

# Alvarado Elementary School

625 Douglas St., San Francisco, CA 94114, Phone (415) 695-5695

Rose Barragan, Principal

## 1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 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. Every school develops a school site plan to achieve each objective.

**Philosophical Tenets** In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

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

### School Description

Alvarado offers a comprehensive instructional program emphasizing a balanced academic and creative arts curriculum in a child centered environment. Our students experience an outstanding Spanish Bilingual Program, an extensive Perceptual Motor Program; a computer lab; a science study center; a visual, literary, music and dance arts program, and extra-curricular

activities including student government, study hall, after school clubs and supervised play activities (2:00-6:00 p.m) under the Park and Recreation Program. Alvarado views itself as a school family committed to the academic, social, and emotional growth of each student as he/she participates in a racially, ethnically, and economically integrated environment.

Grade Span:	K-5	Student Enrollment:	456	LEP/NEP*:	25.9 %
Building (sq.ft.):	53,700	Average Daily Attendance:	96.3 %	Special Education:	12.1 %
Yr of Construction:	1926/74	Optional Enrollment Requests:	19.3 %	EDY**:	64.7 %

420-4/16/90 by ICC

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

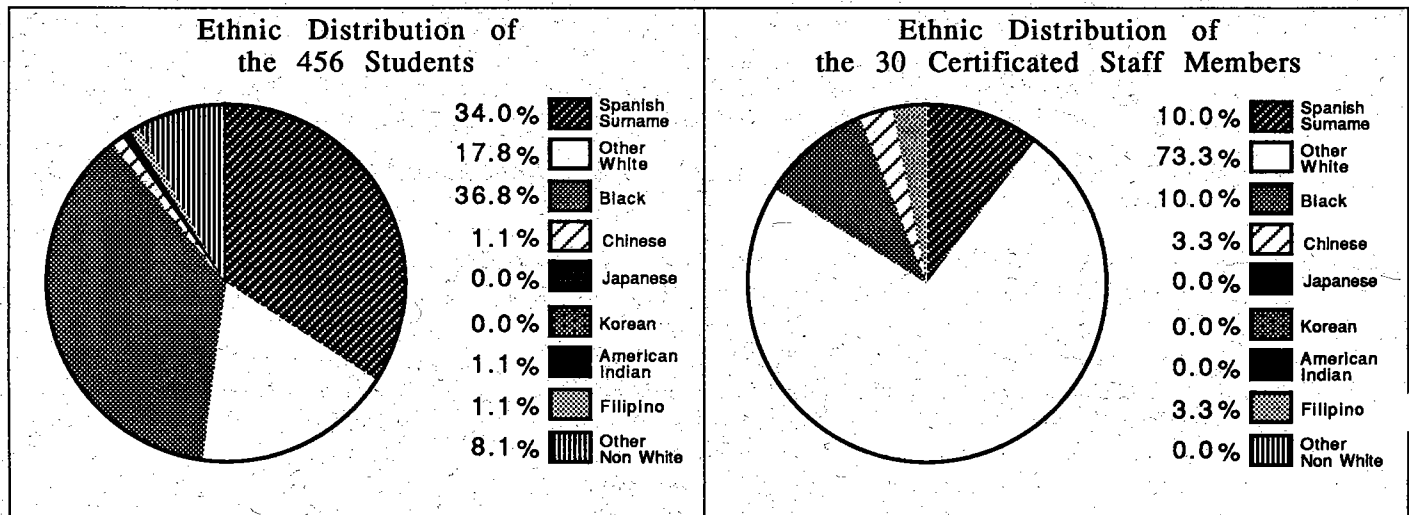
## Counseling and Student Support Services

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. A state funded outreach program is provided at Alvarado School with a full time Outreach Consultant, two Student Advisors, and on site opportunities for student stress reduction/support. In addition to these services and those special education programs provided at all schools (Resource Specialist Program and Speech and Language Therapist), Alvarado, through various funding sources, grants, and volunteer recruitment, provides specially assigned resource teachers, paraprofessionals and volunteers that nurture our children and support their learning.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Alvarado, attendance for the year was 96.3%, excused absences were 6.5%, unexcused absences were 3.7% and the dropout rate was 3.1%. 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. We create a child-centered environment that attracts students to the wonder of learning through an advancing integrated curriculum utilizing actual experiences in the classroom and in the environment.

## School Data



## Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Alvarado, all teachers are teaching in the areas in which they are credentialed. 44% of Alvarado's teaching staff either hold or are pursuing Masters Degrees. In addition, selected Master Teachers, designated by the Clinical Schools Project of the Education Department-S.F.State University, are providing field based teacher training.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	21.5
1	26.0	24	26.5	23.0
2	26.0	24	26.1	20.8
3	32.6	25	26.9	21.3
4	32.6	30	27.7	26.0
5	32.6	30	28.6	22.7

## 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. The Alvarado staff has designed a staff development program that emphasizes updating professional growth in curriculum development,

teaching methodology, and enhancing human relations through weekly staff development and planning activities, as well as participation in workshop offerings, and professional conferences. Each staff member commits 20-36 annual hours of inservice averaging 18 in methodology, 10-12 in using technology to support instruction, and 8 in offerings off-site. Whole Language Methodology, Literature Based Instruction, Computer Proficiency, and Bay Area Writers' Project are among the recent choices.

