

Alvarado Elementary School

625 Douglass Street, San Francisco CA 94114, Phone (415) 695-5695

Ms. Sandra Leigh, Principal

1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

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.

Each school has a set of 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. N/A indicates that the objective is not applicable to the school. 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

Alvarado is a unique school that offers both an academic and creative arts curriculum in a child-centered environment. We draw our students from the Noe Valley neighborhood, Visitation Valley and the Mission. We offer an outstanding Spanish Bilingual Program; Perceptual Motor Program; school-wide computer lab; science lab; visual and performing arts program in every class, and extra-curricular activities including after school tutorial, after school clubs and supervised play activities. We also have a fee-based after school childcare center. Alvarado views itself as a school family committed to the academic, social, and emotional growth of each student. We provide an environment that celebrates our multicultural diversity and are proud of the positive, warm feeling that is present both in our school and in the three communities that we serve. We are building a collaborative school community consisting of the administrator, teachers, support staff, parents and students striving to create a positive school environment that is safe, clean and well-organized. We train our students in conflict-management techniques to resolve problems non-violently. We reward positive student achievement and we have a student government that encourages individual leadership. Our mission is to enable each student to develop intellectually, socially and emotionally to their highest potential, irrespective of primary language or ethnicity or economic background. Our goal is to develop a life-long love of learning.

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. Alvarado begins its year with a 3 day collaborative planning effort involving staff, parents and community. This sets our goals and directions for the year and helps us design a staff development program that updates and deepens each staff members professional growth along the lines of the school's chosen directions. This includes Conflict Resolution Training, Science and Math Strategies, Literature-Based Instruction, Tribes and Cooperative Learning Strategies, Bay Area Writer's Project, Open Court Reading and Computer Proficiency. Each staff member commits to a minimum of 20-36 hours of inservice on and off site. We have monthly grade level planning time to discuss implementing the core curriculum as well as to develop creative team-teaching activities and new instructional strategies.

Grade Span:	K-5	Student Enrollment:	390	LEP/NEP**:	33.3%
Building (sq.ft.):	53,700	Average Daily Attendance:	98.5%	Special Education:	7.2%
Yr of Construction:	1926/74	Optional Enrollment Requests:	33.1%	EDY**:	43.3%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	6.2%

420-1/1/94 by Planning, Research, and Information Systems

*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 (SB65) provides a full-time Outreach Consultant. We have three Student Advisors who also conduct home visits, a school nurse and a Sandtray Therapy specialist. Our school's Student Study Team (SST) meets regularly to discuss and offer recommendations regarding the needs of the whole child and is comprised of teacher, parent, student, administrator, outreach consultant, and others who can contribute meaningful information. Special Education programs at school include a Resource Specialist, Speech and Language Therapist and a Special Day Class. We offer on-site Community Mental Health Services. Alvarado provides other resource teachers, paraprofessionals and volunteers to assist our students and support their learning needs, including 18 Young and Rubicam volunteers.

Teacher Assignment

Out of 3,058 certificated teachers in the District's schools, none are teaching out of their credentialed areas. Teachers are assigned based on student need. Teachers are teaching in the areas in which they are credentialed. 45% of the teaching staff hold or are pursuing Masters Degrees. We hire 4 extra teachers through Consent Decree to lower class size. We have 5 Resource Teachers: Jump Start/ESL, Computer, Science, Reading Recovery Outreach Consultant. We have a Library Tech. We are also part of the Clinical Schools Project of S.F. State University which provides student interns.

Student Attendance and Dropout Rate

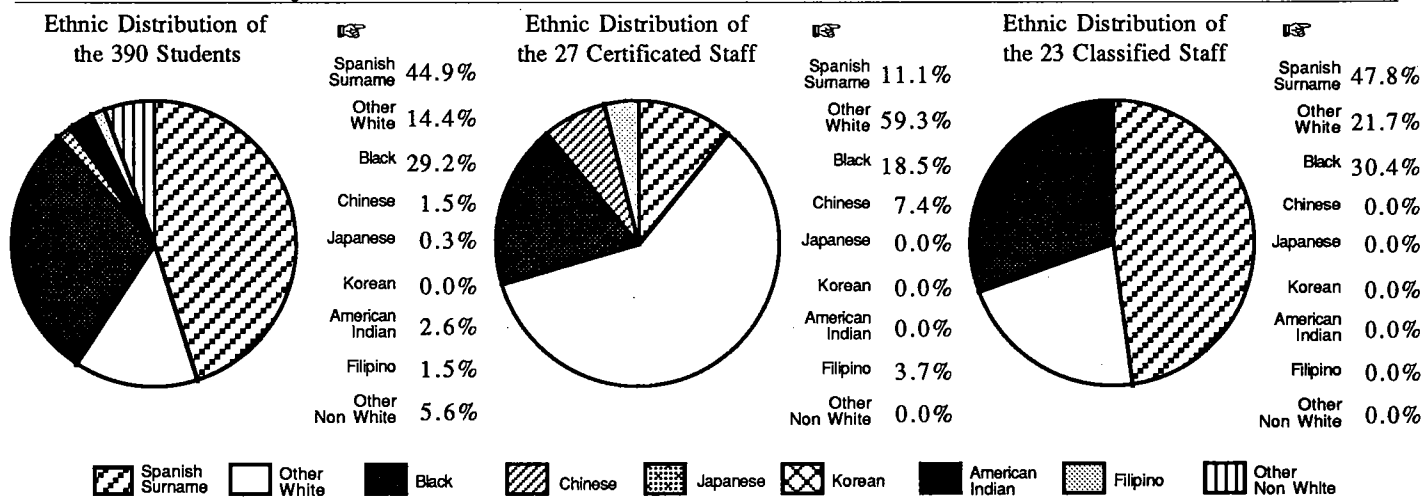
The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Alvarado, attendance for the year was 98.5%, excused absences were 7.0%, unexcused absences were 1.5% and the dropout rate was 2.2%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. We create a child-centered environment that engages, challenges, and attracts students to the wonders of learning. We are building a strong home-school connection that bridges across the miles to draw in the three communities we serve. Our Student Advisors make home visits and daily calls. Our Bus Monitor Program brings parents to school while ensuring a safe ride for our students. Our multicultural curriculum and programs celebrate each student and their heritage. This fosters pride and self-esteem and encourages attendance.

