

# School Accountability Report Card

## School Year 2006-07

*(Published during 2007-08)*

### Buena Vista Alternative School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## Section I - About This School

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Buena Vista Alternative is the oldest Spanish Immersion Pre-K to 5th grade program in San Francisco. The entire school is Spanish Immersion. Our mission is to produce students who are not only bilingual and biliterate but who have a strong sense of self, purpose and place in our society. We have an expanding Gifted and Talented Education (GATE) program as well as two Special Day Classes (SDC) and a Resource Specialist Program (RSP), in order to assist students with their special needs. There is a strong emphasis on the visual and performing arts at Buena Vista. We also have a strong physical education program along with quality afterschool programs.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

We have a strong PTA which organizes many school wide events allowing for many opportunities for parent/caregiver involvement. These activities include involvement with Carnival, Silent Auction, Read-a-thon, classroom trips and other cultural and fundraising events. Parents/caregivers assist with the teaching of the visual and performing arts in the classroom as well as helping out with other tasks in the classroom and schoolwide. Caregivers and parents are involved with the Gifted Advisory Committee (GAC) and with the English Language Acquisition Committee (ELAC) advising the administration as to the needs of the students. Parent participation is a strong aspect of the culture of Buena Vista Alternative Elementary School and is highly valued by all.

### Student Enrollment By Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
<b>K</b>	64
<b>1</b>	63
<b>2</b>	60
<b>3</b>	61
<b>4</b>	57
<b>5</b>	62
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	367

## Student Enrollment By Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	7
American Indian or Alaska Native	1.91
Asian	4.9
Filipino	1
Hispanic or Latino	59
Pacific Islander	
White (Not Hispanic)	15.26
Multiple or No Response	11.17
Socioeconomically Disadvantaged	48
English Learners	48
Students with Disabilities	11

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2004-05			Avg Class Size	2005-06			Avg Class Size	2006-07		
		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	19.5	2			20	3			20	2	1	
1	19.3	3			19.7	3			20	3		
2	21		3		19.7	3			18.3	3		
3	20	3			18.3	3			20	3		
4	26.5		2		29		2		27.5		2	
5	25		1		29		2		27.5		2	
6												
K-3												
3-4												
4-8												
Other												

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 that participated in the Class Size Reduction Program. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K-3	99.3	99.3	99.3

## Section II - School Climate

### **School Safety Plan**

This section provides information about the school's comprehensive safety plan.

The school safety plan includes the existence of an Emergency Response Team, a School Climate Committee and a Coordinated Service Team. The staff reviews the Safe School Plan yearly and participates in regular planned drills such as fire drills, earthquake drills and other emergency drills. Monthly Emergency Response Team meetings take place to review proper emergency protocol. The School Climate Committee meets monthly in order to insure a positive and communicative environment which includes a school-wide conflict resolution program. A "good sportsmanship" program and the creation of Junior Coaches is implemented by the Sports4Kids physical education program. The School Safety Plan is upgraded often and supported by the community organization SAFE which sponsors yearly community meeting

### **School Discipline Practices**

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Student and Parent/Guardian Handbook for the San Francisco Unified School District 2007-2008 is the book followed to enforce district wide rules which will allow all of our students to be safe and free of distractions in their schools. One of the Pupil Services highest priorities this year is to enforce trunacy laws. We encourage all students to practice respect for themselves and others to avoid any disciplinary issues.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	5	6	6
Expulsions	0	0	0	0	0	0

Section III (School Facilities) begins on next page.