## Teacher Evaluation

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

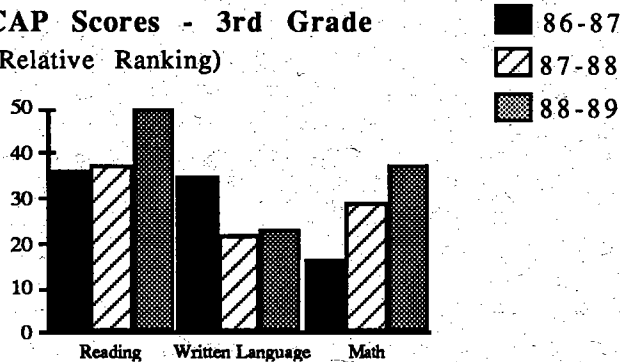
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

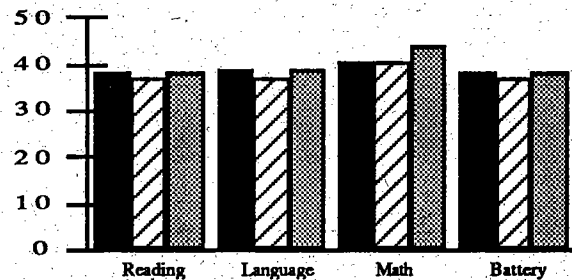
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alvarado, 12 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: We believe in a pro-social philosophy. We employ the Tribes curriculum, TESA, Cooperative Discipline, and Conflict Management to achieve a positive school climate and offer a comprehensive student/family support program.

## Student Achievement

CAP Scores - 3rd Grade  
(Relative Ranking)



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



LEP/NEP = 25.9%      Special Education = 12.1%      EDY = 64.7%      GATE & High Potential = 5.7%

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. Alvarado also uses the Garden-Sullivan Perceptual Motor Assessment, the Brigance Inventory, and the Gesell Developmental Examination in planning K-1 instruction. Grades 2-5 use diagnostic devices present in our text books and designed to assess specific skills. However, we are well aware of the need to focus on the application and synthesizing of these skills to foster critical thought and creative ideas. Therefore we emphasize original writing, interpretation of literature, problem solving in math, and any other activities that will challenge the student to think creatively. This year Alvarado students were honored in 5 grades (1st prize-Kindergarten, 2nd prize-grades 1, 2, 3, and 5) in the INVENT AMERICA PROGRAM, an excellent example of what is possible as a result of this instructional philosophy.

## Quality of School Instruction and Leadership

In order to provide instructors with the opportunity to take ownership and give direction to the instructional program, our decision making process is structured to occur through collaborative discussion and consensus. Family, staff, committee, or inservice meetings are held each Tuesday to provide planning, sharing and problem solving opportunities for the whole staff or smaller groups of teachers with age similar students. In addition, The Alvarado Advisory Council, an elected parent/staff group is actively involved in site decision making. The continuing growth of positive climate and quality of instruction at Alvarado School is seen as directly related to our decision making structure.

## Expenditures and Services Offered

In 1989-90, the District spent \$822,645 at Alvarado. Additionally, the District supervised the expenditure of \$969,899 in special grant funds for a total of \$1,792,544 to operate the school for a year. This works out to \$3,931 per student per year. Additional funds that support our program are derived from various sources. We draw on Chapter 1, LEP, SI, Consent Decree and Pupil Motivation and Maintenance Program funds to support additional teachers, paraprofessionals, student advisors, outreach consultants, and to provide additional curriculum materials, field study experiences, and staff development opportunities within the regulations of each funding source.

## Substitute Teachers

During the fall of 1989, the Alvarado teacher attendance rate was 97.6%. Substitute teachers covered 94.1% of the absences. The other 5.9% were covered by Resource Teachers, the Principal or other teachers as appropriate for those students being temporarily assigned. Alvarado rarely has difficulty covering teacher absences. Our starting time and positive environment attracts substitute teachers.

## **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 1989-90 school year, the amount of State and District funds allocated for each student is \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. At Alvarado we supplement our district and categorical resources through grants. Our computer lab/classroom facility was expanded through a Chapter 2 ECIA Grant, and materials were added to our science lab through a San Francisco Education Fund Grant. PTA fund raisers have also provided us with supplies for our camping trips, reproduction equipment for school/home communications and additional video taping equipment for recording our major school events.

## **School Facilities and Safety**

### **Recent Improvements:**

Our school yard is totally resurfaced and marked with an addition of a playstructure and sandbox. Our computer lab is connected to each classroom through our VELAN system. Two new boilers are now replaced.

### **Planned Improvements:**

Our major plan for utilizing the remaining allocation of Prop A money is to expand our library facility which is presently much too small to accommodate our intensive library program and to redo the window sashes that are extremely weathered.

### **Needed Improvements:**

Our building needs a "freshening up." Exterior painting and continued interior painting (district maintenance provides limited painting twice yearly) would be much appreciated. Also, a professional scouring of all tile surfaces and extensive window-washing would certainly create a fresh and inviting environment.

## **Parent Involvement**

Alvarado prides itself on the staff, parents and students that comprise our "school family." Parent participation is encouraged and appreciated. An open door policy for parents is promoted through the efforts of a welcoming staff, an active PTA, an informed active Advisory Council, and an intensive parent outreach program which includes carpooling parents from the Mission and Visitacion Valley to meetings and special events. Alvarado's PTA has been recognized by the International PTA for its outstanding parent outreach efforts. Parents at Alvarado volunteer in classrooms, accompany classes on field study excursions, share special talents, and participate in or support our special school events.

*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 dukumentong 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。*

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.

**San Francisco Unified School District**  
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