

# Alamo Elementary School

250 23rd Avenue, San Francisco, CA 94121, Phone (415) 752-8244

Ms. Dorothy E. Quinones, Principal

## 1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

### District Mission and Goals

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. 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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

### Philosophical Tenets

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

### School Description

Alamo is a neighborhood school which has served the Richmond district since 1926. The large, ethnically diverse student population provides an opportunity for students to learn about the richness of many cultures. A strong academic and enrichment program is provided to develop intellectual, physical, social and emotional growth for a diverse range of children. The dedicated, hard-working staff is recognized districtwide for leadership in math and science. The thematic approach to a literature-based program incorporating reading, oral language development, writing, and Social Studies is evident throughout the school. The newly-instituted Tribes program strengthens the self esteem of all children and amplifies Alamo's traditional motto: BE A FRIEND.

As a Clinical School, our model staff exemplifies effective teaching strategies for beginning teachers. Our 375 registered, trained volunteers work in all phases of our program, organizing Discovery Days and Grandparents' Day, participating on field trips, and providing thousands of logged hours of on-site assistance. Parents who are not available during the school day attend "Brown Bag Workshops" and evening meetings to show support of school activities. Parents, staff and students, working together, have made Alamo a California Distinguished School. Despite funding cuts, we are determined to ensure Alamo's continued excellence.

### Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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. The Alamo Staff is involved in Bay Area Writing Project Workshops, AIMS, Math Leadership, Math Solutions, and City Science. Alamo teachers are identified for their expertise in curriculum areas and requested to present district workshops in math, science, social studies, literature, music, and sheltered English. The school is participating in the Clinical Schools Project with San Francisco State University. Several teachers are involved in a TEAM ART GRANT through the San Francisco Education Fund. The entire staff participated in a three-day summer "TRIBES" workshop designed to improve students self-esteem as well as improve learning and achievement.

Grade Span:	K-5	Student Enrollment:	673	LEP/NEP*:	16.8%
Building (sq.ft.):	47,600	Average Daily Attendance:	99.7%	Special Education:	3.9%
Yr of Construction:	1926	Optional Enrollment Requests:	15.6%	EDY**:	15.9%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	16.2%

413-11/1/91 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. The Speech Therapist, Resource Specialist, Student Advisor, and Child Study Team meet weekly regarding potential at-risk students.

We also confer frequently with parents to develop strategies for student success. Paraprofessionals staff the library, computer, and Sensory Motor. In keeping with our school motto, BE A FRIEND, and TRIBES students are encouraged to resolve peer conflicts through dialogue.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Alamo, attendance for the year was 99.7%, excused absences were 2.9%, unexcused absences were 0.3% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates.

Dropouts are defined as students who are absent without reason for 45 days or more.

To keep our attendance high, school activities are designed to promote self-esteem. All absences are verified and students are given assignments to ensure progress during absence from school.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

