

## **School Accountability Report Card**

### **School Year 2001-2002**

SFUSD #461

CA ID # 6072094

**Buena Vista Alternative School**

**2641 25th Street, San Francisco, CA 94110**

**Ms Verónica Chávez, Principal**

**Phone: 415-695-5875**

**FAX: 415-695-5311**

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### Buena Vista Alternative School

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**Enrollment:** 365  
**Grades Served:** K-5

**email:** [sch461@muse.sfusd.edu](mailto:sch461@muse.sfusd.edu)

**Web Site:**  
[www.sfusd.edu/schwww/sch461](http://www.sfusd.edu/schwww/sch461)

#### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**Superintendent:** Dr. Arlene Ackerman  
**Address:** 555 Franklin St., San Francisco, CA 94102  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

**SARC Contact:** Ritu Khanna, Director  
Research, Planning & Accountability  
**email:** [rkhanna@muse.sfusd.edu](mailto:rkhanna@muse.sfusd.edu)  
**Phone:** 415-241-6454  
**Fax:** 415-241-6035

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### 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.

## Vision Statement

Buena Vista Alternative School's Two-way Spanish Immersion Program offers both the native English speaker and the native Spanish speaker an opportunity to become bilingual and biliterate while developing an appreciation for cultural diversity. Spanish and English instruction is carefully developed and maintained from K-5. Students are challenged through a developmentally appropriate academic program in Spanish and English. Students take with them the skills and attitudes that promote lifelong learning and social responsibility.

Buena Vista's program of content-based instruction in Spanish and English presents unique challenges to the diverse students, parents, and teachers who make up our school community. We meet these challenges through innovative and consistent strategies that engage all students in learning, enhance their self esteem, cooperation and creativity. Buena Vista also offers to all students a rich program of visual and performing arts, music, physical education, movement, and dance to supplement the core curriculum. Students also participate in a wide variety of cultural and community-oriented activities. A tutorial program, based on the premise that all students are capable learners, builds on individual student strengths and encourages skill building through student-centered instruction. For students in at-risk situations, staff, cross-age tutors, parents and school volunteers carry out an educational program which is a supportive, effective, and an enjoyable experience for everyone involved.

The Buena Vista School Site Coalition provides educational leadership, facilitates constructive communication and shared decision-making, and secures for the school the resources it needs. The staff continues to emphasize quality and depth when developing integrated thematic units. These units focus on the acquisition of essential information and skills, yet also encourage natural curiosity, critical awareness, scientific modes of inquiry, and the delight of discovery--in short, the lifelong love of learning. Activities are experiential, multi-sensory and address multiple learning modalities, encouraging an engaging, satisfying and meaning-based curriculum. Furthermore, by providing a rich flow of highly contextualized speech, second language acquisition occurs in a natural and effective manner. Instruction is student centered and based on developmental levels of individual students in order to meet individual needs of all our students. The staff models lifelong learning by updating their skills through co-training activities and workshops in selected areas, ensuring that they benefit from their accumulated experience as well as the latest developments in educational technology and pedagogy. The staff and students at Buena Vista

## Opportunities for Parental Involvement

**Contact Person Name:** Verónica Chavez, Principal \* Judy Diaz, Secretary

**Contact Person Phone Number:** 695-5875

Organized opportunities for parental involvement:

Parent participation is vital to the success of BV. The PTA engages in active fund raising, educational, 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.

## I. Demographic Information

**Student Enrollment** The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
African-American	24	6.6
American Indian or Alaska Native	7	1.9
Asian-American	54	14.8
Filipino-American	6	1.6
Hispanic or Latino	178	48.8
Pacific Islander	2	0.5
White (Not Hispanic)	92	25.2
Other	2	0.5

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 10/25/2001

**Date Last Reviewed with Staff:** 9/11/2001

Key elements of School Safety Plan:

All staff members assume the responsibility of insuring that we maintain a safe and secure school climate at Buena Vista. We utilize community circles in all grades to encourage dialogue and self-expression and practice conflict management activities that are aimed at increasing our students' responsibility for maintaining a healthy school environment. At Buena Vista we also have a School Site Crisis Response Team made up of teachers and the Principal who are responsible for implementing our Emergency Disaster Plan. The plan is currently being studied and revised to provide us with the best tool to help us respond in an emergency situation.

### School Programs and Practices that Promote a Positive Learning Environment

Our school community is dedicated to fostering a learning environment that encourages academic excellence and personal growth. We promote the idea that we are a "Community of Learners" and that we participate in an atmosphere of concern and mutual respect. A committed staff provides encouragement, guidance and positive reinforcement for all students. Teachers use a rich range of activities to build strong communities in their classrooms. In addition, we have a student advisor, reading specialist, counseling interns and an active Student Success Team to help monitor and guide student learning.

## Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
<b>Suspensions (number)</b>	1	2		1,712	1,935	1,791
<b>Suspensions (rate)</b>	0.3%	0.6%	0.0%	2.8%	3.2%	3.0%
<b>Expulsions (number)</b>				66	57	90
<b>Expulsions (rate)</b>				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Buena Vista ES, no student was 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 literacy specialist, and on-going parent contacts. Conflict resolution strategies are implemented in the classrooms.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

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 our play structure was resurfaced. In 2000-2001, the installation of a computer networking system was complete. Our school is adjacent to a City park and we work with the Recreation and Park Department to insure that our facility remains safe and clean.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

We have met with the office of Facilities and Planning to articulate our needs for more space. Buena Vista would benefit greatly from having more classroom and playground space. Currently, our program is being restricted due to our space limitations.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The childrens' restrooms are in need of improvements.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

The building is too small for our program. The lighting, heating and cooling systems are maintained as needed. The plumbing and water quality would benefit greatly from an overhaul. The fire alarm system needs to include our portable classrooms. In 2000-2001, the installation of a computer networking system was complete.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Our custodian is responsible for maintaining our grounds clean and free of litter. District personnel respond to clean graffiti. Since our site is adjacent to La Raza Park, we work with the Recreation and Park Department to insure that our facility remains safe and clean.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Our school custodian and school secretary report concerns to our District offices. Repairs are conducted by District Team Maintenance.

Success of these efforts.

District meets emergency requests for repair. The Recreation and Park Department has initiated faster response levels to concerns regarding La Raza Park.

### III. Academic Data

#### California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

#### English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

##### Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			26			37			32
3			42			31			30
4			44			34			33
5			32			28			28
6						28			31
7						33			32
8						30			32

#### ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	21	29		38		31	
3	27	55		49		44	
4	36	50		55		48	
5	23	42	5	48		34	
6							
7							
8							

### ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

#### Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	53	67	33	55	58	54	44	49	51
3	54	49	64	42	45	46	41	44	46
4	48	58	60	43	50	51	41	45	47
5	57	48	43	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

#### Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	36	51	31	60	64	60	49	57	58
3	44	51	56	55	61	61	48	56	59
4	42	53	61	51	56	58	44	51	54
5	52	47	57	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

**Subgroups** (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

**Reading**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
<b>2</b>	19	42	5	50		39	
<b>3</b>	57	70		70		64	
<b>4</b>	53	65		73		62	
<b>5</b>	31	56	24	53		45	
<b>6</b>							
<b>7</b>							
<b>8</b>							

**Mathematics**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
<b>2</b>	25	34	9	43	27	31	
<b>3</b>	55	56		62		55	
<b>4</b>	61	61	55	63		63	
<b>5</b>	52	63	29	71		60	
<b>6</b>							
<b>7</b>							
<b>8</b>							



### California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	18.5	22.2	14.8	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

### SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

### Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

**Schoolwide API** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Percentage Tested</b>	93	94		<b>Percentage Tested</b>	94	96	
<b>Base API Score</b>	641	682		<b>Growth API Score</b>	682	638	
<b>Growth Target</b>	8	6		<b>Actual Growth</b>	41	-44	
<b>Statewide Rank</b>	6	6		<b>Eligible for Awards</b>	No	No	
<b>Similar Schools Rank</b>	2	2		<b>Eligible for II/USP</b>			

**API Subgroups - Racial/Ethnic Groups**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>African American</b>				<b>African American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian-American</b>				<b>Asian-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino-American</b>				<b>Filipino-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>Base API Score</b>	523	514		<b>Growth API Score</b>	514	488	
<b>Growth Target</b>	6	5		<b>Actual Growth</b>	-9	-26	
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>Base API Score</b>	736	803		<b>Growth API Score</b>	803	819	
<b>Growth Target</b>	6	#		<b>Actual Growth</b>	67	16	

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Base API Score</b>	464	512		<b>Growth API Score</b>	512		
<b>Growth Target</b>	6	5		<b>Actual Growth</b>	48		

## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.*

### Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.0	4			18.7	7			20.0	1		
<b>1</b>									20.0	2		
<b>2</b>	18.3	3			19.5	2			19.5	2		
<b>3</b>	20.0	3			17.3	3			20.0	1		
<b>4</b>	25.0		3		26.6		5					
<b>5</b>									27.0		2	
<b>6</b>												
<b>K-3</b>	20.0	4			18.7	7						
<b>3-4</b>												
<b>4-8</b>	25.0		3		26.6		5					
<b>Other</b>												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## VI. Teacher and Staff Information

### Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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

Most of the classroom teachers meet the credential needs of our Spanish Two-Way 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.

	1999	2000	2001
<b>Total Number of Teachers</b>	19	20	20
<b>Full Credential</b> (fully credentialed and teaching in subject area)	19	16	18
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)	0	0	0
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	3	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	3	1

### Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

### Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Buena Vista ES teacher attendance rate was 95%. 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.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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 evidenced 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 traveling library program and on-site before and after school child care.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors  
for grades 6-8 only.

