

Alamo Elementary School

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Ms. Dorothy E. Quinones, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 1990

District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

School Description

Alamo has a large multi-ethnic student population. This rich culturally diverse population provides a unique opportunity for cross-cultural awareness. A strong academic and enrichment program is provided to develop intellectual, physical, social and emotional growth for a diverse range of children. As one of CALIFORNIA'S DISTINGUISHED SCHOOLS we are proud

of our 375 registered, trained volunteers who participate in all phases of our program. Alamo's staff and parents involve the community through field trips, Grandparents' Day, and thematic enrichment programs. As a Clinical School, our model staff exemplifies effective teaching strategies for beginning teachers.

Grade Span:	K-5	Student Enrollment:	686	LEP/NEP*:	13.7%
Building (sq.ft.):	47,600	Average Daily Attendance:	99.7%	Special Education:	6.3%
Yr of Construction:	1926	Optional Enrollment Requests:	17.1%	EDY**:	10.3%

413-11/1/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

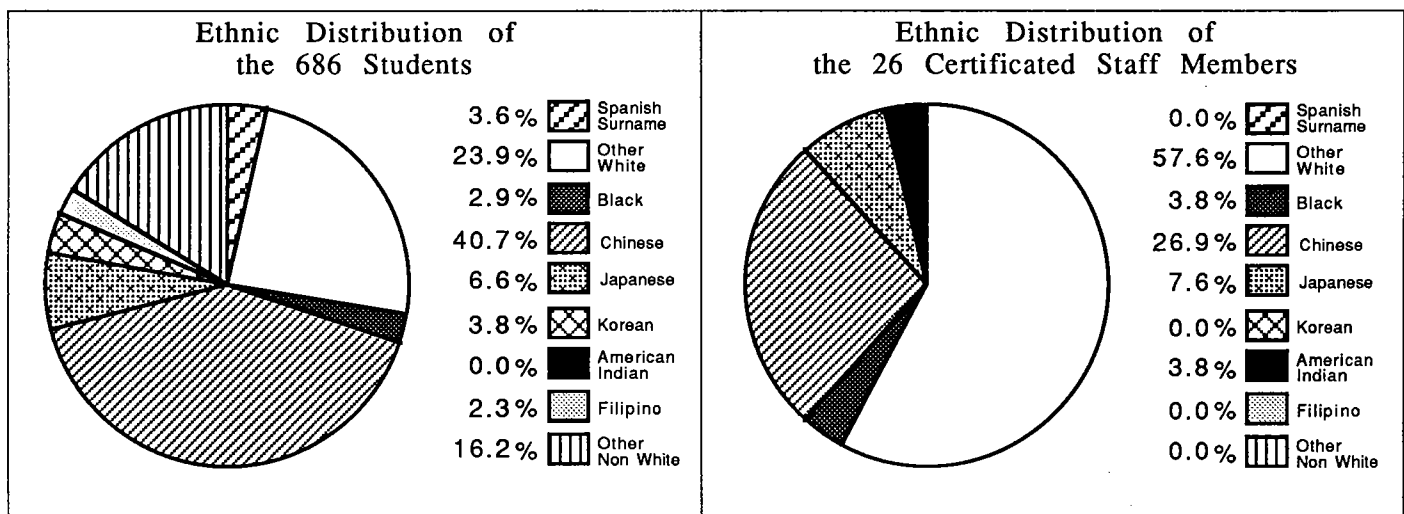
Counseling and Student Support Services

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. At Alamo School, a Speech Therapist, Resource Specialist, and Child Study Team meet weekly regarding potential at-risk students. Teachers and administrators confer frequently with parents to develop strategies for student success. Paraprofessionals staff the library, computer, ESL, Sensory Motor, and art programs. In keeping with our school motto, BE A FRIEND, students are encouraged to resolve peer conflicts through dialogue.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1989-90 was 98.9% and the dropout rate was 1.6%. At Alamo, attendance for the year was 99.7%, excused absences were 3.0%, unexcused absences were 0.3% and the dropout rate was 0.0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To keep our attendance rate high, school activities are designed to promote self-esteem. Independent Study contracts are assigned to ensure student progress during absences.

School Data



Teacher Assignment

Out of 3,739 teachers in the District, only 13 are teaching out of their credentialed areas. At Alamo, all teachers are teaching in the areas in which they are credentialed. Alamo has one credentialed Chinese bilingual teacher. Two teachers are certified as English Language Development Specialists. Seven teachers are pursuing this certification to meet the needs of LEP/NEP students.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.4	28	26.7	30.0
1	26.0	24	26.4	28.0
2	26.0	24	26.0	28.0
3	30.0	25	27.3	30.0
4	32.4	30	28.8	32.7
5	32.4	30	28.5	31.0

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Two Alamo mentor teachers provide District and site training.

