

# School Accountability Report Card

## School Year 2001-2002

SFUSD #420

CA ID #6040703

**Alvarado Elementary School**  
**625 Douglass Street, San Francisco, CA 94114**

Phone: 415-695-5695

FAX: 415-695-5447

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## School Year 2001-2002

SFUSD #420

CA ID # 6040703

### Alvarado Elementary School

625 Douglass Street, San Francisco, CA 94114

Mr. David Weiner, Principal

Phone: 415-695-5695

FAX: 415-695-5447

**Enrollment:** 450  
**Grades Served:** K-5  
**email:**  
[sch420@muse.sfusd.edu](mailto:sch420@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](http://www.sfusd.edu)

**SARC Contact:** Ritu Khanna, Director  
Research, Planning & Accountability  
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**Fax:** 415-241-6035

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

### School Description

Alvarado is a unique school that offers a challenging and enriching academic curriculum. Our classrooms create instructional challenges to meet the needs of each of our students and enable them to achieve their full potential. We offer an outstanding Spanish Immersion Program, Perceptual Motor Program, Computer Lab, Science Lab, and various Visual and Performing Arts. 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, Glen Park, 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 staff, parents and students, all striving to create a child-centered school environment that is challenging, safe, clean and well-organized. We teach character education exploring such topics as respect, compassion, and generosity toward others. 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

- The Alvarado School Community knows every child can learn and succeed at high levels.
- We will equip each child with critical thinking and problem-solving skills.
- We will treat each child with dignity and respect.

## Opportunities for Parental Involvement

**Contact Person Name:** Susana Rojas and Nancy Hawkins

**Contact Person Phone Number:** 695-5699

Organized opportunities for parental involvement:

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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.

### Student Enrollment by Grade Level

| Grade Level         | Enrollment | Grade Level        | Enrollment |
|---------------------|------------|--------------------|------------|
| <b>K</b>            | 81         | <b>9</b>           | 0          |
| <b>1</b>            | 76         | <b>10</b>          | 0          |
| <b>2</b>            | 76         | <b>11</b>          | 0          |
| <b>3</b>            | 79         | <b>12</b>          | 0          |
| <b>4</b>            | 73         | Ungraded Secondary | 0          |
| <b>5</b>            | 65         |                    |            |
| <b>6</b>            | 0          |                    |            |
| <b>7</b>            | 0          |                    |            |
| <b>8</b>            | 0          | Total Enrollment   | 450        |
| Ungraded Elementary | 0          | Adult              | 0          |

### Student Enrollment by Ethnic Group

| Racial/Ethnic Category           | Number of Students | Percentage of Students |
|----------------------------------|--------------------|------------------------|
| African-American                 | 38                 | 8.4                    |
| American Indian or Alaska Native | 6                  | 1.3                    |
| Asian-American                   | 45                 | 10.0                   |
| Filipino-American                | 10                 | 2.2                    |
| Hispanic or Latino               | 188                | 41.8                   |
| Pacific Islander                 | 3                  | 0.7                    |
| White (Not Hispanic)             | 141                | 31.3                   |
| Other                            | 19                 | 4.2                    |
| <b>Total</b>                     | <b>450</b>         |                        |

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.

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## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 9/14/2002

**Date Last Reviewed with Staff:** 10/1/2002

Key elements of School Safety Plan:

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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.  
Morning bilingual/multilingual assemblies daily to focus on learning, affirming diversity through equal representation of different cultures and languages including singing and speaking in English and Spanish.  
We celebrate diversity through various assemblies and performances. We have sand tray counseling, Tribes, and a rich arts program which enables children to extend the core curriculum.

## Suspensions and Expulsions

|                             | School    |         |         | District |       |       |
|-----------------------------|-----------|---------|---------|----------|-------|-------|
|                             | 1999/2000 | 2000/01 | 2001/02 | 2000     | 2001  | 2002  |
| <b>Suspensions (number)</b> | 6         | 4       | 4       | 1,935    | 1,791 | 1,722 |
| <b>Suspensions (rate)</b>   | 1.3%      | 0.9%    | 0.9%    | 3.2%     | 3.0%  | 2.9%  |
| <b>Expulsions (number)</b>  |           |         |         |          |       |       |
| <b>Expulsions (rate)</b>    |           |         |         |          |       |       |

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:

We expect excellence! We make home visits, counsel and offer sports programs that teach cooperation and self esteem. We have conflict managers which teaches nonviolence, student government offering leadership opportunities and we reward achievement.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

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School is maintained, not only by district repairing things, but also by parents and teachers working together during Work 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).

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We have adequate classroom space, upper and lower playground space.

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

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Good.

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.

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A new fire alarm system is currently being installed and will be completed by June 2003.

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

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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.

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Staff monitor the school facilities.

Success of these efforts.

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Floors were patched. Fire alarm system is being installed.

