

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 420

CA ID # 6040703

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

Phone: 415-695-5695

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625 Douglass Street, San Francisco, CA 94114

Mr. David Weiner, Principal

Phone: 415-695-5695

FAX: 415-695-5447

Enrollment: 446
Grades Served: K-5
email:
sch420@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
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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

Alvarado is a premier elementary school focused on improving the achievement levels for all of its students. We offer an outstanding STAR (Students Learning Through Arts and Responsibility) program and an exemplary two-way Spanish immersion program (Bueno). All of our classrooms offer a comprehensive, rigorous, and standards-based instructional program in line with state and district requirements. We believe that all students can learn and that it is the responsibility of parents, teachers, and the school community to help children realize their potential. The San Francisco Unified School District has established the "Excellence for All" plan to enable all students to learn at their maximum levels. We will support and implement the plan and the objectives and mission of the district at our school.

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

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

Our main focus this year is to raise the academic achievement in both math and reading for students who are not achieving at standard. We are particularly focused on the needs of our Economically Disadvantaged Youth.

- 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.
- We will provide a clean, healthy, safe, beautiful environment .
- We want every child to leave Alvarado with a sense of personal responsibility, coupled with a belief in liberties and rights.
- We will promote partnerships that increase parental and community participation in Alvarado.

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

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

Opportunities for Parental Involvement

Contact Person Name: Susana Rojas and Nancy Hawkins

Contact Person Phone Number: 695-5699

Organized opportunities for parental involvement:

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

I. Demographic Information

Student Enrollment 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	85	9	0
1	80	10	0
2	71	11	0
3	68	12	0
4	75	Ungraded Secondary	0
5	67		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	446

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	35	7.8
American Indian or Alaska Native	3	0.7
Asian-American	49	11.0
Filipino-American	10	2.2
Hispanic or Latino	185	41.5
Pacific Islander	5	1.1
White (Not Hispanic)	126	28.3
Other	33	7.4
Total	446	

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:

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 all Alvarado 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		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)	4	4	1	1,791	1,722	2,428
Suspensions (rate)	0.86%	0.89%	0.22%	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:

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.

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).

We have adequate classroom space, upper and lower playground space. A new Play Structure will be built in March 2004.

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

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.

A new fire alarm system has just been installed.

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

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

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

Staff monitor the school facilities.

Success of these efforts.

Floors were patched. Fire alarm system is 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, 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	37	37	47	32	35	38	30	32	35
Mathematics		38	50		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	12				36		70
Mathematics	23				38		69
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	46	48	15	26	58	13	51	
Mathematics	51	48	28	26	62	32	52	
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	53	57	51	46	48	45	44	45	43
Mathematics	54	59	63	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	15				40		73
Mathematics	31				57		78

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	47	55	18	25	64	27	54	
Mathematics	65	60	46	43	72	37	66	

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	32.3	34.3	30.0	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	98	98	Percentage Tested	98	98	99
Base API Score	689	676	689	Growth API Score	675	693	770
Growth Target	6	6	6	Actual Growth	-14	17	81
Statewide Rank	6	5	5				
Similar Schools Rank	9	6	3				

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				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	584	620	613	Growth API Score	611	610	714
Growth Target	5	5	5	Actual Growth	27	-10	101
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	856	823	805	Growth API Score	834	819	868
Growth Target	#	A	A	Actual Growth	-22	-4	63

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	600	588	591	Growth API Score	582	582	658
Growth Target	5	5	5	Actual Growth	-18	-6	67

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	19.25	4			19.25	4			20.00	4		
1	18.00	2			18.75	4			20.00	4		
2	20.00	3			16.00	5			15.40	5		
3	19.50	2			19.00	4			16.25	4		
4	20.00	2	1		21.25	2	2		21.75	1	3	
5	20.50	1	1		22.00		2		19.00	1	2	
6												
K-3												
3-4					12.00	1						
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	30	30	32
Full Credential (fully credentialed and teaching in subject area)	30	30	31
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	4	2	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		1	

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.

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 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. Seven teachers pursued National Board Certification last year.

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 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

A state program (SB65) provides an Outreach Consultant. We have a Sandtray Therapy program to support students. 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 Special Day Classes for students with Cognitive Impairment. We are an Inclusion School and offer full access to General Education Programs for identified students. Fourth and 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

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 .

School Site Council, 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.

School educational technology program.

Adequate and growing. We received twenty-five new computers in grades 3-5 this year through a grant.

Additional technology resources.

We have a certificated technology integrationist teacher.

1. Number of Computers Used for Instructionally Related Purposes	100
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	75
3. Number of Classrooms with Internet Access	24
4. Number of Classrooms with Wide Area Network (WAN) Access	24

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 Alvarado ES	
K	36,000	48,120	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	52,380	
2	50,400	53,280	
3	50,400	53,280	
4	54,000	55,020	
5	54,000	55,020	
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.

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

After School Learning
America Reads
Arts Education Collaborative
Beginning Teacher Support & Assessment (BTSA)
Conflict Resolution Program
IRISE
MathLand & Beyond
New Teacher Induction Program
Peer Assistance & Review (PAR)
Peer Resources
Reading Recovery
California Reading & Literacy Project Results
SB 1756 Excel After School Learning
SB65 Dropout Prevention
KaBoom Play Structure Grant