

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 461

CA ID # 6072094

Buena Vista Alternative School

2641 25th Street, San Francisco, CA 94110

Phone: 415-695-5875

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2641 25th Street, San Francisco, CA 94110

Mr. Mark Alvarado, Principal

Phone: 415-695-5875

FAX: 415-695-5311

Enrollment: 360
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

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Notes regarding the source and currency of data: Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

Principal's Introduction

Our world is rapidly shrinking. It is increasingly dependent upon communication and understanding among people of diverse beliefs and backgrounds. Few places display the exciting opportunity of multilingualism and multiculturalism as the San Francisco Bay Area. Buena Vista provides students an opportunity to gain a comparative advantage through bilingualism. Parents who select this Spanish immersion program are committed to challenge and stimulate their children's cognitive, social and linguistic development. We are very proud of the academic and cultural strength that Buena Vista provides students and welcome you to look at our program and our wonderful community.

Mark Alvarado
Principal

School Description

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 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 integrate technology in purposeful ways.

The staff works together to develop tasks for assessing students' performance in language arts, mathematics, social studies, science and second language acquisition. These assessments are recorded in student portfolios and on report cards. Buena Vista's report cards are comprehensive, and appropriately designed for Kinder/1st, 2nd, 3rd or 4th/5th grade students. Teachers, parents and students all have opportunities to give their input to the design of the report card.

Parents have opportunities to learn more about the Spanish Two-Way Immersion Program and how to help their children at home. Parent educational activities are offered in both Spanish and English. Teachers keep parents informed of developments in the curriculum as well as the progress of each student. The PTA is effective and inclusive, encouraging the participation of all families and staff.

Buena Vista is a place where we all want to be. The school is a place where everyone feels safe, challenged, responsible, appreciated and free to do their best. Parents understand the educational process, feel welcome to participate, and feel personal ownership of the program. The staff enjoys working conditions which respect their professionalism. As our students progress through our Spanish Bilingual Immersion Program, they will be embarking on a process that will prepare them to succeed in the culturally diverse world of the Twenty-First Century.

Vision Statement

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.

Opportunities for Parental Involvement

Contact Person Name: Mark Alvarado, 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 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 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	59	9	0
1	63	10	0
2	57	11	0
3	61	12	0
4	63	Ungraded Secondary	0
5	57		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	360

Student Enrollment by Ethnic Group Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	22	6.1
American Indian or Alaska Native	6	1.7
Asian-American	39	10.8
Filipino-American	3	0.8
Hispanic or Latino	208	57.8
Pacific Islander	1	0.3
White (Not Hispanic)	66	18.3
Other	15	4.2
Total	360	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 11/12/2003

Date Last Reviewed with Staff: 11/18/2003

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		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)		4		1,791	1,722	2,428
Suspensions (rate)		1.11%		2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.15%	.10%	.08%

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. The school yard includes a section of park that is secure for the children to play in.

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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	35	39	37	32	35	38	30	32	35
Mathematics		31	29		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	25				20		69
Mathematics	6				16		58
Science							
History/ Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	27	46	11	5	47	7	42	
Mathematics	30	29	10	7	36	3	33	
Science								
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	50	54	42	46	48	45	44	45	43
Mathematics	50	57	38	60	63	57	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	25				25		76
Mathematics	25				22		71

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	33	52	14	9	53	10	48	
Mathematics	36	40	11	11	47	10	43	

California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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	17.9	29.6	6.9	27.2	31.5	23.0	23.8	25.2	22.3
7				36.4	40.7	32.4	27.8	29.6	26.0
9				34.4	35.8	33.2	24.8	23.3	26.2

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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

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: Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

"A" means the school scored at or above the statewide performance target of 800.

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	94	96	100	Percentage Tested	96	100	99
Base API Score	682	651	682	Growth API Score	638	684	685
Growth Target	6	7	6	Actual Growth	-44	33	3
Statewide Rank	6	4	5				
Similar Schools Rank	2	1	2				

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
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	514	510	569	Growth API Score	488	572	602
Growth Target	5	6	5	Actual Growth	-26	62	33
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	803	827	841	Growth API Score	819	840	850
Growth Target	#	A	A	Actual Growth	16	13	9

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	512		520	Growth API Score			535
Growth Target	5		5	Actual Growth			15

Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
Recognition for Achievement (Title I)	No	No	No	Eligible for Governor's performance award	No	Yes	No
Identified for Program Improvement (Title 1)	No	No	No	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:				Received II/USP Funding	No	***	***

***The II/USP Program was not funded for the years 2002 or 2003.

District: Federal Programs

	2001	2002	2003
Number of Schools Identified for Program Improvement	11	0	14
Percent of Schools Identified for Program Improvement	9.5	0.0	12.3

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	1			19.50	2			19.33	3		
1	20.00	2			20.00	3			17.25	4		
2	19.50	2			20.00	3			18.33	3		
3	20.00	1			19.33	3			19.33	3		
4					24.33		3		23.75	1	3	
5	27.00		2		17.00	1	1		25.00		1	
6												
K-3					15.00	1						
3-4												
4-8												
Other												

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	2001				2002				2003			
	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		
	2001	2002	2003
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

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers	20	19	21
Full Credential (fully credentialed and teaching in subject area)	18	17	18
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	2	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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.

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 1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5 1751-2001 : 4
	over 901 : 2		751-1001 : 2 2001-2251 : 4.5
			1001-1251 : 2.5 over 2251 : 5
			1251-1501 : 3

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's performance target for Latino/Hispanic students was not met and we are actively utilizing Title VII personnel and funding to address this disparity.

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 listed above 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	43,320	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,760	
2	50,400	50,820	
3	50,400	50,820	
4	54,000	54,180	
5	54,000	54,180	
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	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

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)
\$407,572,743	\$7,313	\$6,770	\$6,719

Types of Services Funded

After School Learning

Beginning Teacher Support & Assessment (BTSA)

Reading Recovery

San Francisco Education Fund

School Site Comprehensive Title VII Grants

California Reading & Literacy Project Results

Capoeira (Brazilian Martial Art)

ORFF - Movement and Music

Spectra Arts Program

Pre-K Program

Center for Arts in Translation - Poetry Project