

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### Alvarado Elementary School

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#### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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### Alvarado Elementary School

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## **Section I - General Information**

### **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.

### **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 program, ExCEL, includes tutorial and enrichment, exciting PTA clubs and supervised play activities. We also have a fee-based after school childcare center, AAS. 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 staff and parents.

### **School Vision**

Students at Alvarado will be confident, critical thinkers, and 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.

### **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 and mini-conferences for parents in Spanish. Talents are matched to needs in the school.

## Section II - Demographic Information

### Student Enrollment By Grade Level

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

Grade Level	Enrollment
<b>K</b>	83
<b>1</b>	72
<b>2</b>	84
<b>3</b>	80
<b>4</b>	73
<b>5</b>	59
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	451

### Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
<b>African American</b>	29	6.4
<b>American Indian or Alaska Native</b>	4	0.9
<b>Asian</b>	36	8.0
<b>Filpino</b>	13	2.9
<b>Hispanic or Latino</b>	205	45.5
<b>Pacific Islander</b>	5	1.1
<b>White (Not Hispanic)</b>	110	24.4
<b>Multiple or No Response</b>	49	10.9

## Section III - School Safety and Climate for Learning

### **School Safety Plan**

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	1/10/2006
<b>Date Last Reviewed with Staff</b>	9/1/2004

### **Key Elements of School Safety Plan**

- °Evacuation for fire, earthquake, emergencies
  - °Resource/administrative staff supporting classrooms
  - °Schoolwide Tribes curriculum fully implemented
  - °Crisis Intervention
  - ° Safety Patrol Valet Program a.m.
- Identification badges for non-personnel in building after classes begin

### **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. PTA also supports Sand Tray at Alvarado, which provides a safe setting for individual students who need some additional emotional support.

Prop A monies are providing for construction at Alvarado from February through October 2006.

### **Suspensions and Expulsions**

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
<b>Number of Suspensions</b>	1	2	2	2,428	2,645	2710
<b>Rate of Suspensions</b>	0.22%	0.45%	0.44%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### **Efforts to Reduce Suspensions**

We expect excellence! We make home visits, counsel and offer sports programs that teach cooperation and self esteem. All teachers implement TRIBES, which teaches respect for one another, attentive listening, and developing communication strategies, such as "I" statements, student government offering leadership opportunities, and recognition of student positive behavior by way of small rewards.

## Section IV - School Facilities

### School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)		X	Deficiency: Doors are in good condition except that locking mechanism does not work on three double doors: upper yard; cafeteria; and auditorium. Action: Door locks scheduled to be fixed as part of Prop A work scheduled for this Spring.
Interior Surfaces (walls,floors & ceilings)		X	Deficiency: Room 7: vinyl flooring curling up at joints. Action: Work order submitted to address issue. (W/O 257436). Deficiency: Room KR: mold in storage closet. Action: Work order submitted to address issue. This closet is currently NOT being used and is kept closed.
Hazardous Materials (interior & exterior)		X	Deficiency: 2nd floor hallway: looks newly painted. However, water-based paint was used over oil-based paint and thus patches of paint are peeling. Action: Completed 4/17/06.
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains		X	Deficiency: Two water fountains have a spout with low pressure; all of the rest of the fountains are operational. Action: work order 273167.
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Section V - Academic Data

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Test (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	47	52	51	38	40	45	35	36	40
Mathematics	50	53	63	39	40	46	35	34	38
Science		48	32	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

### **CST - Racial and Ethnic Subgroups**

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	56	*	*	*	27		85
Mathematics	63	*	*	*	50		79
Science	*		*	*	21		53
History-Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	52	53	10	36	39	*
Mathematics	67	62	41	48	54	*
Science	45	24	8	19	*	*
History-Social Science						

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

## NRT - All Students

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

	School			District			State		
Subject	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	51	55	62	45	46	43	43	43	41
Mathematics	63	65	65	57	58	59	50	51	52

## NRT - Racial and Ethnic Subgroups

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

	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Subject							
Reading	*	*	*	*	33		100
Mathematics	*	*	*	*	44		94

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	64	61	18	44	*	*
Mathematics	69	61	32	47	*	*

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	33.9	41.2	22.7	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

## Academic Performance Index

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 percent of the distance between its API Base 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.

**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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	98	99	100	Percent Tested	99	100	100
API Base Score	689	765	783	API Base Score	770	786	812
Growth Target	6	2	1	Growth Target	81	21	29
Statewide Rank	5	7	7				
Similar Schools Rank	3	7	9				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested	613	707	690	Percent Tested	714	693	716
API Base Score	5	2	1	API Base Score	101	-14	26
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested	805	871	906	Percent Tested	868	912	921
API Base Score	A	A	A	API Base Score	63	41	15

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	591	657	667	Percent Tested	658	668	731
API Base Score	5	2	1	API Base Score	67	11	64

## **State Award and Intervention 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.

## **Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## **AYP All Criteria - Schoolwide**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	No	Yes	Yes	Yes	No

## **AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups**

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	No	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	26.79 %

## Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.0	4			18.3	4			19.8	4		
<b>1</b>	20.0	4			17.4	5			17.8	4		
<b>2</b>	15.4	5			19.0	4			19.8	4		
<b>3</b>	16.3	4			16.0	5			19.3	4		
<b>4</b>	21.8	1	3		20.0	1	1		22.3	1	2	
<b>5</b>	19.0	1	2		21.8	2	2		18.3	2	1	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## Section VIII - Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
<b>This School</b>	20.8
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	14.4

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	32	30	33
<b>Teachers with Full Credential</b>	31	29	31
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	5	5	3
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	0
<b>Pre-Internship</b>	1	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	1	1	2
<b>Teachers with Waivers</b> (No credential and doesn't qualify for Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	5	3	1

## **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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	1	0	0

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	24.2	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	63.6	62.4
<b>Bachelor's Degree</b>	12.1	12.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

## **Teacher Evaluations**

**Information about the procedures and criteria for teacher evaluations.**

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 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**

**Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.**

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**

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 as reading buddies.

### **Counselors and other Support Staff (con't)**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 per cent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 per cent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - Curriculum and Instruction**

### **School Instruction and Leadership**

#### **Curriculum improvement programs and opportunities for improvement.**

Differentiating instruction to meet the needs of all learners.

Additional reading program was introduced this school year - Junior Great Books. Teachers had a 10 hour training and classroom materials were paid for by the PTA.

#### **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. One professional development day this year focused on a review of the reading standards, successful reading strategies and best practices in the classroom.

#### **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, administrative walk-throughs and feedback, professional development based on teacher needs.

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

Through data analysis of the STAR tests, on-going assessments, 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 the SST process in order the the physical, emotional and academic needs of specific students. Outreach Consultant and Principal coordinate these efforts. We have the Comprehensive Student Support Program at Alvarado, which specifically addresses the above issues.

#### **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. Weekly grade level meetings.

#### **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 full inclusion as well as two SDC classes mainstreamed to regular classes. Teachers make accommodations and differentiate instruction. Additional support includes full-time inclusion and resource teachers, a speech therapist, and a weekly psychologist and occupational therapist.

#### **Summary of overall achievement by subgroups.**

As a school, we are above national average in reading and math. No gender gap exists in reading and math. Our subgroups who need improvement are EDY, EL and Latino students.

### **Professional Development**

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 2004/05 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 has 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. This year two teachers provided best practices inservices for the entire faculty during our on-site professional development days. Ten hours of professional development this year was devoted to training in Junior Great Books.

### **Quality and Currency of Textbooks and Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

<b>Grade Level / Core Curriculum Areas</b>		<b>Currency and Quality of Textbooks and Instructional Materials</b>	
K	Reading/Language Arts	Textbook Not Specified	Fair
K	Mathematics	Textbook Not Specified	Fair
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Fair
1	Reading/Language Arts	Textbook Not Specified	Fair
1	Mathematics	Textbook Not Specified	Fair
1	History/Social Studies	Textbook Not Specified	Fair
1	Science	Textbook Not Specified	Fair
2	Reading/Language Arts	Textbook Not Specified	Fair
2	Mathematics	Textbook Not Specified	Fair
2	History/Social Studies	Textbook Not Specified	Fair
2	Science	Textbook Not Specified	Fair
3	Reading/Language Arts	Textbook Not Specified	Fair
3	Mathematics	Textbook Not Specified	Fair
3	History/Social Studies	Textbook Not Specified	Fair
3	Science	Textbook Not Specified	Fair

4	Reading/Language Arts	Textbook Not Specified	Fair
4	Mathematics	Textbook Not Specified	Fair
4	History/Social Studies	Textbook Not Specified	Fair
4	Science	Textbook Not Specified	Fair
5	Reading/Language Arts	Textbook Not Specified	Fair
5	Mathematics	Textbook Not Specified	Fair
5	History/Social Studies	Textbook Not Specified	Fair
5	Science	Textbook Not Specified	Fair

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Sufficient Materials Available
<b>Mathematics</b>	Sufficient Materials Available
<b>Science</b>	Sufficient Materials Available
<b>History-Social Science</b>	Sufficient Materials Available
<b>Foreign Language</b>	Sufficient Materials Available
<b>Health</b>	Sufficient Materials Available
<b>Science Laboratory Equipment (Gr 9-12)</b>	Sufficient Materials Available

### **Technology**

#### **School educational technology program.**

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

#### **Additional technology resources.**

Because of the school's commitment to our students' understanding and practicing elements of technology, Alvarado pays for a certificated technology teacher.

<b>Computers</b>	
<b>Number of Computers</b>	112
<b>Number of Classrooms with Internet</b>	26

### **Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50750	36,000
1	52500	50,400
2	53400	50,400
3	53400	50,400
4	55150	54,000
5	55150	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### **Total Number of Minimum Days**

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

### **Any additional minimum days at this school and reasons:**

N/A

### **Some schools "bank" additional minutes for professional development:**

No Text Submitted.

## Section XI - Fiscal and Expenditure Data

### **Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.1 %

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

21st Century Learning Centers

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