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The District is sponsoring professional development opportunities for our teachers. In addition, thanks to our Title VII Grant, 2001-2005, we are able to offer our teachers more PD opportunities. We are able to compensate our teachers for additional planning related to improving curriculum.

School and district efforts to align the instructional program with the state frameworks and content standards.

Our teachers are constantly meeting, in grade level teams and in other school related committees. Our staff has made schoolwide agreement to maintain portfolios, monthly writing samples, interactive journals. We also implement Result Assessment Tools, California Reading and Literature Project. We use alternative assessment tools and have developed our own Report Cards to record student performance and communicate with parents. We study and align our curriculum to the State Standards.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

All staff members meet to plan and implement a high quality Spanish Two-Way Bilingual Program. Our recent Title VII Grant has provided us with the resources to dedicate a high level of focus to improving and refining our program. Teachers are encouraged and supported to participate in PD opportunities, classroom visits, and teacher initiated Action Research.

How the school staff monitors the progress of underperforming students/student groups.

All assessment tools are reviewed at the beginning of each year. Teachers are asked to monitor and to improve the performance levels of students in need. Additional time and energy is being devoted to find better ways to address these areas of need.

Supports and interventions that are available to assist special needs students.

We have a .8 RSP teacher, an ELD specialist and a reading specialist that help to deliver targeted services to children determined eligible and who could benefit from their expertise. We also have two Bilingual Special Education classrooms, one in the lower grades and one in the upper grade level.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

We use various assessment tools to determine childrens' learning needs. We use the Student Success Team to help brainstorm strategies to better serve students. When children are found to need targeted services, recommendations are made to modify curriculum in the general education setting or to work with resource teachers to better meet childrens' needs. Programmatically, we are using our Title VII grants to evaluate and enrich our program.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Differentiated instruction is used in all classrooms. By scaffolding classroom activities for every student, individual needs are met to support all children meeting with success in reaching State Standards.

Summary of overall achievement by subgroups.

Buena Vista students rank 11th in Reading and 30 in Mathematics within SFUSD, based on Star Test Scores. Our total school performance performance target for “white”, non-Latino/Hispanic students exceeded the growth target in 2000-2001. Our performance target for Latino/Hispanic students was not met and we are actively utilizing Title VII personnel and funding to address this disparity.

## Professional Development

*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, Project 2061 planning sessions, and other summer institutes. Staff members are teacher leaders in math, science and literacy throughout the district. Thanks to our Title VII Grant, additional staff development days will be devoted to reviewing our bilingual immersion goals and objectives and increasing student achievement by targeting our need areas.

## Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

The District is able to provide us with Spanish and English materials. The condition and quality of the textbooks is adequate.

School educational technology program.

We have computers in every classroom. Every classroom has at least one computer that can access the World Wide Web. We do not have space for a computer lab, nor funds to hire a computer teacher.

Additional technology resources.

Our teachers and parents formed a technology group. They were primarily responsible for finalizing the networking project. They are meeting to develop a long term technology plan.

1. Number of Computers Used for Instructionally Related Purposes	25
2. Number of Computers with CD-ROM (must be less than or equal to 1)	18
3. Number of Classrooms with Internet Access	20
4. Number of Classrooms with Wide Area Network (WAN) Access	

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

yes

Report the ratio of textbooks to pupils.

1:1

**Instructional Minutes (School Year 2000-2001)**

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	43,600
1	50,400	50,800
2	50,400	50,800
3	50,400	50,800
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

**Total Number of Minimum Days**

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

## Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Communication and understanding among people of diverse beliefs and backgrounds is essential in our rapidly shrinking world. At Buena Vista are goals are to develop communicative fluent and literate student is Spanish and English. We encourage understanding and appreciation of other languages and cultures-necessary skills in today's working world.

How the school measures the success of its efforts to prepare students for the work force.

We maintain communication with Buena Vista alumni and invite them to return to share their success with our students and parents. Alumni participate in our annual Carnival performance and often return in an informal level to share their experiences with their younger compatriots. In addition, we are currently researching a teen tutoring program with the idea of recruiting Buena Vista alumni to work with their younger peers in an effort to both support our children and retain our bonds with our graduates.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

The Buena Vista Two-Way Spanish/English program is designed to provide children the academic, linguistic and cultural tools they need to become fully successful citizen of the 21st century. To ensure ALL children reach this goal, we make sure our resources are directed to target our special student populations through many services including small class size, 1:1 instruction, our RSP and dedicated Special Education teachers. Finally, we are supporting a climate of inclusion and building upon the varied strengths of each and every child at Buena Vista.

## **VIII. Post Secondary Preparation (Secondary Schools only)**

### **Advanced Placement/International Baccalaureate Courses Offered**

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

### **Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)**

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

### **Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission**

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

### Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

## **Types of Services Funded**

Beginning Teacher Support & Assessment (BTSA)

California Reading & Literacy Project--RESULTS

IASA Title VI

Reading Recovery

School Site Comprehensive Title VII Grants