

Buena Vista Elementary School

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S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Buena Vista Alternative School's Spanish Two-Way Immersion Program offers the native English speaker and the native Spanish speaker an opportunity to become bilingual and biliterate while developing an appreciation for cultural diversity. The goals of the Spanish Immersion Program are to:

- develop communicative fluency and literacy in an internationally significant language;
- develop and enrich English language skills;
- promote academic achievement commensurate with the child's ability and grade level and,
- encourage understanding and appreciation for another linguistic and cultural identification.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A ACADEMIC LANGUAGE SKILLS: To improve the reading, writing and oral achievement for all students in both Spanish and English Language Arts.

B MATHEMATICS EDUCATION: To improve the math program to ensure that all students achieve in all areas of mathematics.

C VISUAL AND PERFORMING ARTS CURRICULUM: To develop and improve our dance, physical education, music and supplemental arts programs.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	365	LEP/NEP (ELL) ¹ :	28.8%
Building (sq.ft.):	32,500	Average Daily Attendance:	95.10%	EDY ² :	41.6%
Year of Construction:	1969	Optional Enrollment Requests:	100%	% of Points Met ³ :	80%
Children Center/Childcare:	No	Title I/State Pre-K Program:	Yes	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Buena Vista has a student advisor, a library paraprofessional, an itinerant speech therapist and a resource specialist teacher. With the support of the PTA and grants, we have a creative movement teacher, a capoeira teacher, a poetry teacher and an art teacher to enrich our curriculum. Parent volunteers are participants in all aspects of the school. Other assistance programs at Buena Vista include a Student Success Team, a before school peer/para tutoring program, a library program, a math club and an on-site before and after school child care.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 1.3% 1998-99 = 3.2% 1999-00 = 3.1%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Buena Vista ES, attendance for the year was 95.1%, excused absences were 4.3%, unexcused absences were .6%, and the dropout rate was 3.1%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. The student advisor, secretary and/or school administrator monitor absences and tardies daily. Parents are requested to call the office whenever their child(ren) are absent. A daily log is kept of all tardies and absences. The commitment and collaboration of staff and parents keeps attendance close to 100%.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

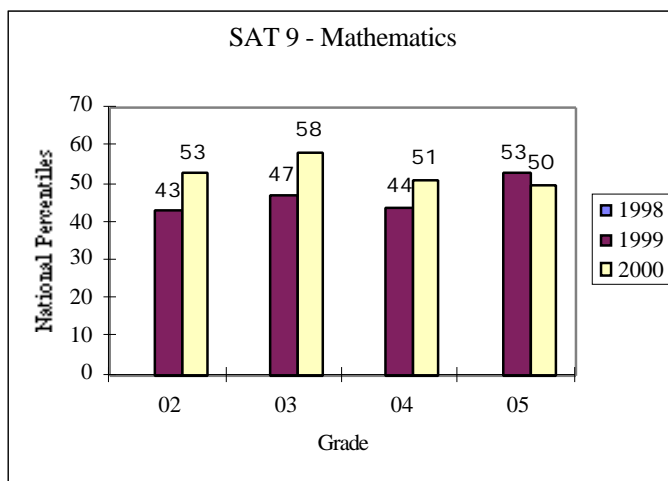
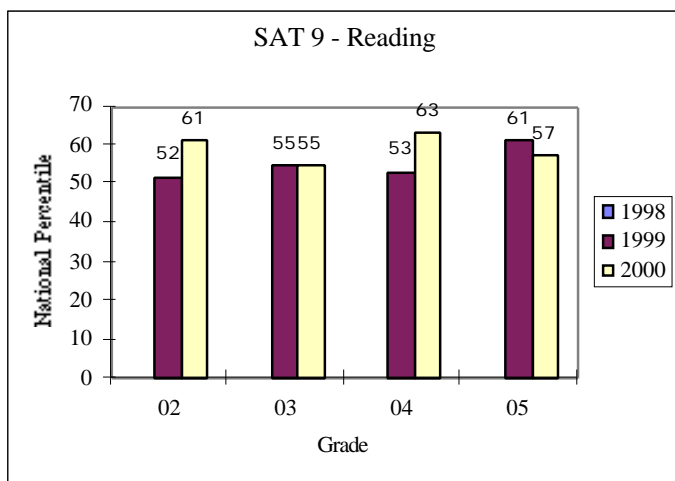
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	6	2

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	365	6.6	1.9	1.1	1.6	0.3	0.3	48.8	13.7	25.2	47.7	52.3
Certificated	21	0.0	0.0	0.0	0.0	0.0	0.0	57.1	0.0	38.1	23.8	76.2
Classified	2	0.0	0.0	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	100.0
Paraprofessional	7	0.0	0.0	0.0	0.0	0.0	0.0	85.7	0.0	14.3	0.0	100.0

Buena Vista's Hiring and Interview Committee, is composed of the principal, parents, and teachers who actively recruit classified and certificated candidates who reflect Buena Vista's diverse student population. This comprehensive hiring process has ensured quality staff for our school.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

School Suspension rates: 1997-98 1998-99 1999-2000
 1.1% .3% .55%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Buena Vista ES, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: To better meet student needs, we have a student advisor, a student monitoring program, a Student Study Team, a before school peer/para tutoring program, and where necessary on-going parent contacts. Conflict resolution strategies are implemented in the classrooms to guide student behavior.

