

School Accountability Report Card

School Year 2001-2002

SFUSD #461

CA ID #6072094

Buena Vista Alternative School
2641 25th Street, San Francisco, CA 94110

Phone: 415-695-5875

FAX: 415-695-5311

Table of Contents

- Mission & Vision**
 - I. Demographic Information**
 - II. School Safety & Climate for Learning**
 - III. Academic Data**
 - IV. School Completion (secondary schools only)**
 - V. Class Size**
 - VI. Teacher & Staff Information**
 - VII. Curriculum & Instruction**
 - VIII. Post-Secondary Preparation (secondary schools only)**
 - IX. Fiscal & Expenditure Data**
-

Click on section titles above to go directly to a section or scroll through entire document.

School Accountability Report Card

School Year 2001-2002

SFUSD #461

CA ID# 6072094

Buena Vista Alternative School

2641 25th Street, San Francisco, CA 94110

Mr. Mark Alvarado, Principal

Phone: 415-695-5875

FAX: 415-695-5311

Enrollment: 359
Grades Served: K-5
email:
sch461@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability
email: sarc@muse.sfusd.edu
Phone: 415-241-6454
Fax: 415-241-6035

All narrative was collected from schools in the fall of 2002 and represents the current program.

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

Provide an opportunity to become bilingual and biliterate while developing an appreciation for cultural diversity. We meet these challenges through innovative and consistent strategies that engage all students in learning, self esteem, and creativity.

Opportunities for Parental Involvement

Contact Person Name: Mark Alvarado, Principal * Judy

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 schoolwide 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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	64	9	0
1	58	10	0
2	67	11	0
3	64	12	0
4	56	Ungraded Secondary	0
5	50		
6	0		
7	0		
8	0	Total Enrollment	359
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	21	5.8
American Indian or Alaska Native	6	1.7
Asian-American	44	12.3
Filipino-American	3	0.8
Hispanic or Latino	193	53.8
Pacific Islander	1	0.3
White (Not Hispanic)	81	22.6
Other	10	2.8
Total	359	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 11/12/2002

Date Last Reviewed with Staff: 11/18/2002

Key elements of School Safety Plan:

All staff members assume the responsibility of ensuring 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 an active Student Success Team to help monitor and guide student learning.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	2		4	1,935	1,791	1,722
Suspensions (rate)	0.6%	0.0%	1.1%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

classroom community circles, small group interventions, boys anger management group.

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 ensure 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 clean and well maintained.

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 ensure 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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	26	20	n/a	37	33	n/a	32	32
3	n/a	42	32	n/a	31	37	n/a	30	34
4	n/a	44	55	n/a	34	39	n/a	33	36
5	n/a	32	50	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	18	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	27	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	41	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	43	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	17	24	5	29	3	42	
3	24	38	7	42	5	48	
4	42	66	11	64	7	72	
5	42	56	17	62	20	65	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	17	19	4	26	3	42	
3	19	32	7	35	11	36	
4	40	41	10	48	7	53	
5	47	41	8	56	7	61	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	67	33	40	58	54	55	49	51	53
3	49	64	44	45	46	50	44	46	47
4	58	60	66	50	51	53	45	47	49
5	48	43	70	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	51	31	39	64	60	64	57	58	62
3	51	56	55	61	61	61	56	59	62
4	53	61	69	56	58	61	51	54	58
5	47	57	70	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	33	48	15	53	7	51	
3	32	52	17	53		51	
4	64	68		74		71	
5	59	77	55	75		74	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2					29		73	
3					44		69	
4					45		95	
5					40		86	
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							87.8%	73.6%	94.7%
4				77.2%	59.0%	62.3%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	0.0	0.0	0.0	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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
Percentage Tested	94	96	94	Percentage Tested	96	100	641
Base API Score	682	651	682	Growth API Score	638	684	8
Growth Target	6	7	41	Actual Growth	-44	33	6
Statewide Rank	6	4	No	Eligible for Awards	No		2
Similar Schools Rank	2	1		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups 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
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	523	514	510	Growth API Score	514	488	572
Growth Target	6	5	6	Actual Growth	-9	-26	62
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	736	803	827	Growth API Score	803	819	840
Growth Target	6	#	A	Actual Growth	67	16	13

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
Base API Score	464	512		Growth API Score	512		
Growth Target	6	5		Actual Growth	48		

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	YES	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	18.71	7			20.00	1			19.50	2		
1					20.00	2			20.00	3		
2	19.50	2			19.50	2			20.00	3		
3	17.33	3			20.00	1			19.33	3		
4	26.60		5						24.33		3	
5					27.00		2		17.00	1	1	
6												
K-3	18.71	7			20.00	1			19.50	2		
3-4					20.00	2			20.00	3		
4-8	19.50	2			19.50	2			20.00	3		
Other	17.33	3			20.00	1			19.33	3		

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

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		
	2000	2001	2002
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	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.

All the classroom teachers meet the credential needs of our Spanish Two-Way Bilingual Immersion Program. We also have two bilingual special education teachers, a full time Resource Specialist teacher, an itinerant music teacher, and a pre-K teacher on staff.

	2000	2001	2002
Total Number of Teachers	20	20	19
Full Credential (fully credentialed and teaching in subject area)	16	18	17
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	2	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	3	1	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 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:

Bilingual substitute teachers are our first priority. Buena Vista has a core pool of bilingual substitutes who know the school and are familiar with the program. 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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

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	

(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.

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.

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.

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.

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 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: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

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	0

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 1 through 8	State Requirement	Instructional Minutes Offered by Buena Vista ES	
K	36,000	43,450	State Requirement for High School: 64,800
1	50,400	50,715	Instructional Minutes offered:
2	50,400	50,715	9
3	50,400	50,715	10
4	54,000	54,120	11
5	54,000	54,120	12
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

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 our goals are to develop communicative students, fluent and literate in 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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

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