

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #461

CA ID #6072094

Buena Vista Alternative School

2641 25th Street, San Francisco, CA 94110

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2641 25th Street, San Francisco, CA 94110

Mr. Mark Alvarado, Principal

Phone: 415-695-5875

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Enrollment: 365
Grades Served: PreK-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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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

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, educationals, 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. All parents are integral components 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	53	9	0
1	68	10	0
2	65	11	0
3	62	12	0
4	58	Ungraded Secondary	0
5	59		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	365

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	23	6.3
American Indian or Alaska Native	7	1.9
Asian-American	28	7.7
Filipino-American	3	0.8
Hispanic or Latino	224	61.4
Pacific Islander	1	0.3
White (Not Hispanic)	57	15.6
Other	22	6.0
Total	365	

II. School Safety and Climate for Learning

School Safety Plan

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

Date Last Reviewed with Staff: 8/25/2004

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 that is 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		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)	4	0	0	1,722	2,428	2,645
Suspensions (rate)	1.11%	0.00%	0.00%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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, student council, and a junior coaches leadership program.

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 children's' 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 lighting, heating and cooling systems are maintained as needed. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	39	37	33	35	38	40	32	35	36
Mathematics	31	29	32	34	39	40	31	35	34
Science			16	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	36				18		78
Mathematics					19		69
Science					6		43
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	26	40	8	10	48	4	38	
Mathematics	29	34	12	12	44	3	36	
Science	18	15	4		28		20	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	54	42	36	48	45	46	45	43	43
Mathematics	57	38	40	63	57	58	55	50	51

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	27				19		87
Mathematics	45				27		76

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	27	44	8	10	52	3	41	
Mathematics	39	40	16	16	55	7	45	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	12.3	14.7	8.7	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	96	100	99	Percentage Tested	100	99	98
Base API Score	651	682	681	Growth API Score	684	685	677
Growth Target	7	6	6	Actual Growth	33	3	-4
Statewide Rank	4	5	4				
Similar Schools Rank	1	2	1				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
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	510	569	597	Growth API Score	572	602	601
Growth Target	6	5	5	Actual Growth	62	33	4
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	827	841	847	Growth API Score	840	850	881
Growth Target	A	A	A	Actual Growth	13	9	34

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score		520	531	Growth API Score		535	560
Growth Target		5	5	Actual Growth		15	29

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		
Year in Program Improvement		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		No	No		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		Yes	Yes		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		Yes	N/A		Yes	Yes
Socioeconomically Disadvantaged		No	No		Yes	Yes
English Language Learners		No	No		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.5	2			19.3	3			20.5	1	1	
1	20.0	3			17.3	4			20.0	2	1	
2	20.0	3			18.3	3			17.3	3	1	
3	19.3	3			19.3	3			19.7	3		
4	24.3		3		23.8	1	3		25.5		2	
5	17.0	1	1		25.0		1		22.3	1	2	
6												
K-3	15.0	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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	19	21	21
Teachers with Full Credential (fully credentialed and teaching in subject area)	17	18	19
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)			
Pre-Internship		1	1
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	3	1
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)	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. The staff at Buena Vista exceed the norm in regards to grade level meeting and planning. We have a very dedicated staff.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	23.8	23.5
Bachelor's Degree plus 30 or more semester hours	61.9	61.3
Bachelor's Degree	14.3	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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 equal 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, 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, 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.

Professional Development

Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

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 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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2003-2004)

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 Instructional Minutes offered: 9 10 11 12
1	50,400	50,850	
2	50,400	50,900	
3	50,400	50,900	
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 in grades K through 8:

- 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Buena Vista ES

After School Learning

Beginning Teacher Support and Assessment

Reading Recovery

San Francisco Education Fund

School Site Comprehensive Title VII Grants