

School Accountability Report Card

School Year 2004-05

(Published during 2005-06)

Buena Vista Alternative School

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Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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Section I - General Information

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.

Larry Alegre
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.

School Vision

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

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 Council 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. Because of an organized parent effort, Buena Vista Elementary School now uses part of the beautiful, adjacent park during recess time to allow the children to play on the grass under the trees.

Section II - Demographic Information

Student Enrollment By Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

| Grade Level | Enrollment |
|----------------------|------------|
| K | 64 |
| 1 | 61 |
| 2 | 66 |
| 3 | 63 |
| 4 | 64 |
| 5 | 49 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| Ungraded Elem | 0 |

| Grade Level | Enrollment |
|-------------------------|------------|
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 | 0 |
| Ungraded Sec | 0 |
| Total Enrollment | 367 |

Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

| Racial and Ethnic Subgroup | Number of Students | Percent of Students |
|---|--------------------|---------------------|
| African American | 25 | 6.8 |
| American Indian or Alaska Native | 6 | 1.6 |
| Asian | 26 | 7.1 |
| Filpino | 3 | 0.8 |
| Hispanic or Latino | 229 | 62.4 |
| Pacific Islander | 1 | 0.3 |
| White (Not Hispanic) | 51 | 13.9 |
| Multiple or No Response | 26 | 7.1 |

Section III - School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

| | |
|--------------------------------------|------------|
| Date of Last Review/Update | 10/10/2005 |
| Date Last Reviewed with Staff | 10/18/2005 |

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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

| | School | | | District | | |
|------------------------------|---------|---------|---------|----------|---------|---------|
| | 2002/03 | 2003/04 | 2004/05 | 2002/03 | 2003/04 | 2004/05 |
| Number of Suspensions | 0 | 0 | 1 | 2,428 | 2,645 | 2710 |
| Rate of Suspensions | 0% | 0% | 0.27% | 4.17% | 4.58% | 4.74% |
| Number of Expulsions | 0 | 0 | 0 | 47 | 39 | 19 |
| Rate of Expulsions | 0% | 0% | 0% | .08% | .07% | .03% |

Efforts to Reduce Suspensions

Classroom community circles, student council, and a conflict management program.

Section IV - School Facilities

School Facility Conditions - General Information

| Interim Evaluation Instrument Part | Facility in Good Repair | | Deficiency and Remedial Actions Taken or Planned |
|---|-------------------------|----|---|
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | | X | Deficiency: ventilation in 2nd floor boys' and girls' bathroom is poor. Action: Completed 10/18/05. |
| Windows/Doors/Gates (interior & exterior) | X | | |
| Interior Surfaces (walls,floors & ceilings) | | X | Deficiency: 2nd floor boys'and girls' bathroom appears to have some mold. Action: Inspect and repair as needed mold in 2nd fl girls bathroom (#273163). |
| Hazardous Materials (interior & exterior) | | X | Deficiency: 2nd floor boys'and girls' bathroom appears to have some mold. Action: Inspect and repair as needed mold in 2nd fl girls bathroom (#273164). |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior & exterior) | | X | Deficiency: some old electrical cable is stacked behind bungalow 2. Action: school to remove materials. Deficiency: ooms 21A and 4A have exposed, loose telephone wire in the rooms. Computer equipment room adjacent to room 3 has no airconditioning, poor ventilation and paper and flammable materials should not be stored there. Action: work order (#273165). Deficiency: 2nd floor special ed room has exposed/unlocked/electrical panels and conduit. Action: Completed 10/7/05. |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | X | | |

Section V - Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Test (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| English-Language Arts | 37 | 33 | 33 | 38 | 40 | 45 | 35 | 36 | 40 |
| Mathematics | 29 | 32 | 40 | 39 | 40 | 46 | 35 | 34 | 38 |
| Science | | 16 | 36 | 28 | 27 | 30 | 27 | 25 | 27 |
| History-Social Science | | | | 32 | 35 | 40 | 28 | 29 | 32 |

CST - Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | African American | America Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|------------------------|------------------|---------------------------------|-------|----------|--------------------|------------------|----------------------|
| English-Language Arts | 24 | * | * | * | 19 | * | 80 |
| Mathematics | 41 | * | * | * | 29 | * | 74 |
| Science | * | * | | | 28 | * | 58 |
| History-Social Science | | | | | | | |