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

Teacher Assignment

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

Eighteen of our twenty-two classroom teachers meet the credential needs of our Spanish Bilingual Immersion Program. Those who are not credentialed are in the process of completing their credentialing program. We also have two bilingual special education teachers, a full time Resource Specialist teacher, an itinerant music teacher, an itinerant speech teacher, and a pre-K teacher on staff.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1998	1999	2000	
K	**	20.00	18.59	20.0	20.0	19.8	43,200
01	**	20.00	19.01	18.7	15.5	17.3	50,400
02	**	20.00	18.69	18.3	19.7	19.3	50,400
03	**	20.00	18.63	20.0	17.3	20.0	50,400
04	32.20	30.00	25.51	24.5	26.7	26.5	54,000
05	32.20	30.00	27.09	21.7	20.5	26.5	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development and Curriculum Improvement

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

Staff members are committed to broadening their educational perspectives. Many have attended the OLE Institute, California "Results" literacy training and other summer institutes. Staff members are teacher leaders in math, science and literacy throughout the district. Additional staff development days (District and PTA sponsored) will be devoted to reviewing our bilingual immersion goals and objectives, improving upon the existing portfolio assessments, evaluating our shared governance model, improving our math program, continuing Tribes training, and evaluating our program at the end of the year.

Quality of School Instruction and Leadership

Our school community is dedicated to a learning environment that encourages academic excellence and personal growth for all students in an atmosphere of concern and mutual respect. A committed staff provides encouragement, guidance, recognition and positive reinforcement for all students. There is a school-wide homework and discipline policy. Shared decision making, team teaching and mentoring keep morale high. Parents are actively involved in the School Site Coalition, the Latino Parents' Group, the Gay/Lesbian Parents' Group and the P.T.A. Staff and parents work together to provide a caring and enriching educational program that promotes life-long learning and social responsibility.

Substitute Teachers

During the 1999-2000 school year, the Buena Vista ES teacher attendance rate was 96%. Bilingual substitute teachers are our first priority. When they are not provided by the district, all efforts are made to support the substitute by providing additional support with classified personnel and other staff members.

Average Salaries, Budget Percentages & Expenditure per Student

1998-99 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$38,000	\$31,172
Mid-Range Teacher's Salary	\$49,481	\$49,262
Highest Teacher's Salary	\$59,895	\$56,246
Principal's Average Salary	\$78,145	\$71,326 **
Superintendent's Salary	\$137,350	\$199,800
Expenditure per Student		\$4,179 **
% of Budget for Teacher's Salaries	43.71%	42.09%
% of Budget for Administrators	4.84%	5.09%
* Districts over 19,999 ADA		**Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Buena Vista selects materials to meet the unique needs of our students in the Spanish Bilingual Immersion program. Supplementary materials are purchased with our State Compensatory Education funds, GATE funds, PTA funds, Title VI funds and other special education funds to extend the curriculum. In addition, parent groups have purchased: P.E. equipment, software, assembly programs, instructional materials and field trips. We are currently in the process of upgrading our technology and priority has been given to purchasing computer hardware.

School Facilities and Safety

Current Conditions

The building was renovated in 1996. It was painted and artistic touches were added to reflect the culture of the school. Staff and parents were involved during the design component of the project. In 1999, the area under the play structure was resurfaced. During the year 2000, the installation of a computer networking system was complete. During the school year, the PTA/administrators host annual parent work days for general maintenance.

Planned Improvements

We have met with the office of Facilities and Planning to articulate our needs for more space. We are anticipating that in the future we would benefit from inclusion in school growth plans.

Needed Improvements

We hope that the current year will bring our school much needed construction to alleviate space problems. We hope to extend our Two-Way Immersion Program through the eighth grade. Therefore, much consideration will be given to how we can expand our site.

Parent/Community Involvement

Parent participation is vital to the success of our program. Staff and parents work together to enrich the learning environment. The PTA engages in active fund raising, educationals, socials, work-days and school-wide projects. Parents volunteer regularly. Classroom "room parents" enhance grade level programs and activate phone trees to keep the school community informed. The School Site Coalition makes decisions affecting the school plan and state funding. In addition, the Latino Parents' Group and the Gay/Lesbian Parents' Group provide additional support to our school community. All parents are an integral component to the success of our program and are highly valued resources.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

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San Francisco, CA 94102

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