Objective 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	30.1	24.7
1	26.0	24	27.0	20.7
2	26.0	24	25.9	19.3
3	29.8	25	27.9	20.7
4	32.2	30	27.4	23.3
5	32.2	30	28.9	18.0

Ethnic Diversity



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.

All effort is made to select personnel that reflect the ethnic/racial make-up of the student body. We encourage minority/Bilingual paraprofessional staff to enter teacher preparation classes. Clinical Schools Project helps develop a pool of qualified and dynamic new teachers. We actively pursue community contacts to attract minority volunteers.

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 Alvarado, 2 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: Our Advisors conduct home visits, counseling and offer a sports program that teaches cooperation and self esteem. We have conflict managers which teaches non-violence, student government offering leadership opportunities and we reward achievement.

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



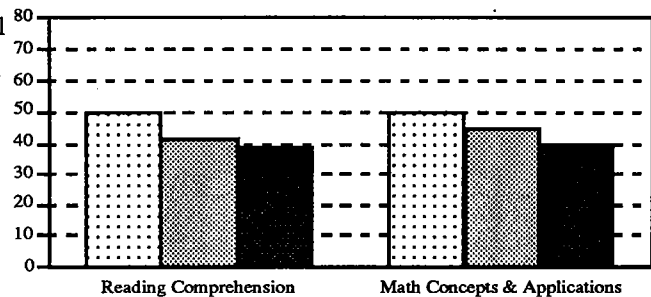
Student Achievement

CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.

National
 District
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CTBS



LEP/NEP = 33.3%

Special Education = 7.2%

EDY = 43.3%

GATE & High Potential = 6.2%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-1l,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Alvarado has successfully met 70% of its objectives.

Quality of School Instruction and Leadership

Alvarado begins each year with three planning days. All staff attend. Parents are welcomed, encouraged and offered a small stipend to attend. With these days we begin our collaborative decision-making on the goals and directions for the year. We are organized in family groups (K/1, 2/3, 4/5). We have monthly staff, family group, Bilingual strand and grade level planning meetings to assure our plans are carried out and the quality of our program is maintained. We have monthly PTA meetings that continue the process, develop new plans and evaluate progress. We have an active SSC, SAC and BAC. Staff and parent education is ongoing and helps improve teaching and learning for all.

Substitute Teachers

During the Spring of the 1992-93 school year, the Alvarado teacher attendance rate was 89%. Resource teachers are assigned to cover classes when substitutes are not available.

Expenditures and Services Offered

1991-92 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,139	26,136
Mid-range Teacher Salary	40,628	41,286
Highest Teacher Salary	51,103	47,162
Principal's Average Salary	65,164	61,573
Superintendent Salary	107,492	120,000
* Districts over 20,000 ADA		

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 1992-93, materials were 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. All students at Alvarado have grade and language appropriate textbooks. Through Consent Decree, School Improvement, EIA/LEP and District Funds, students at Alvarado have access to well-stocked classroom libraries and specialized libraries: K/1 Library, 2/3 Library, Spanish Library and a Central Library. Each library contains multiple copies of grade level literary works, reference materials, videos, filmstrips, tapes and study guides. Consent Decree funds also provide supplementary reading materials in Open Court for grades K,1,2. The PTA has provided us with instructional supplies, arts classes, performances and reproduction equipment for school/home communications. Grants provide many additional resources.

School Facilities and Safety

Current Conditions:

Prop A money has recently refurbished all our bathrooms. New windows, shades, and sashes are currently being installed through- out the school site. Parents recently painted our cafeteria and a new mural was created this fall. Art workshops are planned to create new works around the school. Pigeon proofing was also installed by parents. Our yard and gardens have been planted.

Planned Improvements:

The exterior painting of our school was scheduled last year. Another plan is expanding library/media facility to accommodate our intensive library program. Conflict Managers are being trained to improve yard safety and teach non-violence. Christmas in April is scheduled to descend on Alvarado on April 30, 1994, to revitalize our environment!

Needed Improvements:

Our extra room off the yard needs to be made into a useable art room. Interior painting of school site is greatly needed to create a fresh and inviting environment. Our classrooms need new furniture and equipment. A drinking fountain on the lower yard is needed. Plumbing will eventually need to be replaced. We have some leaks.

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



Parent Involvement

Alvarado prides itself on the staff, parents and students that comprise our school family. An open door policy for parents is promoted. Parents at Alvarado volunteer for classrooms, yard supervision, field trips, and special school events. Parents are involved in annual planning efforts to set school-wide goals and directions. We hold meetings and conferences in all three of our neighborhoods. Our Bus Monitor program has parents riding buses to help maintain a safe ride and build the bridge between home and school. Alvarado Arts Revisited is bringing parents and community volunteers into the school to celebrate 25 years of the Alvarado Arts Experience.

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 paggapaliwanag ng mga dokumentong ito sa Pilipino.

Xin goi diên thoai cho nhà trường đề biết ngày hướng dân và cát 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。

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