

School Accountability Report Card

School Year 2001-2002

SFUSD #420

CA ID #6040703

Alvarado Elementary School

625 Douglass Street, San Francisco, CA 94114

Ms Phyllis Matsuno, Principal

Phone: 415-695-5695

FAX: 415-695-5447

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Phone: 415-695-5695

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Enrollment: 465
Grades Served: K-5
email: sch420@muse.sfusd.edu
Web Site:
www.sfusd.edu/schwww/sch420

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Superintendent: Dr. Arlene Ackerman
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School Description

Alvarado is a unique school that offers excellence in both an academic and creative arts curriculum. Our classroom environments offer an instructional challenge to each of our students, to stretch to their full potential. We offer an outstanding Spanish Immersion Program; Perceptual Motor Program; Computer Lab; Science Lab; Visual and Performing Arts Program. Our after school programs include tutorial, exciting clubs and supervised play activities. We also have a fee-based after school childcare center. Alvarado views itself as a school family committed to the academic, social, and emotional growth of each student. We draw our students mainly from Noe Valley, Mission and Visitacion Valley neighborhoods. We provide an environment that celebrates our multicultural diversity and are proud of the positive, warm feeling that is present both in our school and with the three communities that we serve. We are building a collaborative decision-making community consisting of the administrator, teachers, support staff, parents and students, all striving to create a child-centered school environment that is challenging, safe, clean and well-organized. We teach students character values such as respect, compassion, generosity, etc. We reward positive student achievement and we have a student government that encourages individual leadership. Students at Alvarado will be confident, independent learners who can make wise choices and thrive in the world community. We will hold ourselves responsible for creating the climate of excellence that allows each to perform to their fullest potential.

Vision Statement

Students at Alvarado will be confident, independent learners who can make wise choices and thrive in the world community.

Our main focus this year is to raise the academic achievement in both math and reading for African Americans, Latinos and ELLs to NCE 50 plus in SAT9 or SABE.

- * The Alvarado School Community knows every child can learn and succeed.
- * We will equip each child with critical thinking and problem-solving skills...
- * We will treat each child with dignity and respect
- * We will provide a clean, healthy, safe, beautiful environment
- * We want every child to leave Alvarado with a sense of personal responsibility, coupled with a belief in liberties and rights
- * We will promote partnerships that increase parental and community participation in Alvarado

Our school focus will be on academic achievement through integrating core curriculum with the arts, science, gardening and computer technology.

We hold ourselves responsible for creating the climate of excellence that allows each to perform to their fullest potential.

Opportunities for Parental Involvement

Contact Person Name: Rikki Bryant and Nancy Hawkins

Contact Person Phone Number: 695-5699

Organized opportunities for parental involvement:

Classroom tutoring, library, classroom assistance, fundraising, literacy committee, arts committee, school advisory committees, health fair, PTA committees and offices, yard supervision, games, afterschool tutoring. Talents are matched to needs in the school.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	51	11.0
American Indian or Alaska Native	8	1.7
Asian-American	46	9.9
Filipino-American	9	1.9
Hispanic or Latino	204	43.9
Pacific Islander	0	
White (Not Hispanic)	137	29.5
Other	10	2.2

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 9-14-2001

Date Last Reviewed with Staff: 10-9-2001

Key elements of School Safety Plan:

Evacuation for fire, earthquake, emergencies. Resource/administrative staff by room numbers.

Incorporating Peaceful Streets education for 4th and 5th grades.

Health education, Tribes, Health Fair, Crisis Intervention.

School police officer to discuss use of 911, crossing streets, safety.

School Programs and Practices that Promote a Positive Learning Environment

Integration of Spanish Immersion children and general education children during lunch.

Rotation of children of both programs integrating to teach thematically.