## Section III - School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The front of the school contains a new large mosaic completed in the spring of 2006. The Buena Vista Elementary School building was built in the 1960's and contains lead-free water pipes. The school's playground includes a play structure and basketball courts as well as different game areas. The playground opens up to a private park allowing children to play in the grass and under large trees. A new roof was installed in the summer of 2006. The rest of the building, including the bathrooms are clean and in good repair. The campus also contains a cafeteria, a stage area for performances and a library. Plans for improvement of the library and the creation of a computer lab are underway and expected to be completed in the Spring of 2007.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior & exterior)	X			
Interior Surfaces (walls, floors & ceilings)	X			
Hazardous Materials (interior & exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior & exterior)	X			Room 17, missing receptacle cover, WO.
Pest/Vermin Infestation	X			
Drinking Fountains	X			Room 16, low pressure, WO.
Restrooms			X	1st fl boys, tile broken, door latch broken, sink handle missing, smells bad. 1st fl girls missing soap dispenser, WO
Sewer	X			
Roofs	X			
Playground/School Grounds			X	Repair matting at slide, WO. Repair asphalt, DM.
Overall Cleanliness	X			

WO - Work Order.      DM - Deferred Maintenance.

## **Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

<b>Item Inspected</b>	<b>Facility Condition</b>			
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Overall Summary</b>		X		

Section IV (Teachers) begins on next page.

## Section IV - Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	22	22	20	3123
<b>Without Full Credential</b>	0	0	1	101
<b>Teaching Outside Subject Area of Competence</b>	2	1	0	—

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
<b>This School</b>	88.9	11.1
<b>All Schools in District</b>	86	14
<b>High-Poverty Schools in District</b>	74	26
<b>Low-Poverty Schools in District</b>	84.9	15.1

## **Substitute Teacher Availability**

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

SFUSD realizes the importance of having a high quality teacher in the classroom everyday. To accomplish this goal while accommodating teacher absences and professional development days, we provide permanent substitutes to STAR schools and recently implemented a new substitute system to better facilitate the placement of substitutes at all schools. The new substitute system features web and phone access - saving users' time and providing better reporting capabilities to administrators.

## **Teacher Evaluation Process**

This section provides information about the procedures and the criteria used for teacher evaluations.

SFUSD's teacher evaluation system is primarily based on the California Standards for the Teaching Profession (CSTP), which includes a pre-observation protocol to review the Content and Performance Standards, a teacher post-observation self-reflection opportunity and a post-observation protocol.

Administrators are trained in CSTP evidence based observations, as well as in reflective questions and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in SFUSD. For teachers who are not performing at a satisfactory level, the district has a Peer Assistance and Review (PAR) program.

## **Section V - Support Staff**

### **Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<b>Psychologist</b>		----
<b>Social Worker</b>		----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>		----
<b>Other</b>		----

## Section VI - Curriculum and Instructional Materials

### **Quality, Currency, and Availability of Textbooks and Instructional Materials**

#### ***For High Schools (grades 9-12)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2007-2008 school year, and were provided for all high school students enrolled in: first year algebra, biotechnology, U.S. history, American democracy, and some AP history classes. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2007 meeting of the Board of Education. Insufficiencies exist for some high schools in the areas of health and world languages, but class sets are available. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

#### ***For Elementary and Middle Schools (grades K-8)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2007-2008, new science instructional materials were provided for all students in grades K-8, and replacements were provided for core curriculum materials for which the need was identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2007, meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

[http://portal.sfusd.edu/template/default.cfm?page=chief\\_academic.libserv](http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv)

**Section VII (School Finances) begins on next page.**

## Section VII - School Finances

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$4,687	\$875	\$3,812	\$54,664
District	----	----	\$3,812	\$54,664
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$4,943	\$60,032
Percent Difference - School Site and State	----	----	-18.8%	-8.9%

### **Types of Services Funded**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Our PTA and SFUSD provide funding for an extension visual and performing arts program which include music and dance. The Sports4Kids program provide physical education opportunities and organized game playing. We have an English Language Specialist to help English Language Learners and a Spanish Language Specialist to help our Spanish Language Learners. We have a Learning Support Counselor (LSC) in order to help work with and refer students for medical and mental health services. We have a student advisor which helps with attendance and student council. Our "I'm Going To College" program, with the help of San Francisco State University helps to orient students to attending college. Our Librarian helps to organize the library and reads to the children on an on-going basis.

