

School Accountability Report Card

School Year 2001-2002

SFUSD #413

CA ID # 6040695

Alamo Elementary School

250 23rd Avenue, San Francisco, CA 94121

Phone: 415-750-8456

FAX: 415-750-8434

Table of Contents

Mission & Vision

I. Demographic Information

II. School Safety & Climate for Learning

III. Academic Data

IV. School Completion (secondary schools only)

V. Class Size

VI. Teacher & Staff Information

VII. Curriculum & Instruction

VIII. Post-Secondary Preparation (secondary schools only)

IX. Fiscal & Expenditure Data

Click on section titles above to go directly to a section or scroll through entire document.

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Alamo Elementary School

250 23rd Avenue, San Francisco, CA 94121

MISS GINA L. FERRANTE, PRINCIPAL

Phone: 415-750-8456

FAX: 415-750-8434

Enrollment: 689
Grades Served: K-5
email:
sch413@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
Web Site: www.sfusd.edu

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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

Parents, staff and students, working together, have made Alamo a twice-recognized California Distinguished School as well as a NATIONAL BLUE RIBBON SCHOOL. Our large, ethnically diverse student population provides an opportunity for students to learn about the richness of many cultures. We are a neighborhood school which has been in the Richmond District since 1926. A strong academic and enrichment program serves to develop intellectual, physical, social and emotional growth for all children. The dedicated, hardworking staff is recognized districtwide for leadership in math and science. A thematic approach to a literature-based program incorporating reading, oral language development, writing, and social studies is evident throughout the school. Our strongly established TRIBES program is a cooperative learning model which promotes social development, strengthens self esteem, and exemplifies Alamo's traditional motto: BE A FRIEND. Working in partnership with the S.F. State University staff, we have been involved in the Clinical Schools project since its inception - formulating policy, modeling effective teaching strategies, and providing opportunities for teacher interns. Our 375 registered, trained volunteers work in all phases of our program, organizing Grandparents' Day, participating on field trips, and providing thousands of logged hours of on-site assistance. "Brown Bag Workshops" and evening meetings are scheduled to involve working parents. The Friends of Alamo School Foundation funds Art, Music, PE, and other schoolwide enrichment programs.

Vision Statement

At Alamo School, students, teachers, parents, and community all work towards improving academic achievement and self-esteem to prepare students to become lifelong learners and responsible citizens, as well as to reach their individual potential.

Opportunities for Parental Involvement

Contact Person Name: Susan Shimamoto or Debbie Werner

Contact Person Phone Number: (415) 750-8456

Organized opportunities for parental involvement:

Last year, Alamo School logged over 14,000 volunteer hours. There are many opportunities for parents to volunteer in classrooms, become involved in numerous school wide activities, and serve on the School Site Council/English Language Advisory Committee. We have a Volunteer Coordinator and an active PTA.

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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	119	9	0
1	114	10	0
2	120	11	0
3	117	12	0
4	113	Ungraded Secondary	0
5	106		
6	0		
7	0		
8	0	Total Enrollment	689
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	12	1.7
American Indian or Alaska Native	2	0.3
Asian-American	419	60.8
Filipino-American	17	2.5
Hispanic or Latino	35	5.1
Pacific Islander	0	0.0
White (Not Hispanic)	184	26.7
Other	20	2.9
Total	689	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 9/5/2002

Date Last Reviewed with Staff: 9/9/2002

Key elements of School Safety Plan:

Alamo has both a School Security Committee and an Emergency Preparedness Committee, which are comprised of staff and parents. All visitors are required to sign-in at the office and wear visitor badges while on the school site. A visitors' log is maintained in the office. The staff is instructed to question all adults and students in the halls who are not wearing appropriate identification. Fire and emergency drills are conducted throughout the school year.

School Programs and Practices that Promote a Positive Learning Environment

Alamo School incorporates a number of programs to ensure a positive learning environment including: TRIBES, Esteem Builders, Student of the Week and Student of the Month, Rallies and Spirit Days, Birthday Ribbons, Bulletin Boards displaying student work, multicultural activities, and Family Reading, Math, and Writing Nights.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	1			1,935	1,791	1,722
Suspensions (rate)	0.1%	0.0%	0.0%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

"Here's Looking at You 2000," Cooperative Learning, TRIBES, organized Student Council, and an active parent participation program reinforce the school motto, BE A FRIEND. Parent conferences are called to promote cooperation between home and school.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Alamo School maintains a safe and clean environment, and has adequate facilities to support its large student population.

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

Alamo has adequate space for all classrooms, a library, a computer lab, media/cooking centers, and a multipurpose auditorium/cafeteria. The yard houses a large play structure.

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

The restrooms are maintained daily by our two custodians. Floors, walls, and roof are in good condition, as are the plumbing and electrical systems. The electrical system has been upgraded to accommodate the Computer Lab on the second floor.