Morning bilingual/multilingual assemblies daily to focus on learning, affirming diversity through saying good morning, buenos dias and teaching it in 20 other languages. We sing songs in English and Spanish; we sing "Lift Every Voice and Sing", to affirm our African American children. We celebrate diversity through various assemblies and performances. We exchange assemblies with Alice Fong Yu who does Lunar New Year and we do Cinco de Mayo. We have sand tray, counseling, Tribes, Urban Systemic Program to promote math, technology and science. We have rich arts program --visual, performing, theater, music, clay--which enables children to access core curriculum utilizing both hands, developing both left and right brains, increasing capacity.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	6	6	4	1,712	1,935	1,791
Suspensions (rate)	1.3%	1.3%	0.9%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Alvarado ES, 4 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 expect excellence! We make home visits, counsel and offer sports programs that teach cooperation and self esteem. We have conflict-managers which teaches non-violence, student government offering leadership opportunities and we reward achievement.

School Facilities

Safety, cleanliness and adequacy of school facilities.

School is maintained, not only by district repairing things, but also by parents and teachers working together during Clean Sweep Day to make our school shine.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

We have adequate classroom space, upper and lower playground space; however, there is not enough space for adjunct testing.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The restrooms are too large and hard to maintain. Floors have been patched in hallways and classrooms numerous times. It would be nice to have water fountains in the lower yard.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

We have an antiquated fire alarm system. We cannot control the temperature of the rooms.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Children recycle. When graffiti appears, it is removed immediately by our own staff, grounds are cleaned.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

The floors are uneven and we need new fire alarm system. Requests have been made.

Success of these efforts.

Floors were patched. We're on list for new fire alarm system.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests 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 standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			53			37			32
3			29			31			30
4			42			34			33
5			26			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	59	47	18	64	35	65	
3	34	27	5	44	12	53	
4	38	53	12	56	24	60	
5	9	40	7	32	17	46	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	60	59	65	55	58	54	44	49	51
3	45	45	51	42	45	46	41	44	46
4	40	40	57	43	50	51	41	45	47
5	51	45	39	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	58	66	69	60	64	60	49	57	58
3	51	66	46	55	61	61	48	56	59
4	41	41	53	51	56	58	44	51	54
5	47	56	47	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	65	65	33	75	48	76	
3	48	53	19	73	33	75	
4	50	70	15	71	38	73	
5	21	55	7	47	30	58	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	77	62	48	77	63	73	
3	46	45	33	53	34	59	
4	57	45	8	69	32	73	
5	44	50	40	50	45	54	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	29.6	30.8	28.1	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

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% of the distance between its base API and 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	78	92		Percentage Tested	92	98	
Base API Score	655	689		Growth API Score	689	675	
Growth Target	7	6		Actual Growth	34	-14	
Statewide Rank	6	6		Eligible for Awards	No	No	
Similar Schools Rank	7	9		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	548	584		Growth API Score	584	611	
Growth Target	6	5		Actual Growth	36	27	
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	835	856		Growth API Score	856	834	
Growth Target		#		Actual Growth	21	-22	

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	576	600		Growth API Score	600	582	
Growth Target	6	5		Actual Growth	24	-18	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	3			19.3	4			19.3	4		
1	18.8	4			19.8	4			18.0	2		
2	19.7	3			19.8	4			20.0	3		
3	20.0	2			19.0	4			19.5	2		
4	20.0	1			19.0	4			20.0	2	1	
5	22.0		2		19.0	2			20.5	1	1	
6												
K-3	18.0	1			11.0	1						
3-4	20.0	2										
4-8	20.0	2			14.0	2						
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
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

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

Teachers are assigned based on student need. All teachers are teaching in the areas in which they are credentialed. Many of the teaching staff hold or are pursuing Masters Degrees. We hire 5 extra teachers through Consent Decree to lower class size. We have 7 Resource Teachers: Computer, Science, 2 Reading Recovery, Outreach Consultant, Resource Specialist and Inclusion Specialist.