### **Teacher and Administrative Salaries (Fiscal Year 2005-06)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,259	\$38,937
Mid-Range Teacher Salary	\$56,317	\$61,080
Highest Teacher Salary	\$71,815	\$76,443
Average Principal Salary (Elementary)	\$87,923	\$99,694
Average Principal Salary (Middle)	\$91,700	\$103,687
Average Principal Salary (High)	\$96,882	\$112,983
Superintendent Salary	\$250,000	\$195,054
Percent of Budget for Teacher Salaries	35%	40%
Percent of Budget for Administrative Salaries	5%	5%

## Section VIII - Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 9, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	33	37	29	45	47	49	40	42	43
Mathematics	40	40	30	46	48	49	38	40	40
Science	36	46	39	30	39	45	27	35	38
History-Social Science				40	38	41	32	33	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	29	14		
American Indian or Alaska Native	*	*	*	
Asian	42	50		
Filipino			*	
Hispanic or Latino	15	20	23	
Pacific Islander				
White (not Hispanic)	69	53	*	

## CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	23	27	43	
Female	34	32	34	
Economically Disadvantaged	14	18	21	
English Learners	5	15	15	
Students with Disabilities	0	0	*	
Students Receiving Migrant Education Services	0	17	*	

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling and mathematics in grades 3 and 7 only. The results are reported as a percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## NRT Results for All Students - Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	34	39	38	43	45	42	41	42	42
Mathematics	55	39	42	59	61	61	52	53	53

## NRT - Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	% of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	24	31
Pacific Islander		
White (not Hispanic)		
Male	31	35

<b>Female</b>	44	47
<b>Economically Disadvantaged</b>	19	28
<b>English Learners</b>	12	24
<b>Students with Disabilities</b>	*	*
<b>Students Receiving Migrant Education Services</b>		

### **California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, 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.

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>
<b>Grade 5</b>	24
<b>Grade 7</b>	
<b>Grade 9</b>	

Section IX (Accountability) begins on next page.

## Section IX - Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	3	N/A
Similar Schools	2	1	N/A

### API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: 'N/A' means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	17	13	-52	659
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	-6	-54	585
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	22	9	-21	584
English Learners	----	----	-43	539
Students with Disabilities	----	----		

### State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## **AYP Overall and by Criteria**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	No	Yes
<b>Percent Proficient - English-Language Arts</b>	No	Yes
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	Yes

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2006-2007
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	----	28
<b>Percent of Schools Currently in Program Improvement</b>	----	25 %

## **Section X - School Completion and Postsecondary Preparation**

Not Applicable.

## Section XI - Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

We adhere to a strict language separation model, where teachers teach the children in one language and mixing languages is not practised. Our Spanish Immersion program is a 90/10 model, meaning that children begin in Kindergarten 90% of their time in Spanish and 10% in English. In first grade: 80%Spanish/20%English, in second grade: 70% Spanish/30% English, third grade 60%Spanish/40%English and in fourth and fifth grade: 50% Spanish/50% English. There is specific time for children who have English Language Development needs. We also have a Spanish Language Specialist assisting students who need extra Spanish support. Our school's leadership team, consisting of teachers representing all of the grade levels, meets regularly to discuss and address the academic concerns of our students.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to 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 fo professional development during the academic year.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade. Total instruction days in SFUSD is 180 days.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	49,150	36,000
1	51,700	50,400
2	51,750	50,400
3	51,750	50,400
4	54,300	54,000
5	54,300	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

## **Minimum Days in School Year**

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In all San Francisco Unified District schools in grades K through 8: 10 minimum days provide time for parent and teacher conferences during the Fall and Spring Parent Conference weeks, also three minimum days per year make time for teachers to participate 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.

**End of SARC Document.**