

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #420

CA ID #6040703

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

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625 Douglass Street, San Francisco, CA 94114

Mr. David Weiner, Principal

Phone: 415-695-5695

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Enrollment: 443
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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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: 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	75	9	0
1	83	10	0
2	78	11	0
3	76	12	0
4	62	Ungraded Secondary	0
5	69		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	443

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	28	6.3
American Indian or Alaska Native	3	0.7
Asian-American	50	11.3
Filipino-American	10	2.3
Hispanic or Latino	190	42.9
Pacific Islander	5	1.1
White (Not Hispanic)	123	27.8
Other	34	7.7
Total	443	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 09/2004

Date Last Reviewed with Staff: 09/2004

Key elements of School Safety Plan:

- Evacuation for fire, earthquake, emergencies
- Resource/administrative staff supporting classrooms
- Schoolwide Tribes curriculum fully implemented
- 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		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)	4	1	2	1,722	2,428	2,645
Suspensions (rate)	0.89%	0.22%	0.45%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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 the conflict managers program 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 has recently been built.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	37	47	52	35	38	40	32	35	36
Mathematics	38	50	53	34	39	40	31	35	34
Science			48	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	54				32		79
Mathematics	50				34		72
Science					22		74
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	45	59	5	24	70	19	55	
Mathematics	53	53	19	28	69	11	58	
Science	52	44		14	65		51	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	57	51	55	48	45	46	45	43	43
Mathematics	59	63	65	63	57	58	55	50	51

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	50				39		82
Mathematics	58				48		85

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	62	11	28	72	26	58	
Mathematics	64	66	26	40	81	30	69	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	41.2	47.1	35.3	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	98	98	99	Percentage Tested	98	99	100
Base API Score	676	689	765	Growth API Score	693	770	786
Growth Target	6	6	2	Actual Growth	17	81	21
Statewide Rank	5	5	7				
Similar Schools Rank	6	3	7				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
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	620	613	707	Growth API Score	610	714	693
Growth Target	5	5	2	Actual Growth	-10	101	-14
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	823	805	871	Growth API Score	819	868	912
Growth Target	A	A	A	Actual Growth	-4	63	41

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	588	591	657	Growth API Score	582	658	668
Growth Target	5	5	2	Actual Growth	-6	67	11

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		
Year in Program Improvement		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		Yes	No		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		Yes	Yes		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		Yes	Yes		Yes	Yes
Socioeconomically Disadvantaged		Yes	Yes		Yes	Yes
English Language Learners		Yes	No		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.3	4			20.0	4			18.3	4		
1	18.8	4			20.0	4			17.4	5		
2	16.0	5			15.4	5			19.0	4		
3	19.0	4			16.3	4			16.0	5		
4	21.3	2	2		21.8	1	3		20.0	1	1	
5	22.0		2		19.0	1	2		21.8	2	2	
6												
K-3												
3-4	12.0	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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	30	32	30
Teachers with Full Credential (fully credentialed and teaching in subject area)	30	31	29
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)			
Pre-Internship		1	
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	1	1
Teachers with Waivers (do not have credential and do not qualify for 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 catagorical funds to lower class size and improve the performance of our underperforming students. We have 7 Resource Teachers: Computer, Science, 2 Reading Recovery, Outreach Consultant, Resource Specialist and Inclusion Specialist.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	20	23.5
Bachelor's Degree plus 30 or more semester hours	70	61.3
Bachelor's Degree	10	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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 try to ensure that classes are covered by quality substitutes familiar with our school programs. Bilingual substitutes are recruited. Resource teachers may be 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 equal 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

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.

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 data analysis and formal and informal observations, students who need improvement in math and reading are identified.

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.

Data analysis. Monthly meetings of EL 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 the 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, EL and Latino students.

Professional Development

Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

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 professional development time 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.

All classes have core curriculum textbooks in excellent condition.

School educational technology program.

Adequate and growing. We have a fully functioning computer lab and technology teacher.

Additional technology resources.

We have a certificated technology 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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Alvarado ES	
K	36,000	48,200	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	52,500	
2	50,400	53,400	
3	50,400	53,400	
4	54,000	55,150	
5	54,000	55,150	
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 in grades K through 8:

- 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Alvarado ES

21st Century Learning Centers
After School Learning
America Reads
Arts Education Collaborative
Beginning Teacher Support and Assessment
Conflict Resolution Program
IRISE
MathLand & Beyond
New Teacher Induction Program
Peer Assistance & Review (PAR)
Peer Resources
Reading Recovery