

Buena Vista Alternative Elementary School

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S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Buena Vista Alternative School's Spanish Bilingual 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. By graduation, students achieve communicative fluency and functional literacy in English and Spanish.

Our diverse student population is helped to meet the challenge of bilingual immersion education through experiences that enhance self-esteem, cooperation, and creative solutions to conflict. Parents are an integral part of the school community. Staff members are knowledgeable professionals and are either English or Spanish language models.

The curriculum is presented in integrated thematic units which ensure the acquisition of essential information and skills, encourage natural curiosity, critical awareness, multicultural awareness and the delight of discovery, in short, the life-long love of learning. Activities are experiential, multi-sensory and address multiple learning modalities, encouraging an engaging, satisfying, and meaning-based curriculum. Teachers and students have daily opportunities to use technology in purposeful ways. Second language acquisition occurs in a natural and effective manner.

Buena Vista is a place where everyone feels challenged, responsible, appreciated and free to do his or her best.

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.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Evaluate and modify our math program to ensure that all students develop skills and understand concepts that meet challenging and specific benchmark standards. 2) Standardize evaluative instruments and processes to ensure objective, authentic, and useful assessment procedures for measuring and describing student improvement and program effectiveness. 3) Develop a strategy to ensure that Spanish dominant students graduate fully fluent in English and Spanish, demonstrating academic language and basic communication skills.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	355	LEP/NEP*:	24.5%
Building (sq.ft.):	32,490	Average Daily Attendance:	99.8%	Special Education:	12.1%
Year of Construction:	1969	Optional Enrollment Requests:	100%	EDY**:	39.4%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		% Objectives Met***:	77%

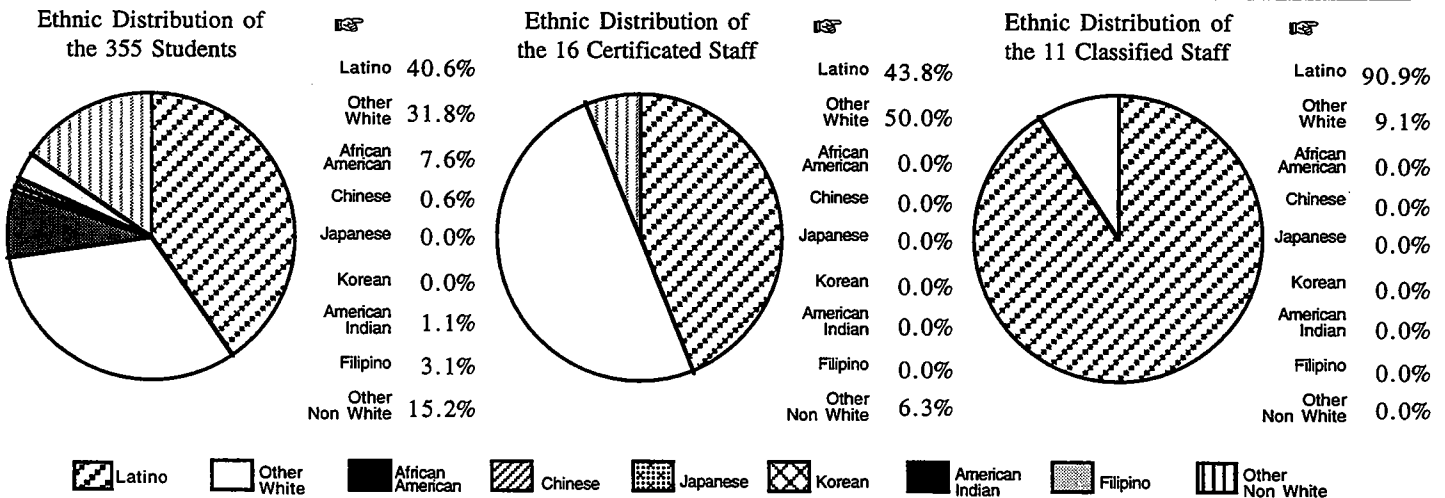
Counseling and Student Support Services

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, a library paraprofessional, an itinerant speech therapist and a resource specialist teacher. With the support of the P.T.A. and grants, we have one dance artist and a photography teacher. Parent volunteers are evidenced in all aspects of the school. Other assistance programs include Student Services, San Francisco School Volunteers, a before school peer/parent tutoring program, a library service program, and on-site before and after school childcare.

Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. All of the classroom teachers meet the credential needs of the Spanish Bilingual Immersion Program. We have one fully credentialed Spanish bilingual special education teacher and one special education teacher working toward her credential. We also have a full time resource teacher, a half time classroom resource teacher, a half time Reading Recovery resource teacher, a full time Resource Specialist teacher, an itinerant music teacher, and a pre-K teacher on staff.

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. (Based upon previous year's enrollment.)*

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Buena Vista, attendance for the year was 99.8%, excused absences were 3.9%, unexcused absences were 0.2% and the dropout rate was 2.9%. 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, secretary and/or principal monitor absences and tardies daily. The commitment and collaboration of staff and parents keeps attendance close to 100%.

Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	34.5	36,000
1	26.0	24	27.2	29.5	50,400
2	26.0	24	27.4	30.0	50,400
3	29.8	25	26.7	22.7	50,400
4	32.2	30	27.5	19.3	54,000
5	32.2	30	28.1	22.0	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.