

# Buena Vista Elementary School

2641 25th Street, San Francisco CA 94110, Phone (415) 695-5875

Ms. Adelina Aramburo, Principal

S.F.U.S.D.

## 1996-1997 School Accountability Report Card

Fall, 1996

### 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. Parents who select our school share our goals to create students who are:

- \*bilingual and biliterate, with first-rate academic skills across the curriculum;
- \*sensitive to and appreciative of our diverse society;
- \*critical thinkers able to analyze data, question dogma; communicate information, and solve real-world problems using a range of strategies;
- \*creative and confident producers of artistic expression and intellectual innovation in a variety of forms; and
- \*responsible for their behaviour and their social and natural environment.

The curriculum is presented in integrated thematic units to ensure the acquisition of essential information and skills, encourage natural curiosity, critical awareness, the delight of discovery, and the life-long love of learning. Teachers and students have opportunities to use technology in purposeful ways. 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. 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) Standardize evaluative instruments and processes to ensure objective, authentic, and useful assessment procedures for measuring and describing student improvement and program effectiveness. 2) Develop a strategy to ensure that Spanish dominant students graduate fully fluent in English and Spanish, demonstrating academic language and basic communication skills. English-dominant students will develop high-level English skills and meet specific standards in Spanish as well. 3) Evaluate and modify our math program to ensure that all students develop skills and understand concepts.

### Philosophical Tenets

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

- |  |   |  |  |
|--|---|--|--|
| * 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.        |   | * 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. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. |  | * 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:	369	LEP/NEP*:	23.8%
Building (sq.ft.):	32,500	Average Daily Attendance:	99.9%	EDY**:	36.9%
Year of Construction:	1969	Optional Enrollment Requests:	100.0%	% Objectives Met***:	77%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## 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 PTA and grants, we have a dance artist, a photography teacher, and an art teacher to enrich our curriculum. 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, a library service program and on site before and after school childcare. A Caldecott award winner (illustrator and author) will be hired through a Title VI grant to integrate art and literature into the curriculum.

## Teacher Assignment

Out of 2,663 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. Most of the classroom teachers meet the credential needs of the Spanish Bilingual Immersion Program. Those who do not meet the credential needs are very close to completing their program. We also have two bilingual special education teachers, a half time Reading Recovery resource teacher, a full time Resource Specialist teacher, an itinerant music teacher, an itinerant speech teacher, and a pre-K teacher on staff.

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1995-96 was 99.1% and the dropout rate was 1.7%. At Buena Vista, attendance for the year was 99.9%, excused absences were 4.6%, unexcused absences were 0.1% and the dropout rate was 0.0%. 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. Parents call into the office whenever their children are absent. A daily log is kept of all tardies and absences. The commitment and collaboration of staff and parents keeps attendance close to 100%.

Objective 1o: 1995-96 dropout rate will be reduced from its 1994-95 level.\*

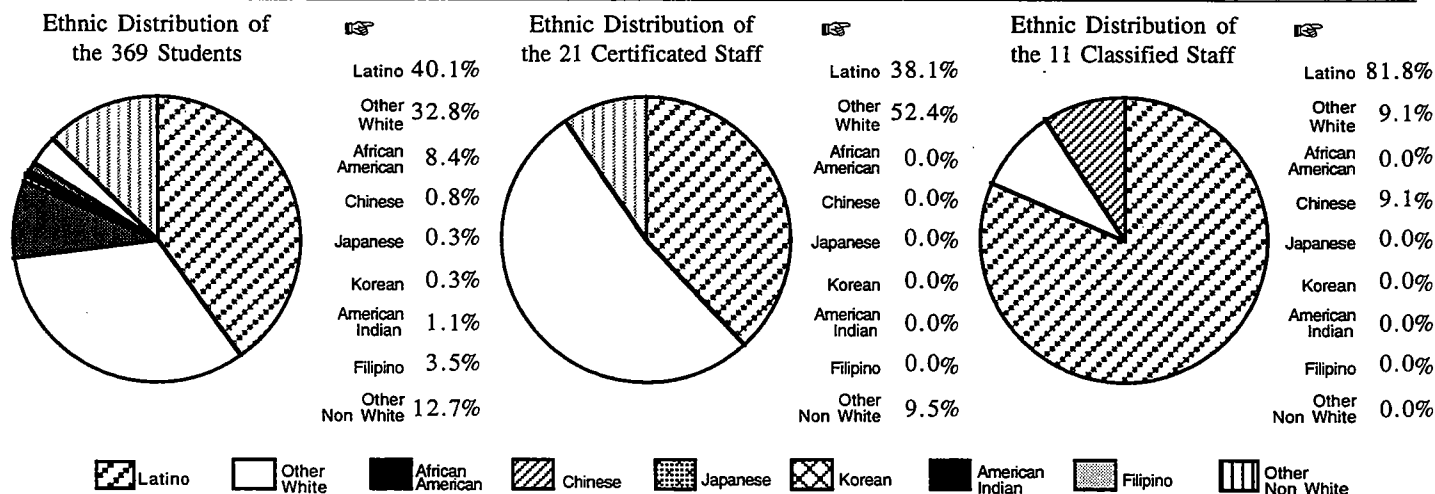
## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	13.0	43,200
1	***	24	19.0	20.0	50,400
2	***	24	18.8	19.3	50,400
3	***	25	24.5	23.3	50,400
4	32.2	30	26.6	22.0	54,000
5	32.2	30	27.3	21.5	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.