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.

Alamo School is a suitable learning environment with a fully networked computer infrastructure. The fire alarm system is in good condition. The heating and cooling system needs upgrading in order to provide more consistent temperature control throughout the building.

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

The principal and custodian ensure that the building and grounds are clean and litter free. Any graffiti is immediately removed.

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

A School Buildings and Grounds Maintenance Committee is being formed, comprised of staff and parent members, to develop, implement, and monitor written standards for maintaining the safety and cleanliness of Alamo School. Any necessary repairs are reported immediately to the District's Building and Grounds Department.

Success of these efforts.

All requested repairs are completed in a timely manner.

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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	63	58	n/a	37	33	n/a	32	32
3	n/a	61	72	n/a	31	37	n/a	30	34
4	n/a	75	73	n/a	34	39	n/a	33	36
5	n/a	66	72	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	60	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	71	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	63	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	46	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	58	57	44	65	47	63	
3	75	68	61	78	57	81	
4	73	74	41	85	56	82	
5	76	67	31	79	63	77	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	61	59	60	60	67	57	
3	74	68	64	74	64	75	
4	70	56	41	71	55	67	
5	49	43	13	52	35	53	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	90	78	79	58	54	55	49	51	53
3	82	75	85	45	46	50	44	46	47
4	79	88	84	50	51	53	45	47	49
5	78	81	88	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	92	84	81	64	60	64	57	58	62
3	90	84	87	61	61	61	56	59	62
4	85	92	85	56	58	61	51	54	58
5	87	93	90	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	80	79	67	86	71	82	
3	85	86	76	92	75	90	
4	84	85	55	95	65	93	
5	90	86	67	92	79	93	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			87				76	
3			93				81	
4			89				82	
5			93				89	
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							94.5%	84.7%	90.5%
4				85.6%	81.1%	71.0%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	55.9	62.7	49.0	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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	92	100	92	Percentage Tested	100	100	855
Base API Score	873	866	873	Growth API Score	880	863	
Growth Target	#	A	18	Actual Growth	7	-3	10
Statewide Rank	10	10	No	Eligible for Awards	No		9
Similar Schools Rank	10	10		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups 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
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	860	884	869	Growth API Score	884	883	880
Growth Target		#	A	Actual Growth	24	-1	11
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	864	886	880	Growth API Score	886	890	854
Growth Target		#	A	Actual Growth	22	4	-26

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	802	832	827	Growth API Score	832	839	821
Growth Target		#	A	Actual Growth	30	7	-6

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.50	6			18.67	3			20.00	6		
1	18.83	6			20.00	4			19.00	6		
2	19.50	6			19.60	5			19.83	6		
3	19.67	6			19.80	5			19.20	5		
4	33.00		1	2	32.00		1	2	31.00		3	1
5	32.00		2	1	32.00		3	1	31.00		2	
6												
K-3	19.50	6			18.67	3			20.00	6		
3-4	18.83	6			20.00	4			19.00	6		
4-8	19.50	6			19.60	5			19.83	6		
Other	19.67	6			19.80	5			19.20	5		

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	2000				2001				2002			
	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		
	2000	2001	2002
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.

At Alamo, all teachers are teaching in the areas in which they are credentialed. Alamo has four credentialed Chinese Bilingual teachers and several teachers certificated to meet the needs of the LEP/NEP and ELL students. Teachers are encouraged to meet at grade level and across grade levels to exchange teaching strategies.

	2000	2001	2002
Total Number of Teachers	35	32	35
Full Credential (fully credentialed and teaching in subject area)	33	32	35
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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 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:

Alamo has a pool of substitute teachers that regularly work at the school. In an emergency situation, when a substitute is not available, students are equally divided among other classrooms at grade level, or a credentialed teacher or the administrator teaches the class.

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students. : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

The Speech Therapist, Resource Specialist, Student Advisor and Student Success Team meet weekly regarding referrals of potentially at-risk students. Interventions are recommended to the students, parents and teachers, and results are monitored by this team. Referrals to outside agencies are made when appropriate. The PTA, in conjunction with the School Health Program, offers parent education programs during the year. We also confer frequently with parents to develop strategies for student success. Paraprofessionals/consultants staff the Library, Computer, and Sensory Motor Programs. In keeping with our school motto, BE A FRIEND, and TRIBES, students are encouraged to resolve peer conflicts through dialogue. "Back to School Nights" are scheduled each fall to clarify student behavior expectations and standards.

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

(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.

The Program Quality Review Implementation Plan as well as the Coordinated Compliance Review Implementation Plan provide benchmarks for curricular improvement. Alamo's School Improvement Program, School Site Council, PTA, School Leadership Teams and Collateral Cohorts are also forums for curriculum improvement.