### 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    | 53   | 28   | n/a      | 37   | 33   | n/a   | 32   | 32   |
| 3           | n/a    | 29   | 49   | n/a      | 31   | 37   | n/a   | 30   | 34   |
| 4           | n/a    | 42   | 35   | n/a      | 34   | 39   | n/a   | 33   | 36   |
| 5           | n/a    | 26   | 33   | 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  | 36   | n/a      | n/a  | 43   | n/a   | n/a  | 43   |
| 3           | n/a    | n/a  | 58   | n/a      | n/a  | 41   | n/a   | n/a  | 38   |
| 4           | n/a    | n/a  | 24   | n/a      | n/a  | 36   | n/a   | n/a  | 37   |
| 5           | n/a    | n/a  | 30   | 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           | 24   | 32     | 0                | 37                   |                                  | 37                                   |                            |
| 3           | 46   | 53     | 0                | 61                   | 28                               | 66                                   |                            |
| 4           | 32   | 37     | 0                | 47                   | 19                               | 52                                   |                            |
| 5           | 32   | 37     | 8                | 40                   | 14                               | 52                                   |                            |
| 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           | 27   | 45     | 7                | 45                   | 18                               | 43                                   |                            |
| 3           | 60   | 56     | 7                | 70                   | 42                               | 71                                   |                            |
| 4           | 29   | 20     | 0                | 32                   | 9                                | 41                                   |                            |
| 5           | 31   | 26     | 8                | 35                   | 13                               | 45                                   |                            |
| 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          |                  |                                  |                |                   |                    |                  |                      |       |

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## 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           | 59     | 65   | 49   | 58       | 54   | 55   | 49    | 51   | 53   |
| 3           | 45     | 51   | 72   | 45       | 46   | 50   | 44    | 46   | 47   |
| 4           | 40     | 57   | 42   | 50       | 51   | 53   | 45    | 47   | 49   |
| 5           | 45     | 39   | 63   | 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           | 66     | 69   | 48   | 64       | 60   | 64   | 57    | 58   | 62   |
| 3           | 66     | 46   | 81   | 61       | 61   | 61   | 56    | 59   | 62   |
| 4           | 41     | 53   | 53   | 56       | 58   | 61   | 51    | 54   | 58   |
| 5           | 56     | 47   | 53   | 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           | 42   | 57     | 8                | 60                   | 27                               | 57                                   |                            |
| 3           | 70   | 74     | 29               | 83                   | 54                               | 85                                   |                            |
| 4           | 40   | 43     | 0                | 57                   | 23                               | 62                                   |                            |
| 5           | 62   | 65     |                  | 72                   | 38                               | 80                                   |                            |
| 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           |                  |                                  |                |                   | 27                 |                  | 79                   |       |
| 3           |                  |                                  |                |                   | 73                 |                  | 90                   |       |
| 4           |                  |                                  |                |                   | 44                 |                  | 76                   |       |
| 5           |                  |                                  |                |                   | 38                 |                  | 65                   |       |
| 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           |         |      |      |         |       |       | 95.6%       | 52.0% | 91.0% |
| 4           |         |      |      | 69.3%   | 58.2% | 34.3% |             |       |       |
| 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           | 25.0   | 42.1 | 17.1   | 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 |
| <b>Percentage Tested</b>    | 92            | 98   | 92   | <b>Percentage Tested</b>   | 98                | 98               | 655              |
| <b>Base API Score</b>       | 689           | 676  | 689  | <b>Growth API Score</b>    | 675               | 693              | 7                |
| <b>Growth Target</b>        | 6             | 6    | 34   | <b>Actual Growth</b>       | -14               | 17               | 6                |
| <b>Statewide Rank</b>       | 6             | 5    | No   | <b>Eligible for Awards</b> | No                |                  | 7                |
| <b>Similar Schools Rank</b> | 9             | 6    |      | <b>Eligible for II/USP</b> |                   |                  |                  |

**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 |
| <b>African American</b>                 |               |      |      | <b>African American</b>                 |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>American Indian or Alaska Native</b> |               |      |      | <b>American Indian or Alaska Native</b> |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>Asian-American</b>                   |               |      |      | <b>Asian-American</b>                   |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>Filipino-American</b>                |               |      |      | <b>Filipino-American</b>                |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>Hispanic or Latino</b>               |               |      |      | <b>Hispanic or Latino</b>               |                   |                  |                  |
| Base API Score                          | 548           | 584  | 620  | Growth API Score                        | 584               | 611              | 610              |
| Growth Target                           | 6             | 5    | 5    | Actual Growth                           | 36                | 27               | -10              |
| <b>Pacific Islander</b>                 |               |      |      | <b>Pacific Islander</b>                 |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>White (Not Hispanic)</b>             |               |      |      | <b>White (Not Hispanic)</b>             |                   |                  |                  |
| Base API Score                          | 835           | 856  | 823  | Growth API Score                        | 856               | 834              | 819              |
| Growth Target                           |               | #    | A    | Actual Growth                           | 21                | -22              | -4               |