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education Services |
|------------------------|------|--------|------------------|----------------------------|----------------------------|----------------------------|
| English-Language Arts | 32 | 34 | 7 | 9 | 5 | * |
| Mathematics | 38 | 42 | 18 | 18 | 5 | * |
| Science | 28 | 45 | 0 | 18 | * | * |
| History-Social Science | | | | | | |

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

NRT - All Students

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

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Reading | 42 | 36 | 34 | 45 | 46 | 43 | 43 | 43 | 41 |
| Mathematics | 38 | 40 | 55 | 57 | 58 | 59 | 50 | 51 | 52 |

NRT - Racial and Ethnic Subgroups

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

| Subject | African American | America Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|---------------------------------|-------|----------|--------------------|------------------|----------------------|
| Reading | * | * | | * | 17 | | * |
| Mathematics | * | * | | * | 43 | | * |

NRT - Subgroups

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

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education Services |
|-----------------------|------|--------|------------------|----------------------------|----------------------------|----------------------------|
| English-Language Arts | 30 | 38 | 4 | 10 | * | |
| Mathematics | 53 | 56 | 32 | 40 | * | |

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | School | | | District | | | State | | |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
| | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| Grade 5 | 2.1 | 0.0 | 4.2 | 30.3 | 33.4 | 27.3 | 24.5 | 26.7 | 22.3 |
| Grade 7 | | | | 40.8 | 44.6 | 37.1 | 28.8 | 30.9 | 26.8 |
| Grade 9 | | | | 29.0 | 30.0 | 28.0 | 26.7 | 25.8 | 27.5 |

Academic Performance Index

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 percent of the distance between its API Base 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.

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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|-----------------|--------------|--------------|--------------|
| | 2003 | 2004 | 2005 | | 2002 to 2003 | 2003 to 2004 | 2004 to 2005 |
| Percent Tested | 100 | 99 | 98 | Percent Tested | 99 | 98 | 99 |
| API Base Score | 682 | 681 | 683 | API Base Score | 685 | 677 | 700 |
| Growth Target | 6 | 6 | 6 | Growth Target | 3 | -4 | 17 |
| Statewide Rank | 5 | 4 | 4 | | | | |
| Similar Schools Rank | 2 | 1 | 3 | | | | |

API - Racial and Ethnic Subgroups

| API Base Data | | | | API Growth Data | | | |
|---|------|------|------|---|--------------|--------------|--------------|
| | 2003 | 2004 | 2005 | | 2002 to 2003 | 2003 to 2004 | 2004 to 2005 |
| African American | | | | African American | | | |
| Percent Tested | | | | Percent Tested | | | |
| API Base Score | | | | API Base Score | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| Percent Tested | | | | Percent Tested | | | |
| API Base Score | | | | API Base Score | | | |
| Asian | | | | Asian | | | |
| Percent Tested | | | | Percent Tested | | | |
| API Base Score | | | | API Base Score | | | |
| Filipino | | | | Filipino | | | |
| Percent Tested | | | | Percent Tested | | | |
| API Base Score | | | | API Base Score | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| Percent Tested | 569 | 597 | 613 | Percent Tested | 602 | 601 | 647 |
| API Base Score | 5 | 5 | 5 | API Base Score | 33 | 4 | 34 |
| Pacific Islander | | | | Pacific Islander | | | |
| Percent Tested | | | | Percent Tested | | | |
| API Base Score | | | | API Base Score | | | |
| White (not Hispanic) | | | | White (not Hispanic) | | | |
| Percent Tested | 841 | 847 | | Percent Tested | 850 | 881 | |
| API Base Score | A | A | | API Base Score | 9 | 34 | |

API - Socioeconomically Disadvantaged Subgroup

| API Base Data | | | | API Growth Data | | | |
|----------------|------|------|------|-----------------|--------------|--------------|--------------|
| | 2003 | 2004 | 2005 | | 2002 to 2003 | 2003 to 2004 | 2004 to 2005 |
| Percent Tested | 520 | 531 | 576 | Percent Tested | 535 | 560 | 598 |
| API Base Score | 5 | 5 | 5 | API Base Score | 15 | 29 | 22 |

State Award and Intervention 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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

| Schoolwide | School | | | District | | |
|--------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | No | No | No | Yes | Yes | No |