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

Staff participates in ongoing professional growth and development opportunities provided both at the site and district levels in the alignment of standards with curriculum. Standards binders are located in classrooms for reference and implementation purposes. Ongoing grade level and school wide dialogue, planning and training support the frameworks and standards. Informal teacher observation and formal evaluation focuses on standards based instruction. Benchmarks have been established through the program quality review process. Content and Teaching standards are highlighted in the staff weekly bulletin.

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

The School Leadership Team consists of representatives from each grade level and the site administrator. The team monitors and facilitates the continuous improvement of a rigorous instructional program while providing access to the core curriculum through: classroom walkthroughs, grade level cohort meetings, review of student work samples and portfolios, as well as professional development based on data and current condition of needs assessments.

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

Student progress is monitored by the classroom teacher and the Student Success Team. Multiple measures of data analysis, as well as referrals by teachers and parents/guardians, are utilized in the identification of underperforming students and groups.

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

The site administrator, classroom teachers, and instructional assistants ensure that all students have equitable access to the core curriculum through their appropriate and balanced placement in the least restrictive environment. English language learners are provided with Specially Designed Academics in English. Students with lower skills and exceptional needs receive support through the Resource Specialist, Inclusion, and Consent Decree Programs.

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

Multiple measures of assessment provide accountability for the progress of English Language Learners and subgroups at Alamo School. Portfolios, Authentic Assessment, and Sub group reports from the Brigance, Assessment of Basic Comprehension, Stanford 9 Achievement Tests, Integrated Writing Assessment, Mathematics Performance Assessment and California English Language Arts Standards and Writings Standards verify measurable growth.

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.

Referrals to the Student Success Team and Special Education staff, classroom adaptations and modifications, after school tutorial programs and support by instructional assistants and school volunteers assist special needs students

Summary of overall achievement by subgroups.

Alamo School exceeded its API growth by 12 points for the 2000-2001 school year. Subgroups exceeding statewide API targets include: Asian +6 points, White +7 points, Socioeconomically Disadvantaged +15 points. All sub groups performed at the National level in Math, and African American and Latino Students performed at the National Level in Reading on the SAT9.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

The Alamo staff is involved in Bay Area Writing Workshops, AIMS, Math Leadership, Math Solutions, City Science, and Exploratorium Science Programs. Alamo teachers are identified for their expertise in curriculum areas and are requested to present district workshops in math, science, social studies, literature, music, and sheltered English. The school participates in the Clinical Schools Project with San Francisco State University. Art, physical education, science, and music program support consultants are funded by outside resources. The staff participated in a three-day summer "TRIBES" workshop designed to improve students' self-esteem as well as improve learning and achievement. Outdoor Education is planned for the fifth grade.

Quality and Currency of Textbooks and Other Instructional Materials

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

Textbooks and other instructional materials are in adequate supply and condition, and are current State adoptions.

School educational technology program.

Alamo has a full time Curriculum Technology Integration Specialist. Students receive instruction in the use of technology and how it can be incorporated into research projects. All staff and students have access to the Internet.

Additional technology resources.

Alamo's Technology Committee meets regularly to plan Staff Development inservices to increase the integration of technology into the classroom curriculum.

1. Number of Computers Used for Instructionally Related Purposes	125
2. Number of Computers with CD-ROM (must be less than or equal to 1)	70
3. Number of Classrooms with Internet Access	30
4. Number of Classrooms with Wide Area Network (WAN) Access	30

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

Textbooks meet state standards and have been adopted by the State Board of Education.

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Alamo ES	
K	36,000	42,420	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,650	
2	50,400	50,650	
3	50,400	50,650	
4	54,000	54,120	
5	54,000	54,120	
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

Any additional minimum days at this school and reasons:

Some schools "bank" additional instructional time to be used for professional development.

Banked minutes at this school:

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.

Alamo School creates a cycle of success for its students, providing a program which offers the tools and strategies necessary to achieve: social competence, problem solving skills, character development, resilience, self-acceptance, personal competence and responsibility, coping skills, and conflict resolution skills. The five building blocks of social, emotional, ethical development and academic achievement include: Security, Selfhood, Affiliation, Mission and Competence.

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

Measurement of Alamo's successful efforts can be obtained through articulation between its feeder Middle and High Schools, satisfaction surveys, alumni feedback and the relationships formed in the community.

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

Alamo School offers its students the opportunity to accept a variety of responsibilities on a daily basis. Individual and collective responsibility enable students to become quality producers, self directed learners, complex and critical thinkers, creative and collaborative learners, effective problem solvers and community contributors. Alamo students learn how to be productive citizens who are adaptable to change.

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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

Types of Services Funded

After School Learning

Bay Area Writing Project (BAWP)

Beginning Teacher Support & Assessment (BTSA)

California Reading & Literacy Project--RESULTS

Art Consultants

PE Consultant

Choral Music

After school Chinese, Russian, Spanish, Chess

Sensory Motor