

# Buena Vista Alternative Elementary School

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Ms. Linda Luevano, Principal

## 1992-1993 School Accountability Report Card

San Francisco Unified School District

Fall, 1992

### District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability. In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students. Each school has a set of objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

#### Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

### School Description

Buena Vista is a Spanish Bilingual Immersion Program. This is an instructional program in which English speaking students along with Spanish speaking students study subject content using Spanish as the language of communication. Spanish is taught naturally through integrated thematic units that are aligned with the District core curriculum and the state frameworks. All grades receive daily English and Spanish Language Arts. Literacy is introduced in Spanish in the first grade. English reading instruction begins formally in the second grade. Teachers are consistent models of one language of instruction and teaming is required to insure that all students' social and academic needs are being met by the Spanish and English instructional team. Music, dance, drama and reading, are integrated in science, math and history, social studies with a multi-cultural emphasis. Students are expected to achieve at the same level as their counterparts in both languages in regular classrooms. Staff and parents hold high expectations for student success and work to achieve and enrich the school goals through cooperation and open communication.

### Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Staff development is focused on articulating the Immersion curriculum and on providing continuity and sequential skill development in grades K-5. In addition, this year staff and school community will receive 4 release days to participate in the Accelerated Schools Project. This restructuring model will facilitate an in-depth self-study, the establishment of unity of purpose and the prioritization of areas of concern. Grants this year include Family Science, and Photography in the Classroom.

Grade Span:	K-5	Student Enrollment:	342	LEP/NEP*:	16.4%
Building (sq.ft.):	32,490	Average Daily Attendance:	99.9%	Special Education:	6.7%
Yr of Construction:	1969	Optional Enrollment Requests:	100.0%	EDY**:	31.9%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	44	GATE:	13.7%

461-11/1/92 by Planning, Research, and Information Systems

\*LEP/NEP: Limited English Proficient or Non English Proficient  
\*\*EDY: Educationally Disadvantaged Youth

## Counseling and Student Support Services

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. Buena Vista has a student advisor, librarian, parent volunteer coordinator, itinerant speech therapist and resource specialist teacher. With the support of the P.T.A. and grants, we have one dance artist and a photography program. Parent volunteers are evidenced in all aspects of the school. Other assistance programs include Student Services, San Francisco Volunteers and a before school peer/parent tutoring and library service program.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1991-92 was 99.0% and the dropout rate was 1.9%. At Buena Vista, attendance for the year was 99.9%, excused absences were 5.1%, unexcused absences were 0.1% and the dropout rate was 0.6%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. The student advisor, principal and secretary monitor absences and tardies daily. The commitment and collaboration of staff and parents keeps attendance close to 100%.

## Teacher Assignment

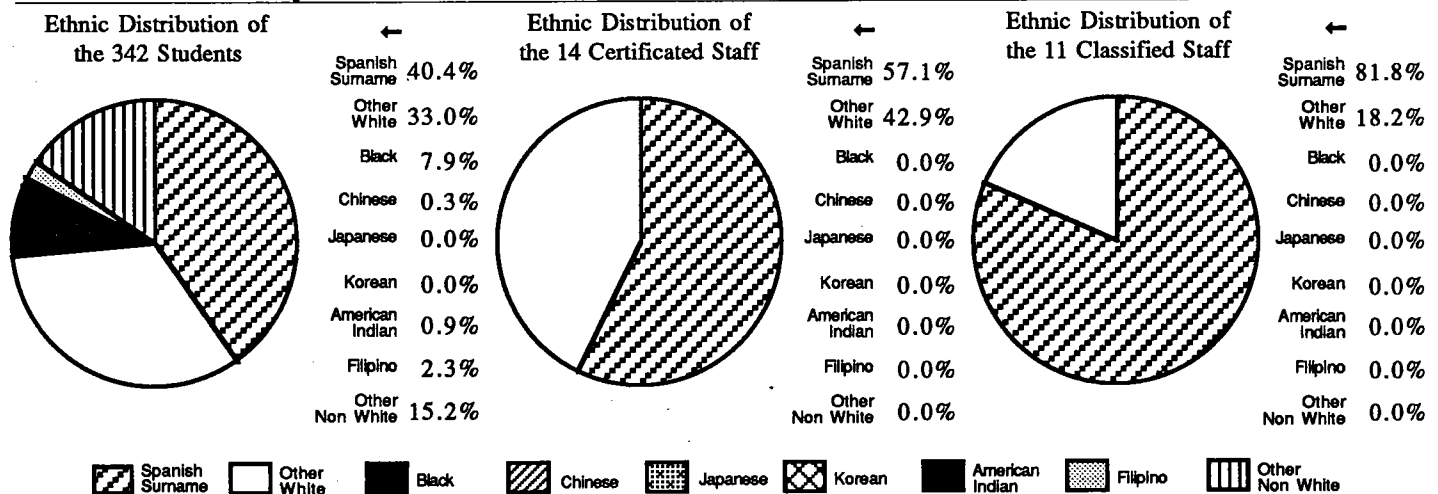
Out of 3,042 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At Buena Vista, 10 bilingual teachers meet the credential needs of the Spanish Immersion program. In addition we have a Spanish bilingual special education teacher and pre-K teacher on staff. One teacher with bilingual skills is on emergency credential. He is pursuing bilingual credentialing.