**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  | 588  | Growth API Score | 600               | 582              | 582              |
| Growth Target  | 6             | 5    | 5    | Actual Growth    | 24                | -18              | -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   | ***  |  |      |      |      |

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## 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+ |
| <b>K</b>     | 19.25 | 4    |       |     | 19.25 | 4    |       |     | 19.25 | 4    |       |     |
| <b>1</b>     | 19.75 | 4    |       |     | 18.00 | 2    |       |     | 18.75 | 4    |       |     |
| <b>2</b>     | 19.75 | 4    |       |     | 20.00 | 3    |       |     | 16.00 | 5    |       |     |
| <b>3</b>     | 19.00 | 4    |       |     | 19.50 | 2    |       |     | 19.00 | 4    |       |     |
| <b>4</b>     | 19.00 | 4    |       |     | 20.00 | 2    | 1     |     | 21.25 | 2    | 2     |     |
| <b>5</b>     | 19.00 | 19   |       |     | 20.50 | 1    | 1     |     | 22.00 |      | 2     |     |
| <b>6</b>     |       |      |       |     |       |      |       |     |       |      |       |     |
| <b>K-3</b>   | 19.25 | 4    |       |     | 19.25 | 4    |       |     | 19.25 | 4    |       |     |
| <b>3-4</b>   | 19.75 | 4    |       |     | 18.00 | 2    |       |     | 18.75 | 4    |       |     |
| <b>4-8</b>   | 19.75 | 4    |       |     | 20.00 | 3    |       |     | 16.00 | 5    |       |     |
| <b>Other</b> | 19.00 | 4    |       |     | 19.50 | 2    |       |     | 19.00 | 4    |       |     |

### 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<br>Subject | 2000 |      |       |     | 2001 |      |       |     | 2002 |      |       |     |
|--------------------------|------|------|-------|-----|------|------|-------|-----|------|------|-------|-----|
|                          | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ |
| <b>English</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Mathematics</b>       |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Science</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Social Science</b>    |      |      |       |     |      |      |       |     |      |      |       |     |

### 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 |
| <b>K</b>    | 99.3                               | 99.3 | 99.3 |
| <b>1</b>    | 99.3                               | 99.3 | 99.3 |
| <b>2</b>    | 99.3                               | 99.3 | 99.3 |
| <b>3</b>    | 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.

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 have hired 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.

|   | 2000 | 2001 | 2002 |
|---|------|------|------|
| <b>Total Number of Teachers</b>   | 31   | 30   | 30   |
| <b>Full Credential</b><br>(fully credentialed and teaching in subject area)   | 23   | 30   | 30   |
| <b>Teaching Outside Subject Area</b><br>(fully credentialed but teaching outside subject area)                          |      |      |      |
| <b>Emergency Credential</b><br>(includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 6    | 4    | 2    |
| <b>Teachers with Waivers</b><br>(does not have credential and does not qualify for an Emergency Permit)                 | 2    |      | 1    |

### 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:

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.

**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         |

We offer excellence! A state program (SB65) provides an Outreach Consultant. We have a Student Advisor, Sandtray Therapy specialists, and paraprofessional support in Kindergarten and first grade. Alvarado's Student Success 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 Learning Handicapped Special Day Classes. We are an Inclusion School and offer full access to General Education Programs for identified students. Fifth grade students pair with younger students for tutoring.

| 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 |
|-------------------------------------|--|
|                                     |  |

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## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

---

Differentiating instruction to meet the needs of all learners  
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, 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 and informal observations, students are identified in math and reading who need improvement.

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

---

We have full inclusion as well as two SDC classes mainstreamed to regular classes. Teachers make accommodations and differentiate instruction.

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

---

Test analysis. Monthly meetings of ELL teachers.

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 SST process for specific students to check the physical, emotional and academic needs of the students. Outreach Consultant and Principal coordinate these efforts.

Summary of overall achievement by subgroups.

---

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

## 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.

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. Our on-site academic specialists 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.

School educational technology program.

Adequate and growing.

Additional technology resources.

We have a certificated technology integrationist teacher.

|  |     |
|--|-----|
| 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          | ?   |

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.

1:1

## Instructional Minutes (School Year 2000-2001)

| Grade Level<br>1 through 8 | State<br>Requirement | Instructional Minutes<br>Offered by Alvarado ES |   |
|----------------------------|----------------------|---|---|
| K                          | 36,000               | 48,080  | State Requirement for High School: 64,800 |
| 1                          | 50,400               | 52,320  | Instructional Minutes offered:            |
| 2                          | 50,400               | 53,220  | 9   |
| 3                          | 50,400               | 53,220  | 10  |
| 4                          | 54,000               | 54,955  | 11  |
| 5                          | 54,000               | 54,955  | 12  |
| 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.

---

In elementary school, staying on task and completing assignments 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.

---

Teaching and accessing core curriculum through differentiating instruction.

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## **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  
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)