

# Alamo Elementary School

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Ms. Dorothy E. Quinones, Principal

U.S.D.

## 1998-99 School Accountability Report Card

Fall, 1998

### School Description

Parents, staff and students, working together, have made Alamo a twice-recognized California Distinguished School as well as a NATIONAL BLUE RIBBON SCHOOL. Our large, ethnically diverse student population provides an opportunity for students to learn about the richness of many cultures. We are a neighborhood school which has been in the Richmond District since 1926. A strong academic and enrichment program serves to develop intellectual, physical, social and emotional growth for all children. The dedicated, hard-working staff is recognized districtwide for leadership in math and science. A 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 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. 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 is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of all students especially African American, Latino, and ELL students to the 50th NCE by Spring 1999, and for Special Education students not exempted from testing through the IEP, and all youngsters of poverty by Spring 2000. 2) Improve student, staff, parent, and community participation in the educational process. 3) Maintain a school environment that is safe, secure, and attractive, and that is conducive to learning. 4) Fully integrate technology into the curriculum.

### Philosophical Tenets

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

- \* All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- \* All individuals want to learn and to be recognized for their achievements.
- \* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- \* All individuals are entitled to be treated with respect and dignity.
- \* All individuals can learn.
- \* All individuals learn in many different ways and at varying rates.
- \* Each individual learns best in a particular way.
- \* All individuals are both potential learners and potential teachers.
- \* Learning has both cognitive and affective dimensions.
- \* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- \* Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	703	LEP/NEP <sup>1</sup> :	30.7%
Building (sq.ft.):	48,500	Average Daily Attendance:	99.8	EDY <sup>2</sup> :	13.1%
Year of Construction:	1926/1975	Optional Enrollment Requests:	25%	% of Points Met <sup>3</sup> :	79.7%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	No	Student Uniforms:	No

<sup>1</sup> LEP/NEP: Limited English Proficient or Non English Proficient

<sup>2</sup> EDY: Educationally Disadvantaged Youth

<sup>3</sup> % of Points Met: Refers to the set of District objectives to achieve District goals

## Counseling and Student Support Services

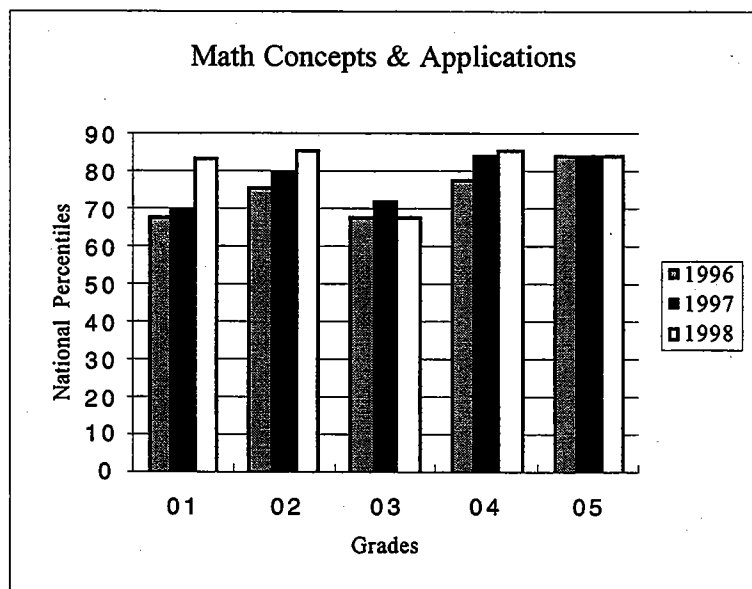
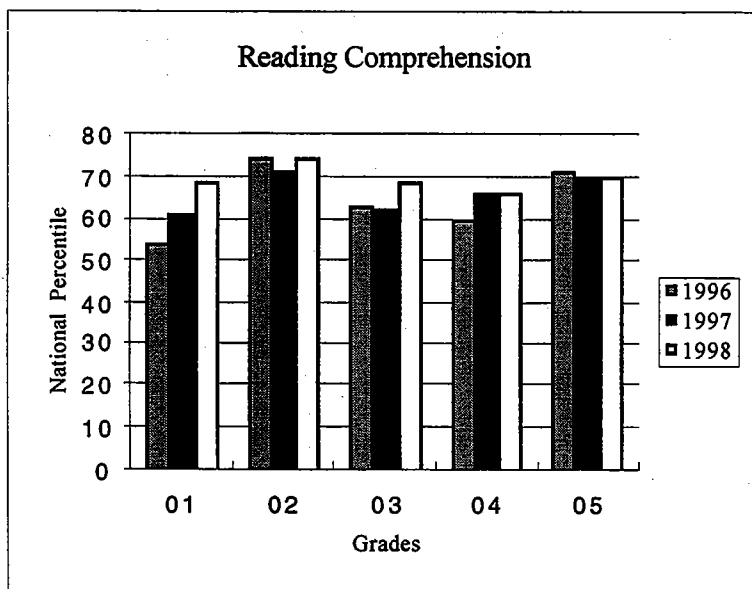
District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. The Speech Therapist, Resource Specialist, Student Advisor, and Student Study Team meet weekly regarding referrals of potentially at-risk students. Interventions are recommended to the students, parents and teachers, and results are monitored by this team. Referrals to outside agencies are made when appropriate. The PTA, in conjunction with the School Health Program, offers parent education programs during the year. 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.