Objective 1m: 1991-92 dropout rate will be reduced from its 1990-91 level.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	31.3	29.5
1	26.0	24	26.5	21.3
2	26.0	24	26.0	28.0
3	29.8	25	29.3	28.0
4	32.2	30	27.7	34.0
5	32.2	30	29.0	29.0

## Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Buena Vista, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Student Services, student advisor, cross age game program, Student Study Team, the before school peer/parent tutoring program and on-going parent contacts.

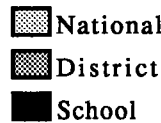
*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*



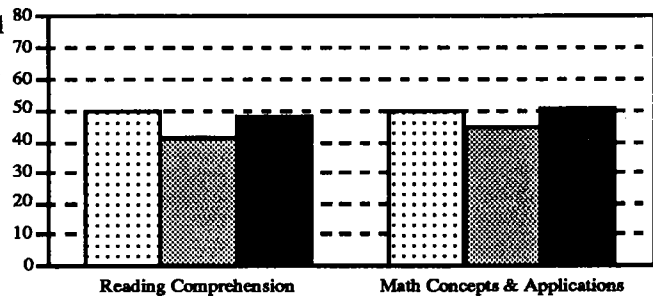
## Student Achievement

### CAP Scores

The California Assessment Program (CAP) tests for Grades 4 and 5 are currently being developed by the California State Department of Education. In Spring 1993 Grade 4 students will be tested in English-Language Arts (Reading and Writing) and in Mathematics. Grade 5 students will take trial tests in Science and History/Social Science.



### CTBS



LEP/NEP = 16.4%      Special Education = 6.7%      EDY = 31.9%      GATE & High Potential = 13.7%

The California Assessment Program (CAP) is a state mandated annual test. It is currently being revised with trial tests being given at grades 4,5,8, and 10. Portions of the comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

In 1991-92, 24 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1e; Desegregation, Tenets, and Site Plan: 4a, - 4g. GROUP B: College Preparation, and Graduation: 1f, - 1j; Attendance and Drop-out Prevention: 1k, - 1m; Parent Participation, School Environment and School Portfolio Assessment: 2a, 3a, 3b, 4h. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Criteria for meeting the objectives were: 0 - 6, NOT MET; 7 - 11, PARTIALLY MET and 12 -13, FULLY MET. Buena Vista has successfully met 11 out of 13 objectives.

## Quality of School Instruction and Leadership

The Buena Vista school community is dedicated to a learning environment that encourages academic excellence and personal growth for all students in an atmosphere of concern and mutual respect. A committed staff provides continuous encouragement, guidance, recognition and positive reinforcement for all students. There is a school-wide homework and discipline policy. Shared decision making, team teaching and mentoring keep morale high. Parents are actively engaged in the School Site Council, P.T.A. and volunteer committees. Staff and parents work together to provide a caring and enriching educational program that promotes life-long learning and social responsibility.

### Substitute Teachers

During the Spring of the 1991-92 school year, the Buena Vista teacher attendance rate was 99%.

## Expenditures and Services Offered

1990-91 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,587	26,136
Mid-range Teacher Salary	39,614	40,394
Highest Teacher Salary	50,275	47,162
Principal's Average Salary	64,128	60,942
Superintendent Salary	112,047	116,000
* Districts over 25,000 ADA		

## **Textbooks and Instructional Materials**

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials were adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. Buena Vista selects materials to meet the unique needs of our students in the Spanish Immersion program. Supplementary materials are used with our GATE and other special students to extend the curriculum. Parent groups have purchased: multiple copies of Spanish literature, P.E. equipment, software, assembly programs, instructional materials and field trips.

## **School Facilities and Safety**

### **Current Conditions:**

Parents have painted rooms and the back drop of the stage, installed shelves and made other general building repairs at the annual work day.

### **Planned Improvements:**

The yard will be re-lined and a map of the U.S. is to be painted on the black top. Parents will install volleyball poles.

### **Needed Improvements:**

The building exterior and hallways need to be painted. The yard benches need to be sanded down and painted. The playground should be re-surfaced.

*Objective 3b: The appearance of the school site will be improved*



## **Parent Involvement**

Parent participation is vital to the success of our program. Staff and parents work together to enrich the learning environment. The P.T. A. engages in active fund raising, educational, socials, work-days and supporting school-wide projects. Parents volunteer in the classroom. Room Parents enhance grade level programs and activate phone trees. The School Site Council makes decisions affecting the school plan and state funding. Parents are always welcome and are highly valued resources.

*If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.*

*Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.*

*Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa về tài liệu này bằng tiếng Việt.*

*請打電話向學校詢問有關訓練程序日期之中文說明文件。*

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.*



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