\*\*\* Grades K-2 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program; Grade 3 class size goal of 25 set according to the Educational Equity Act of 1996.

## 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.)\*

Buena Vista's Hiring and Interview Committee, composed of the principal, parents, and teachers will actively recruit classified and certificated candidates who reflect Buena Vista's diverse student population.

\*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.

## Teacher Evaluation

Administrators, probationary and long term substitute 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: we have a student advisor, a student monitoring program, a Student Study Team, the before school peer/parent tutoring program, on-going parent contacts, and a fledgling student council. Tribes strategies are implemented in the classrooms.

Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.\*

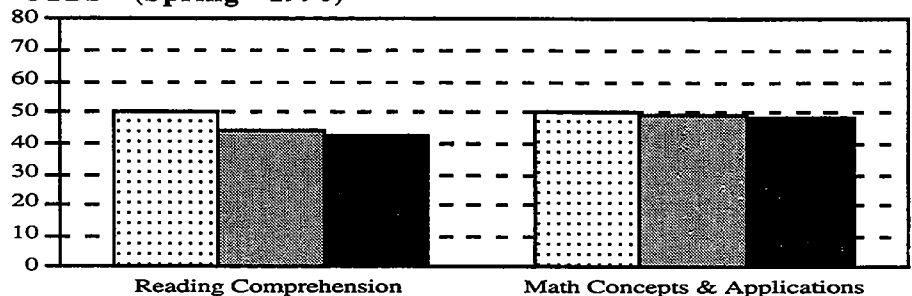


## Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS:  National  
 District  
 School

CTBS (Spring 1996)



LEP/NEP = 23.8%

Special Education = 11.7%

EDY = 36.9%

GATE & High Potential = 6.0%

## Teacher/Staff Professional Development, and Curriculum Improvement

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 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 for continuous instructional improvement. Staff members are committed to broadening their educational perspectives. Many have attended the OLE Institute and are teacher leaders in the implementation of the math program throughout the district. We are also committed to Project 2061. Additional staff development days will be devoted to reviewing our bilingual immersion goals and objectives, improving upon the existing portfolio assessments, developing a shared governance model, continuing Tribes training, and evaluating our program at the end of the year.

## Quality of School Instruction and Leadership

Our 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 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 involved in the School Site Coalition, the Latino Parents' Group, the Gay/Lesbian Parents' Group, and the P.T.A. 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 1995-96 school year, the Buena Vista teacher attendance rate was 96%. Bilingual substitute teachers are our first priority. When they are not provided by the district, the principal and resource staff assist in the classrooms when teachers are absent.

## Average Salaries, Budget Percentages and Expenditure Per Student

1994-95 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,337	\$27,194
Mid-range Teacher Salary	\$42,801	\$41,976
Highest Teacher Salary	\$49,804	\$49,069
Principal's Average Salary	\$67,179	**\$64,213
Superintendent's Salary	\$111,308	\$129,600
Expenditure per Student	-	**\$3,325
% of Budget for Teacher Salaries	43.67%	41.12%
% of Budget for Administrators	5.22%	3.70%

\* Districts over 20,000 ADA  
 \*\* Elementary Schools Only

## 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 and District priorities. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there was the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. Buena Vista selects materials to meet the unique needs of our students in the Spanish Bilingual Immersion program. Supplementary materials are used with our State Compensatory Education funds, GATE funds and other special education funds to extend the curriculum. Parent groups have purchased: multiple copies of Spanish literature, P.E. equipment, software, assembly programs, instructional materials and field trips. We recently received fourteen MacIntosh computers for the classrooms and parents continue to donate computer hardware to the school.

## School Facilities and Safety

### *Current Conditions:*

The building has been renovated both inside and outside in the past two years. Staff and parents were involved during the design component of the project. The building has been painted inside and outside and artistic touches have been added to reflect the culture of the school.

### *Planned Improvements:*

We will upgrade the networking system. The playground will also be resurfaced.

### *Needed Improvements:*

The playground needs to be re-surfaced and relined.

*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 PTA engages in active fund raising, educationals, socials, work-days and school-wide projects. Parents volunteer in the classroom. Room Parents enhance grade level programs and activate phone trees to inform the school community. The School Site Coalition makes decisions affecting the school plan and state funding. In addition, the Latino Parents' Group and the Gay/Lesbian Parents' Group provide additional support to our school community. All parents are an integral component of our program and are highly valued resources.

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



For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

## San Francisco Unified School District

135 Van Ness Avenue  
San Francisco, CA 94102

Attn: Buena Vista Elementary School