The Alamo staff is involved in Bay Area Writing Project Workshops, AIMS and Math Solutions. Teachers participate in math, science, and sheltered English workshops. A number of teachers are participating in the Clinical School Project. Three teachers are involved in a science teacher-training workshop (PRISM) sponsored by Lawrence Hall of Science.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

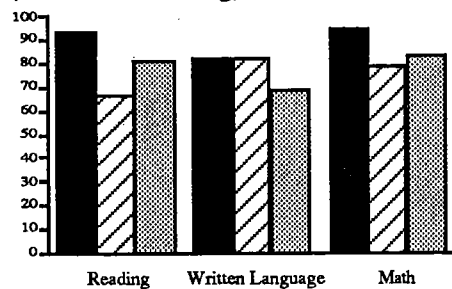
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alamo, 3 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: "Here's Looking at You 2000," cooperative learning, "tribes," organized Student Council, and an active parent participation program reinforce the school motto, "BE A FRIEND."

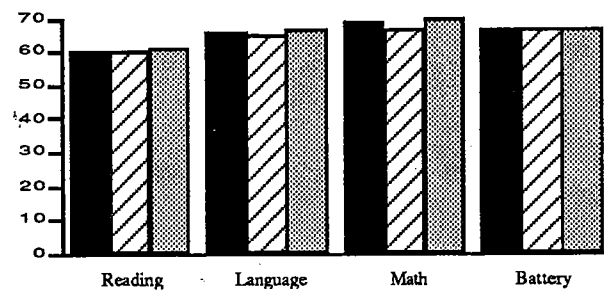
Student Achievement

CAP Scores - 3rd Grade

(Relative Ranking)



CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 13.7% Special Education = 6.3% EDY = 10.3% GATE & High Potential = 17.9%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. In addition to the standardized tests, Alamo School uses other methods of evaluation including The Brigance Test, teacher-made evaluative tools, the IDEA Profile, Holistic Scoring, quarterly progress reports, parent conferences, curricular profiles, and surveys. Alamo's fifth graders had the District's highest physical fitness scores, with 87% passing the mile-run test. Seven students passed the rigorous standards of the "President's Physical Fitness Test" and received awards. Alamo students frequently win awards and recognition in state-wide writing and art contests. Forty-four percent of the fifth grade class have been identified by the Gifted and Talented Education Program. Alamo has been recognized as a CALIFORNIA DISTINGUISHED SCHOOL.

Quality of School Instruction and Leadership

Wide use of manipulatives in Math, "hands-on" Science, and a literature based integrated language arts program are enriched with field trips, multicultural activities, library programs, and computer education to move students beyond the academic goals of the district. The site administrators support a wide range of teaching styles, and a variety of instructional approaches in order to provide equal access to the curriculum for all students. Administrators meet regularly with staff, Faculty Council, PTA, Site Council, and Volunteer Committees to provide for input and shared decision making.

Expenditures and Services Offered

In 1990-91, the District has allocated \$1,349,154 at Alamo from the general fund. Additionally, the District is supervising the expenditure of \$164,339 in special grant funds for a total of \$1,513,493 to operate the school for a year. This works out to \$2,206 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Alamo teacher attendance rate was 94.5%. Substitute teachers covered 100.0% of the absences.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. At Alamo School, teachers select supplemental materials to remediate and enrich instruction. The IDEA Kit, Carousel of Ideas, Peabody Kit and other language development materials are used for LEP/NEP students. Math manipulatives, AIMS materials, Junior Great Books, Graphic Learning, field trips, and performing arts groups extend learning opportunities and enhance instruction according to students' needs.

School Facilities and Safety

Recent Improvements:

Alamo was recently painted and new carpeting installed in the Library and three classrooms. A roof leak was repaired. Tree roots were trimmed and the sidewalk was repaired. Students designed and created colorful hanging banners to exemplify school spirit.

Planned Improvements:

Telephone system will be installed. One classroom is scheduled to be painted, and the ceiling tiles in the library will be replaced. The PTA is replacing library materials damaged by the recent earthquake.

Needed Improvements:

Alamo's play structure/mat, furniture and carpets need replacing. The schoolyard needs resurfacing and repainting. Ventilation needs to be improved throughout the building, particularly in the Computer Lab. Hallway walls are needed for four classrooms.

Parent Involvement

Parents participate in the PTA, SSC, and Volunteer Program. The PTA funds equipment and educational materials. The SSC is staffed by administrators, teachers, paraprofessionals, and parents. They meet regularly to plan, implement, and evaluate the school's programs. Directed by the Volunteer Coordinators, parents work in classrooms, library, sensory motor, field trips, hospitality, the school newspaper, and support school-wide thematic enrichment programs. LEP and working parents attend Brown Bag Workshops to make materials needed by teachers. Trained volunteers also run the Junior Great Books Reading Program.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa paggapaliwanag ng mga dokumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa về tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

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