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

| Schoolwide and Subgroups | School | | | District | | |
|----------------------------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | Yes | Yes | Yes | Yes | Yes |
| African American | N/A | N/A | N/A | No | Yes | No |
| American Indian or Alaska Native | N/A | N/A | N/A | Yes | Yes | Yes |
| Asian | N/A | N/A | N/A | Yes | Yes | Yes |
| Filipino | N/A | N/A | N/A | Yes | Yes | Yes |
| Hispanic or Latino | Yes | Yes | No | Yes | Yes | Yes |
| Pacific Islander | N/A | N/A | N/A | Yes | Yes | Yes |
| White (not Hispanic) | Yes | N/A | N/A | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | No | No | No | Yes | Yes | Yes |
| English Learners | No | No | No | Yes | Yes | Yes |
| Students with Disabilities | N/A | N/A | N/A | No | Yes | No |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

| | School | District |
|--|---------------|-----------------|
| First Year of Program Improvement Implementation | | |
| Year in Program Improvement (Implementation Level) | | |
| Year Exited Program Improvement | | |
| Number of Schools Currently in Program Improvement | ---- | 30 |
| Percent of Schools Currently in Program Improvement | ---- | 26.79 % |

Section VII - Class Size

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

| Grade Level | Avg Class Size | 2003 | | | Avg Class Size | 2004 | | | Avg Class Size | 2005 | | |
|--------------|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|
| | | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.3 | 3 | | | 20.5 | 1 | 1 | | 19.5 | 2 | | |
| 1 | 17.3 | 4 | | | 20.0 | 2 | 1 | | 19.3 | 3 | | |
| 2 | 18.3 | 3 | | | 17.3 | 3 | 1 | | 21.0 | | 3 | |
| 3 | 19.3 | 3 | | | 19.7 | 3 | | | 20.0 | 3 | | |
| 4 | 23.8 | 1 | 3 | | 25.5 | | 2 | | 26.5 | | 2 | |
| 5 | 25.0 | | 1 | | 22.3 | 1 | 2 | | 25.0 | | 1 | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

| Grade Level | Percent of Students Participating | | |
|-------------|-----------------------------------|------|------|
| | 2003 | 2004 | 2005 |
| 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 |

Section VIII - Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| | Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers |
|---|--|
| This School | 31.3 |
| All Schools in District | 28.5 |
| High-Poverty Schools in District | 16.1 |
| Low-Poverty Schools in District | 14.4 |

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

| | 2003 | 2004 | 2005 |
|--|------|------|------|
| Total Teachers | 21 | 21 | 22 |
| Teachers with Full Credential | 18 | 19 | 22 |
| Teachers Teaching Outside Subject Area (Full credential teaching outside subject area) | 1 | 0 | 2 |
| Teachers in Alternative Routes to Certification (District and university internships) | 0 | 0 | 0 |
| Pre-Internship | 1 | 1 | 0 |
| Teachers with Emergency Permits (Not qualified for credential/internship but meets minimum reqs) | 3 | 1 | 0 |
| Teachers with Waivers (No credential and doesn't qualify for Emergency Permit) | 0 | 0 | 0 |

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

| | 2004 | 2005 | 2006 |
|---|------|------|------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 2 | 1 |

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. For the 2005-06 school year, the most currently available data are reported.

| | 2004 | 2005 | 2006 |
|---------------------------------|------|------|------|
| Vacant Teacher Positions | 0 | 0 | 0 |

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

| | School | District |
|---|--------|----------|
| Doctorate | 0.0 | 1.3 |
| Master's Degree plus 30 or more semester hours | 0.0 | 0.6 |
| Master's Degree | 18.2 | 23.1 |
| Bachelor's Degree plus 30 or more semester hours | 77.3 | 62.4 |
| Bachelor's Degree | 4.6 | 12.5 |
| Less than Bachelor's Degree | 0.0 | 0.2 |

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

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 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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

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 onsite before and after school child care. We also have a school nurse and a counselor and MFT intern from Instituto Familiar de la Raza.

Counselors and other Support Staff (con't)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

| Title | FTE |
|---|------------|
| Counselor | |
| Librarian | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|--|---|
| | |

Section IX - Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary of overall achievement by subgroups.

Buena Vista'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

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 2004/05 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. 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. Ongoing assessment with analysis and on-going professional development create an exciting atmosphere of continual learner for our teachers modeling for our children the culture of "lifelong learning".

