514	\$58,924
California			\$4,943	\$58,519
% Difference Between School and District			-8.19%	-2.23%
% Difference Between School and State			-18.47%	-1.53%

School Support Staff

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

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.6
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



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

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

All data accurate as of January 14, 2008.

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