## Student Achievement

### CTBS (Spring 1996 - Spring 1998)

	District K-5 Average National Percentiles		
	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



## Ethnic Diversity

### Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
703 Students	2.0	0.0	40.5	1.8	3.7	3.7	4.6	16.2	27.5
34 Certificated	5.9	0.0	35.3	5.9	2.9	0.0	0.0	2.9	47.1
3 Classified	0.0	0.0	33.3	0.0	0.0	0.0	33.3	0.0	33.3
12 Paraprofessional	0.0	0.0	66.7	8.3	16.7	0.0	0.0	0.0	8.3

Schoolwide events celebrate cultural and language diversity and involve all students, staff, parents, grandparents and volunteers. Before school Russian classes, and After School Cantonese classes are offered to all students. A community volunteer demonstrates Chinese Brush painting for several classes. A new school art coordinator will focus on students expressing ethnic heritage through art.

## Student Attendance and Dropout Rate

Dropout rate 1995-96 = 0% 1996-97 = .4% 1997-98 = 0%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Alamo ES, attendance for the year was 99.8%, excused absences were 2.4%, unexcused absences were .2%, and the dropout rate was 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 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. Students arriving late to school must sign in at the office, and any students who must leave early must be signed out by a parent or guardian. Attendance patterns are reviewed by the Student Study Team. The Student Advisor notifies parents of excessive absences and tardies and works with the family to find ways to correct the situation.

## 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 Behavior

	1995-96	1996-97	1997-98
School Suspension rates:	.3%	.1%	.7%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Alamo ES, 5 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. Parent conferences are called to promote cooperation between home and school.

## Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8    1997-98 = 8    1998-99 = 8

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 multiple professional development institutes engage educators and parents in instructional leadership development.

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 participates in the Clinical Schools Project with San Francisco State University. Computer, physical education, science, and music program support consultants are funded by outside resources. The 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 grade.

## 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 1997-98 school year, the Alamo ES teacher attendance rate was 98%. Alamo has a pool of substitute teachers that regularly work at the school. In an emergency situation, when a substitute is not available, students are equally divided among other classrooms at grade level, or a credentialed teacher or the administrator teaches the class.

## Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. 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. Teachers are encouraged to meet at grade level and across grade levels to exchange teaching strategies.

## Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	19.3	19.7	18.7	43,200
1	**	24	19.30	20.0	19.5	19.8	50,400
2	**	24	18.92	20.0	19.7	20.0	50,400
3	**	25	20.79	24.8	23.8	20.0	50,400
4	32.2	30	25.54	33.0	33.0	33.0	54,000
5	32.2	30	26.65	33.7	32.8	33.3	54,000

\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.  
\*\* Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

## Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

\* 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 and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

At Alamo School teachers select supplemental materials to remediate and enrich instruction. Math manipulatives, AIMS materials, Junio. Great Books, Graphic Learning, computer software, field trips, and performing arts groups extend learning opportunities and enhance instruction according to students' needs. The PTA and Foundation raise funds to purchase supplemental materials. Teachers also fund raise to purchase spellers and other items that they consider essential to the curriculum. The school librarian plans with the teachers to select books and audio visuals to supplement the curriculum/

## School Facilities and Safety

### *Current Conditions*

A modern play structure is the highlight of our yard. Classrooms have been created to meet the 20-1 ratio in grades K-2. A colorful student-created mural adorns our roof garden. There is carpeting throughout the building. An updated Computer Lab is in operation. Our library circulates more than 15,000 books and houses multimedia computer equipment.

### *Planned Improvements*

The site is continually monitored for safety and esthetic concerns. Carpentry, plumbing and electrical repairs are requested as needed. Annual clean-up days are planned by staff and parent volunteers. Outdoor furniture/benches are solicited from our school corporate partnership. Alamo plans to be connected to the Internet through Net Day Projects.

### *Needed Improvements*

Ventilation needs to be improved throughout the building. Classroom furniture and some windows need replacement. The staff lunchroom needs a wall. Additional space is needed for classrooms for 3rd through 5th grades. A new, school-wide loud speaker system is needed. Electrical wiring and telephone access must be updated to meet technology needs.

## 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.

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

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San Francisco, CA 94102

Attn: Alamo Elementary School