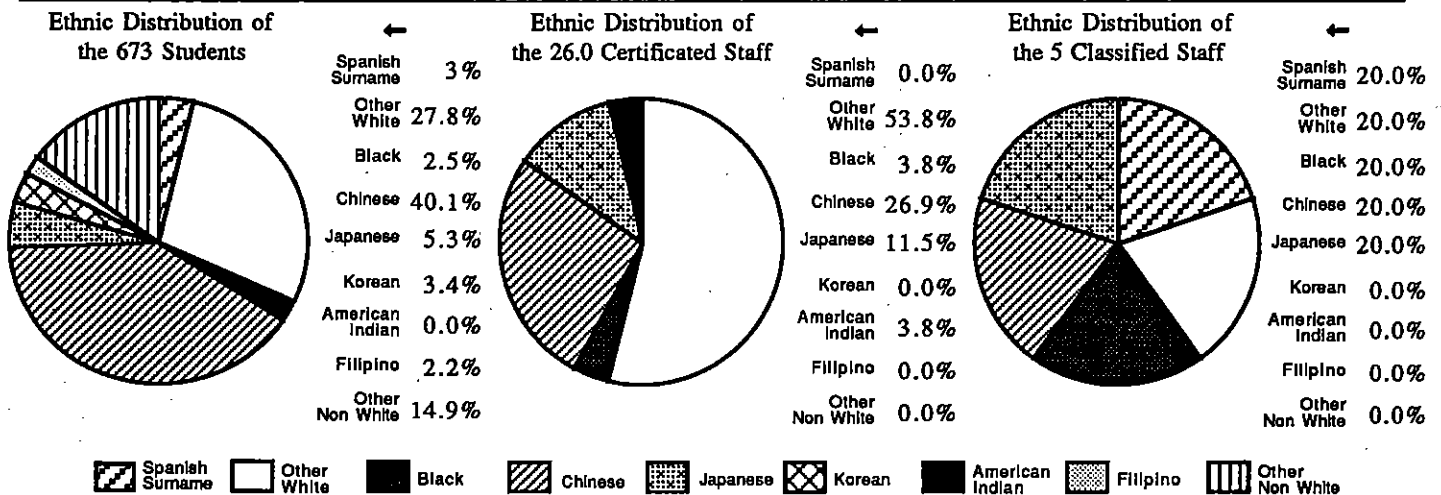
## Teacher Assignment

Out of 3,103 certificated in the District's schools, none 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 and two district designated English Language Specialists. Nine other teachers are pursuing this certification to meet the needs of the LEP/NEP students.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	29.2
1	26.0	24	26.3	28.5
2	26.0	24	26.0	26.7
3	29.8	25	27.5	28.2
4	32.2	30	27.3	31.2
5	32.2	30	29.0	31.6

## Ethnic Diversity



Objective 4a: 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.

Alamo School did not meet this objective because the school district eliminated half of the Assistant Principal position thereby decreasing the Chinese representation of the staff. This year there was no provision for interviewing prospective staff members, so it was not possible to increase minority representation.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through 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.

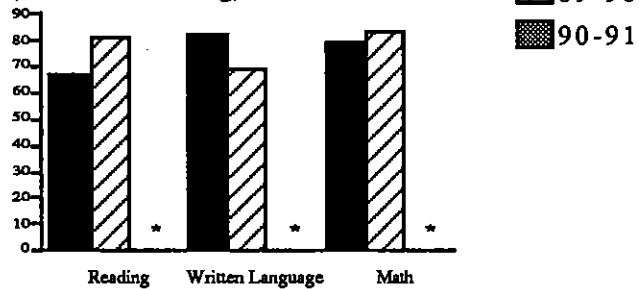
## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alamo, 8 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."

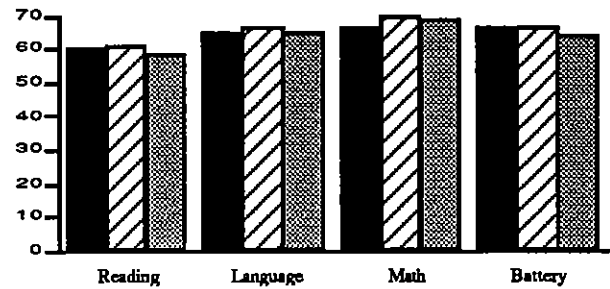
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

## Student Achievement

CAP Scores - 3rd Grade  
(Relative Ranking)



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



LEP/NEP = 16.8%      Special Education = 3.9%      EDY = 15.9%      GATE & High Potential = 16.2%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. \* Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

## 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 administrator supports a wide range of teaching styles, and a variety of instructional approaches in order to provide equal access to the curriculum for all students. The administrator meets regularly with staff, Faculty Council, PTA, Site Council, and Volunteer Committees to provide for input and shared decision making.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000

\* Districts over 25,000 ADA

## Substitute Teachers

During the Spring of the 1990-91 school year, the Alamo teacher attendance rate was 93%. When a substitute was not available, students were equally divided among other classrooms at grade level.

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. 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

### Current Conditions:

Alamo School was recently painted and the roof was replaced. The Student Council planted a tree in front of the school. New carpeting was installed in the library and three classrooms. Students designed and created colorful hanging banners to exemplify school spirit.

### Planned Improvements:

The site is continually monitored for safety and esthetic concerns. Carpentry, plumbing, and electrical repairs are made as necessary. A student mural is planned for the school library.

### 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.

Objective 3b: The appearance of the school site will be improved

## 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 Program.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.

*If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.*

*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 pagpapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ 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。*

San Francisco Unified School District  
135 Van Ness Avenue  
San Francisco, CA 94102  
Attn: Alamo Elementary School

NON PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
San Francisco, CA  
Permit NO. 3966