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

| Grade Level / Core Curriculum Areas | | Currency and Quality of Textbooks and Instructional Materials | |
|-------------------------------------|------------------------|---|------|
| K | Reading/Language Arts | Textbook Not Specified | Good |
| K | Mathematics | Textbook Not Specified | Good |
| K | History/Social Studies | Textbook Not Specified | Good |
| K | Science | Textbook Not Specified | Good |
| 1 | Reading/Language Arts | Textbook Not Specified | Good |
| 1 | Mathematics | Textbook Not Specified | Good |
| 1 | History/Social Studies | Textbook Not Specified | Good |
| 1 | Science | Textbook Not Specified | Good |
| 2 | Reading/Language Arts | Textbook Not Specified | Good |
| 2 | Mathematics | Textbook Not Specified | Good |
| 2 | History/Social Studies | Textbook Not Specified | Good |
| 2 | Science | Textbook Not Specified | Good |
| 3 | Reading/Language Arts | Textbook Not Specified | Good |
| 3 | Mathematics | Textbook Not Specified | Good |

| | | | |
|---|------------------------|------------------------|------|
| 3 | History/Social Studies | Textbook Not Specified | Good |
| 3 | Science | Textbook Not Specified | Good |
| 4 | Reading/Language Arts | Textbook Not Specified | Good |
| 4 | Mathematics | Textbook Not Specified | Good |
| 4 | History/Social Studies | Textbook Not Specified | Good |
| 4 | Science | Textbook Not Specified | Good |
| 5 | Reading/Language Arts | Textbook Not Specified | Good |
| 5 | Mathematics | Textbook Not Specified | Good |
| 5 | History/Social Studies | Textbook Not Specified | Good |
| 5 | Science | Textbook Not Specified | Good |

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

| Core Curriculum Areas | Availability of Textbooks and Instructional Materials |
|---|--|
| Reading/Language Arts | Sufficient Materials Available |
| Mathematics | Sufficient Materials Available |
| Science | Sufficient Materials Available |
| History-Social Science | Sufficient Materials Available |
| Foreign Language | Sufficient Materials Available |
| Health | Sufficient Materials Available |
| Science Laboratory Equipment (Gr 9-12) | Sufficient Materials Available |

Technology

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 are working towards the creation of a computer lab within our library using laptop computers and at this time have the assistance of a librarian media assistant one day a week.

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.

| Computers | |
|---|----|
| Number of Computers | 42 |
| Number of Classrooms with Internet | 1 |

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

| Grade Level | Instructional Minutes | |
|--------------------|------------------------------|--------------------|
| | Offered | Requirement |
| K | 53400 | 36,000 |
| 1 | 50850 | 50,400 |
| 2 | 50900 | 50,400 |
| 3 | 50900 | 50,400 |
| 4 | 55150 | 54,000 |
| 5 | 55150 | 54,000 |
| 6 | | 54,000 |
| 7 | | 54,000 |
| 8 | | 54,000 |
| 9 | | 64,800 |
| 10 | | 64,800 |
| 11 | | 64,800 |
| 12 | | 64,800 |

Total Number of Minimum Days

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

Any additional minimum days at this school and reasons:

No Text Submitted.

Some schools "bank" additional minutes for professional development:

No Text Submitted.

Section XI - Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$40,310 | \$37,061 |
| Mid-Range Teacher Salary | \$55,213 | \$58,294 |
| Highest Teacher Salary | \$70,407 | \$72,876 |
| Average Principal Salary (Elementary) | \$89,885 | \$94,471 |
| Average Principal Salary (Middle) | \$94,152 | \$98,940 |
| Average Principal Salary (High) | \$98,209 | \$107,418 |
| Superintendent Salary | \$223,525 | \$179,061 |
| Percent of Budget for Teacher Salaries | 34.8 % | 41.4 % |
| Percent of Budget for Administrative Salaries | 5.0 % | 5.1 % |

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

| District Total Dollars | District Dollars per Student (ADA) | State Average For Districts In Same Category - Dollars per Student (ADA) | State Average For All Districts - Dollars per Student (ADA) |
|------------------------|------------------------------------|--|---|
| \$392,286,240 | \$7,560 | \$6,987 | \$6,919 |

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

After School Learning

Bay Area Writing Project (BAWP)

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

Extended Literacy Collaborative

Reading Recovery

San Francisco Education Fund

School Site Comprehensive Title VII Grants

SED Mental Health Partnership