	1999	2000	2001
Total Number of Teachers	26	31	30
Full Credential (fully credentialed and teaching in subject area)	24	23	30
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	6	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	2	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *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

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Alvarado ES teacher attendance rate was 97%. We maintain a priority substitute list with the Substitute Office, to ensure that classes are covered by quality substitutes familiar with our school programs. Bilingual substitutes are recruited. Resource teachers are assigned to cover classes when substitutes are not available.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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. We offer excellence! A state program (SB65) provides an Outreach Consultant. We have a Student Advisor, Sandtray Therapy specialists, Big Brothers and Sisters from Young and Rubicam, our corporate partners. Alvarado's Student Study Team (SST) meets regularly to offer recommendations for children with a variety of needs. Special Education programs at school include a Resource Specialist, Speech and Language Therapist and 2 Special Day Classes. We are an Inclusion School and offer full access to General Education Programs for identified students. Cross-age tutoring occurs with James Lick, Rooftop Middle School, Urban Pioneers from McAteer and City College students, and a student from SOTA teaches origami as part of our math curriculum. Fifth grade students pair with younger students and tutor.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

Urban Systemic Reform: Tech., Science, Math

Reading Results: every grade level, Reading Recovery

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

All of above, through grade level meetings, special sub. days to align to standards and specialized assessments.

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

Grade level team teacher leaders, teacher leaders in USP, Reading Recovery coaching and consulting in classrooms, administrator feedback, professional development based on teacher needs.

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

Through test analysis, students are named in math and reading who need improvement.

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

We have SST process for specific students and for classwide checking cums, to check hearing and vision, etc. Outreach Consultant through SB65 coordinates this.

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

Test analysis. Meetings of ELL teachers, on monthly basis.

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.

We have full inclusion as well as two SDC classes mainstreamed to regular classes. Teachers make accommodations and teach utilizing strategy of differentiated instruction.

Summary of overall achievement by subgroups.

As a school, we are above national average in reading and math. Our subgroups who need improvement are ELL and African Americans.

Professional Development

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

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 days for site-determined professional development.

We train in excellence! Alvarado begins its year with planning days involving staff, parents and community. This sets our goals and directions for the year. Each staff member commits to a minimum of 50 hours of professional development to further our educational goals. We have monthly grade level planning time to discuss implementing the core curriculum, as well as to encourage creative team-teaching activities and new instructional strategies. There is one staff meeting, and one professional development meeting each month. Many teachers are leaders in the District in literacy, math, science. We often have internal trainers who train the staff.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

Good supply

School educational technology program.

Adequate and growing.

Additional technology resources.

We have a technology certificated teacher with master's degree in technology.

1. Number of Computers Used for Instructionally Related Purposes	100
2. Number of Computers with CD-ROM (must be less than or equal to 1)	25
3. Number of Classrooms with Internet Access	24
4. Number of Classrooms with Wide Area Network (WAN) Access	T1 -line

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

yes

Report the ratio of textbooks to pupils.

mostly 1:1, some Sp. 1:2

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	48,000
1	50,400	52,500
2	50,400	53,400
3	50,400	53,400
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 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

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

In elementary school, staying on task and completing work fosters work readiness skills.

How the school measures the success of its efforts to prepare students for the work force.

We are implementing Tribes schoolwide. Students are learning how to be respectful, cooperative, and how to resolve and problem solve challenges.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Through teaching and accessing core curriculum through multiple modalities--hands on manipulatives, arts, performances, recitation--students are learning to utilize their multiple intelligences.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

After School Learning
America Reads
Beginning Teacher Support & Assessment (BTSA)
City Science
Exploratorium Inquiry Institute
Intern Program
I.R.I.S.E.
MathLand & Beyond
NSF--Urban Systemic Program (Priority 6)
Peer Assistance & Review (PAR)
Reading is Fundamental
Reading Recovery
Safe School Healthy Student Initiative (SS/HIS)
San Francisco Education Fund: (list) Maria Woodworth
Science & Health Education Partnership (UCSF SEP)