

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 413

CA ID # 6040695

Alamo Elementary School

250 23rd Avenue, San Francisco, CA 94121

Phone: 415-750-8456

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250 23rd Avenue, San Francisco, CA 94121

MISS GINA L. FERRANTE, PRINCIPAL

Phone: 415-750-8456

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Enrollment: 694
Grades Served: K-5
email:
sch413@muse.sfusd.edu

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

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Notes regarding the source and currency of data: Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

Principal's Introduction

Alamo Elementary School is truly an extraordinary place of learning. Our talented staff provides each student with a quality education aligned to rigorous standards, high academic and behavioral expectations, equity, and a solid foundation and preparation for successful lives as productive citizens in a service and technology driven global society and economy.

At Alamo School, we recognize the value and importance of: Communication, Safety, Instructional Programs, Active Parent and Community Involvement, Multicultural and Multilingual Awareness, Accountability, and Decision making. We are committed to providing the very BEST that education has to offer its children.

Through equity, integrity and vision, Alamo School continues to demonstrate solid results, as it meets with great success in carrying on its proud tradition of "National Blue Ribbon" caliber academic excellence.

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

Alamo is a school where students, teachers, parents, and community all work towards improving academic achievement and self-esteem in order to prepare our youngsters to become lifelong learners and responsible citizens of the 21st Century.

Through internalization of the school's "BE A FRIEND" theme, TRIBES' methodology and the enhancement of communication skills, students, parents, and staff will interact with a feeling of community. Students will appreciate and celebrate the cultural and ethnic diversity of our students, families, staff, and community.

Students will acquire the basic academic and aesthetic skills necessary for school success. They will be encouraged to do their very best, to become independent thinkers and learners, and to apply their learning to everyday experiences, in order to reach their individual potential. Student access to a fully integrated technology program has been increased through the connection of all classrooms and work areas to the Internet.

Our parents and staff are committed to the well-being of all children within our school community. The Friends of Alamo School Foundation has been established to provide enrichment programs in art, music, physical education, and to support the library, computer and science programs. The Foundation is developing a schoolwide art program to support the district funded Art in Education program. Alamo will continue to promote programs that will enhance the academic, social, emotional, and physical development of each individual.

Opportunities for Parental Involvement

Contact Person Name: Jane Yung or George Durgerian

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 very active School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA).

I. Demographic Information

Student Enrollment Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	113	9	0
1	121	10	0
2	115	11	0
3	119	12	0
4	116	Ungraded Secondary	0
5	110		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	694

Student Enrollment by Ethnic Group Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	10	1.4
American Indian or Alaska Native	2	0.3
Asian-American	428	61.7
Filipino-American	17	2.4
Hispanic or Latino	33	4.8
Pacific Islander	0	0.0
White (Not Hispanic)	169	24.4
Other	35	5.0
Total	694	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 9/5/2003

Date Last Reviewed with Staff: 10/23/2003

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, Rallies and Spirit Days, Birthday Ribbons, Bulletin Boards displaying student work, multicultural activities, and Educational Family Nights.

Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)				1,791	1,722	2,428
Suspensions (rate)				2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.15%	.10%	.08%

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, ESTEEM BUILDERS, 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, comprised of staff and parent members, develops, implements, and monitors 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	66	68	69	32	35	38	30	32	35
Mathematics		60	79		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts			67	50	48		75
Mathematics			81	67	52		79
Science							
History/ Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	65	73	42	59	72	45	71	
Mathematics	78	79	64	73	81	50	81	
Science								
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	80	84	66	46	48	45	44	45	43
Mathematics	88	86	84	60	63	57	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			61	50	57		74
Mathematics			87	67	65		84

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	64	67	41	57	68	53	67	
Mathematics	85	84	72	79	86	53	87	

California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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	52.3	68.5	36.4	27.2	31.5	23.0	23.8	25.2	22.3
7				36.4	40.7	32.4	27.8	29.6	26.0
9				34.4	35.8	33.2	24.8	23.3	26.2

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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

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: Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

"A" means the school scored at or above the statewide performance target of 800.

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	92	100	100	Percentage Tested	100	100	100
Base API Score	873	866	848	Growth API Score	880	863	879
Growth Target	#	A	A	Actual Growth	7	-3	31
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	8				

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
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	884	869	861	Growth API Score	883	880	880
Growth Target	#	A	A	Actual Growth	-1	11	19
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	886	880	840	Growth API Score	890	854	895
Growth Target	#	A	A	Actual Growth	4	-26	55

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	832	827	803	Growth API Score	839	821	838
Growth Target	#	A	A	Actual Growth	7	-6	35

Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
Recognition for Achievement (Title I)	No	No	No	Eligible for Governor's performance award	No	No	Yes
Identified for Program Improvement (Title 1)	No	No	No	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:				Received II/USP Funding	No	***	***

***The II/USP Program was not funded for the years 2002 or 2003.

District: Federal Programs

	2001	2002	2003
Number of Schools Identified for Program Improvement	11	0	14
Percent of Schools Identified for Program Improvement	9.5	0.0	12.3

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	18.67	3			20.00	6			18.83	6		
1	20.00	4			19.00	6			20.00	6		
2	19.60	5			19.83	6			19.33	6		
3	19.80	5			19.20	5			19.83	6		
4	32.00		1	2	31.00		3	1	32.25		3	1
5	32.00		3	1	31.00		2		32.33		1	2
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

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

Grades 6 - 12 Subject	2001				2002				2003			
	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		
	2001	2002	2003
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

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers	32	35	34
Full Credential (fully credentialed and teaching in subject area)	32	35	34
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	1	
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

At Alamo, all teachers are teaching in the areas in which they are credentialed. Alamo has three credentialed Chinese Bilingual teachers, and every teacher holds certification 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.

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 1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5 1751-2001 : 4
	over 901 : 2		751-1001 : 2 2001-2251 : 4.5
			1001-1251 : 2.5 over 2251 : 5
			1251-1501 : 3

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 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, CAT6/CST Achievement Tests, Integrated Writing Assessment, Mathematics Performance Assessment and California English Language Arts Standards, Writings Standards and Math 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 31points for the 2002-2003 school year. Subgroups exceeding statewide API targets include: Asian +80 points, White +95 points, Socioeconomically Disadvantaged +38 points. All sub groups performed at the National level in Math and English Language Arts on the CST.

School educational technology program.

Alamo paraprofessional staff provides Curriculum Technology Integration support. 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 plans 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 listed above 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	42,480	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,700	
2	50,400	50,700	
3	50,400	50,700	
4	54,000	54,180	
5	54,000	54,180	
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	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

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)
\$407,572,743	\$7,313	\$6,770	\$6,719

Types of Services Funded

Arts Education Collaborative

Bay Area Writing Project (BAWP)

City Science

San Francisco Education Fund