

Alamo Elementary School

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Ms. Dorothy E. Quinones, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

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. Our strongly established TRIBES program is a cooperative learning model which promotes social development, strengthens the self esteem, and exemplifies Alamo's traditional motto: BE A FRIEND. Working in partnership with the S.F. State University staff, we have been involved in the Clinical Schools project since its inception - formulating policy, providing program direction, modeling effective teaching strategies, and providing opportunities for teacher interns. 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. "Brown Bag Workshops" and evening meetings are scheduled to involve working parents. Parents, staff and students, working together, have made Alamo a California Distinguished School. Despite continuing funding cuts, we are determined to ensure Alamo's continued excellence.

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.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) To improve teaching and learning to enhance the academic achievement of all students. 2) To improve student, staff, parent, and community participation in the educational process. 3) To maintain a school environment that is safe, secure, and attractive that is conducive to learning.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	718	LEP/NEP*:	28.4%
Building (sq.ft.):	47,600	Average Daily Attendance:	99.8%	Special Education:	5.3%
Year of Construction:	1926	Optional Enrollment Requests:	1.8%	EDY**:	19.8%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	92%

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 referrals of potentially at-risk students. Interventions are recommended to the students, parents, and teachers and results are monitored by this team. Parent Classes such as "One-on-One Tutoring" and "Drug and Alcohol Abuse" are offered during the year to help parents improve parenting skills. We also confer frequently with parents to develop strategies for student success. Paraprofessionals staff the library, computer, and Sensory Motor Programs. In keeping with our school motto, BE A FRIEND, and TRIBES, students are encouraged to resolve peer conflicts through dialogue. "Back To School Nights" are scheduled each fall to clarify student behavior expectations and standards.

Teacher Assignment

Out of 2,305 certificated classroom teachers 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 four credentialed Chinese Bilingual teachers and several teachers certificated to meet the needs of the LEP/NEP students. There are four teachers at each grade level. Teachers are encouraged to meet at grade level and across grade levels to exchange teaching strategies.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Alamo, attendance for the year was 99.8%, excused absences were 2.9%, unexcused absences were 0.2% 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 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*

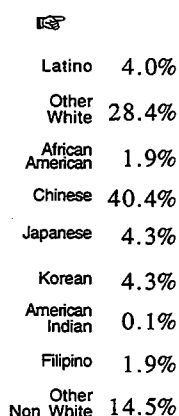
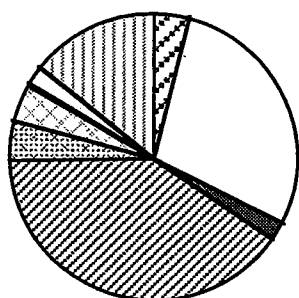
Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	30.8	36,000
1	26.0	24	27.2	30.8	50,400
2	26.0	24	27.4	31.0	50,400
3	29.8	25	26.7	29.8	50,400
4	32.2	30	27.5	31.3	54,000
5	32.2	30	28.1	34.0	54,000

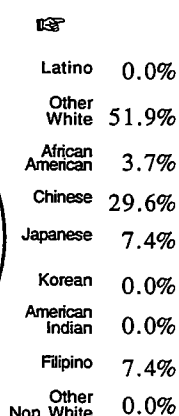
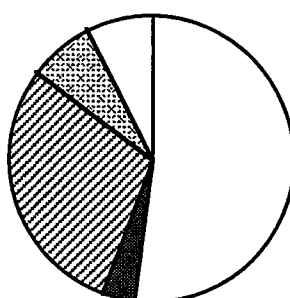
** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

Ethnic Diversity

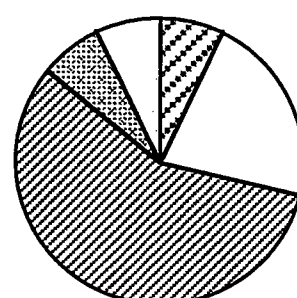
Ethnic Distribution of the 718 Students



Ethnic Distribution of the 27 Certificated Staff



Ethnic Distribution of the 14 Classified Staff



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented. (Based upon previous year's enrollment.)*

Students in bilingual and Language Development classes are integrated in school activities with students in English only classes. Schoolwide events celebrating diversity involve students, staff, parents, grandparents and volunteers. These events are an integral part of Alamo's program.

*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

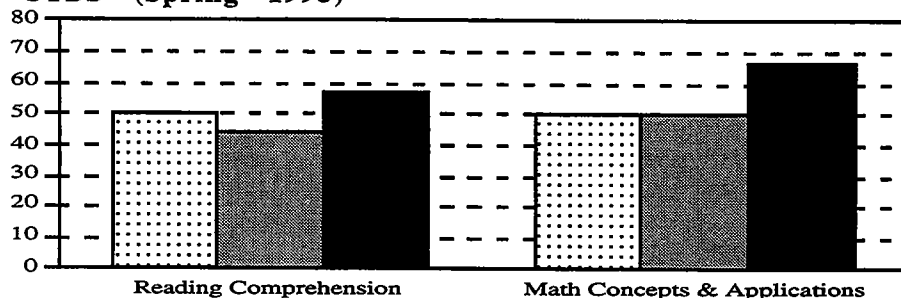
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS: National
 District
 School

CTBS (Spring 1995)



LEP/NEP = 28.4%

Special Education = 5.3%

EDY = 19.8%

GATE & High Potential = 10.9%

Teacher/Staff Professional Development, and Curriculum Improvement

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 Workshops, AIMS, Math Leadership, Math Solutions, City Science and Exploratorium Science Programs. Alamo teachers are identified for their expertise in curriculum areas and are 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. Recently funded San Francisco Education Fund Team Grants are supporting a "hands-on" science program at first grade, and Language Arts at second grade. The entire staff participated in a three-day summer "TRIBES" workshop designed to improve students' self-esteem as well as improve learning and achievement. Outdoor Education is planned for the fifth grades.

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. The staff also participates in the TRIBES program to improve communication across the school.

Substitute Teachers

During the 1994-95 school year, the Alamo teacher attendance rate was 98%. When a substitute was not available, students were equally divided among other classrooms at grade level, or one of the administrators taught the class.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alamo, 1 student was 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. Parent conferences are called to promote cooperation between the home and school.

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

Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

* Districts over 20,000 ADA
 ** Elementary Schools Only

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 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. 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. The PTA raises funds to purchase supplemental materials.

School Facilities and Safety

Current Conditions:

The exterior of Alamo School was painted and the roof replaced. The entire site was recarpeted. Students designed and created colorful hanging banners in the auditorium to exemplify school spirit. The Student Council planted a tree in the front of the school. The parents replaced the schoolyard play structure and mat. Students and parents use the roof garden for environmental education.

Planned Improvements:

The site is continually monitored for safety and esthetic concerns. Carpentry, plumbing, and electrical repairs are requested as necessary. A student mural is planned for the school garden and yard fences. Annual clean-up days are planned by staff and parent volunteers. Outdoor furniture/benches are solicited from our school corporate partnership. A tree has been added in the school entry.

Needed Improvements:

The schoolyard needs resurfacing and repainting. Ventilation needs to be improved throughout the building. Windows on the east side of the building are no longer transparent and need replacement. Classroom furniture and media equipment need to be replaced. The lighting in the school needs to be updated. Outside doors need to be replaced and bathrooms need remodeling.

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

Parent Involvement

Parents participate in the PTA, School Site Council (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, garden, computer program, hospitality, 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 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. *

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

135 Van Ness Avenue
San Francisco, CA 94102

Attn: Alamo Elementary School