

Alvarado Elementary School

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Ms. Sandra Leigh, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Alvarado is a unique school that offers excellence in both an academic and creative arts curriculum. Our classroom environments offer an instructional challenge to each of our students, to stretch to their full potential. We offer an outstanding Spanish Bilingual Program, Perceptual Motor Program, Computer Lab, Science Lab, and Visual and Performing Arts Program. Our after-school programs include tutorials, exciting 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 draw our students from the Noe Valley, Mission, and Visitacion Valley neighborhoods. 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 with the three communities that we serve. We are building a collaborative decision-making community consisting of the administrator, teachers, support staff, parents and students, all striving to create a child-centered school environment that is challenging, 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, ethnicity, or economic background. Our goal is to develop a life-long love of learning.

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 create a safe, orderly and beautiful school environment. 2) To improve instructional programs for Q1 students targeting Reading, Math, Science and Technology, and integrated thematic instruction. 3) To increase parent and community involvement in planning, decision-making, and daily life of the school. 4) To improve academic achievement of LEP students. 5) To continue developing alternative and portfolio assessments, targeting Writing, Math and Science this year.

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:	394	LEP/NEP*:	33.5%
Building (sq.ft.):	53,700	Average Daily Attendance:	99.4%	Special Education:	9.1%
Year of Construction:	1926/74	Optional Enrollment Requests:	10.4%	EDY**:	30.7%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	77%

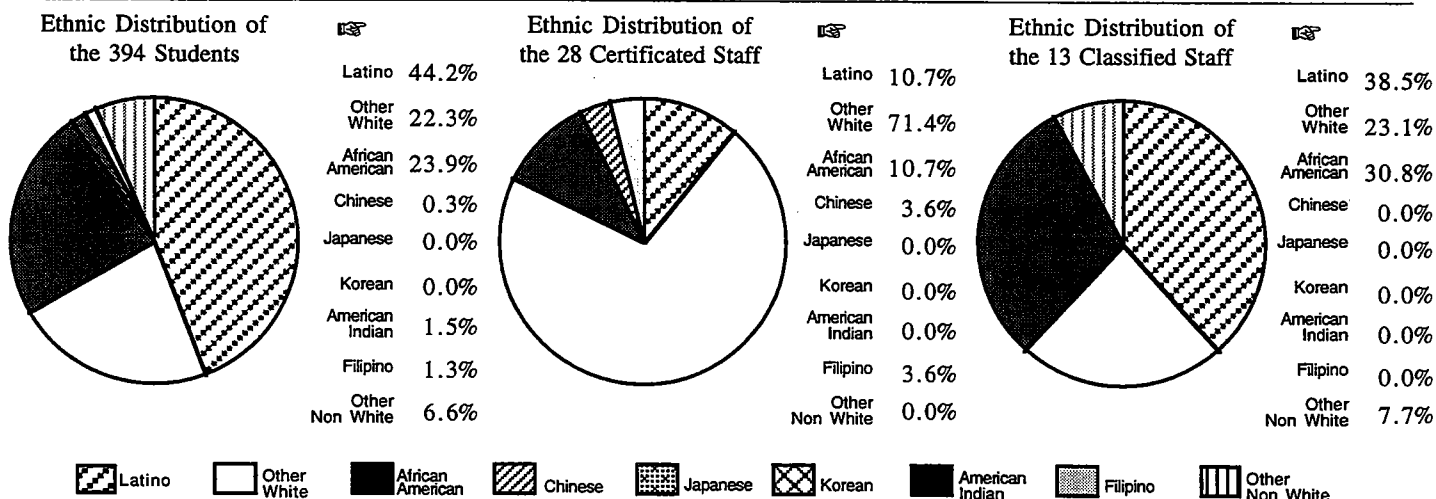
Counseling and Student Support Services

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. We offer excellence! A state program (SB65) provides an Outreach Consultant. We have two Student Advisors, a school nurse and a Sandtray Therapy specialist. Alvarado's Student Study Team (SST) meets regularly to offer recommendations for children with a variety of needs and is composed of teacher, parent, administrator, outreach consultant, and others who contribute meaningful information. Special Education programs at school include a Resource Specialist, Speech and Language Therapist and 2 Special Day Classes. We are an Inclusion School and offer full access to General Education Programs for identified students. We have on-site Community Mental Health Services and provide many other resources to help our students and support their learning needs. Young and Rubicam Advertising Agency provides many volunteers.

Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. Teachers are assigned based on student need. All 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 7 Resource Teachers: Jump Start/ESL, Computer, Science, Library, 2 Reading Recovery (English and Spanish) and an Outreach Consultant. Clinical Schools Project of S.F. State University provides student interns.

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. (Based upon previous year's enrollment.)*

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

*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.

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 Alvarado, attendance for the year was 99.4%, excused absences were 6.6%, unexcused absences were 0.6% and the dropout rate was 0.2%. 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 demand excellence! We create an environment that challenges and attracts students to the wonders of learning. A strong home connection bridges the miles, drawing in the three communities we serve. Our Student Advisors make home visits and daily calls. Parents often ride the bus to school, ensuring a safer ride for our students. Our multicultural curriculum celebrates each student and their heritage. This fosters pride and self-esteem and encourages attendance.

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	23.7	36,000
1	26.0	24	27.2	23.0	50,400
2	26.0	24	27.4	23.3	50,400
3	29.8	25	26.7	24.5	50,400
4	32.2	30	27.5	21.3	54,000
5	32.2	30	28.1	20.5	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.

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

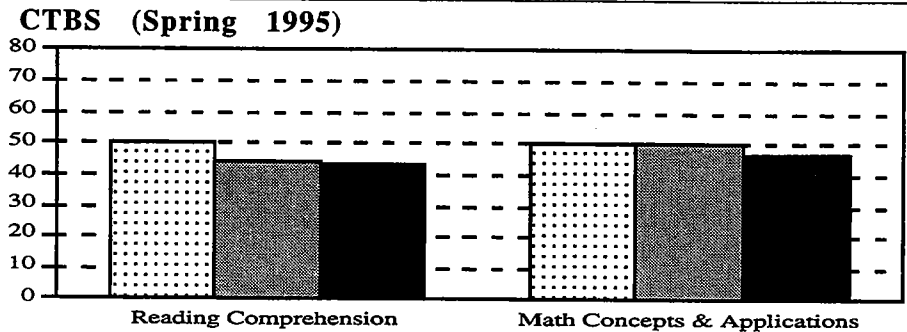
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alvarado, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: We expect excellence! We make home visits, counsel and offer sports programs that teach 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

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



LEP/NEP = 33.5%

Special Education = 9.1%

EDY = 30.7%

GATE & High Potential = 6.3%

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. We train in excellence! Alvarado begins its year with planning days involving staff, parents and community. This sets our goals and directions for the year. Each staff member commits a minimum of 20-36 hours of professional development to further our educational goals. We have monthly grade level planning time to discuss implementing the core curriculum, as well as to encourage creative team-teaching activities and new instructional strategies.

Quality of School Instruction and Leadership

We demand excellence! Alvarado begins the year with two planning days. All staff attend and parents are welcome. With these days we begin our collaborative decision-making on the goals and directions for the year. We review, upgrade and challenge our curriculum to meet the goals. We are organized in Family Groups (K/1, 2/3, 4/5) and have monthly staff, Family Group, and Bilingual planning meetings to assure our directions are carried out and quality programs are maintained. We have an active, representative School Site Council that is the decision-making body for the budget and for evaluation. We have monthly PTA meetings. Staff and parent education improves teaching and learning for all.

Substitute Teachers

During the 1994-95 school year, the Alvarado teacher attendance rate was 96%. We maintain a priority substitute list with the Substitute Office, to ensure that classes are covered by quality substitutes familiar with our school programs. Bilingual substitutes are recruited. Resource teachers are assigned to cover classes when substitutes are not available.

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. We purchase excellence! All students at Alvarado have grade and language appropriate textbooks. Teachers use a rich variety of supplementary materials in every subject area. Our Science Lab and Computer Lab extend and enrich classroom studies. We use exciting, current curriculum materials such as "Different Ways of Knowing." Creative arts are infused into all subject areas. Students at Alvarado have access to well-stocked classroom libraries and specialized grade level libraries, containing multiple copies of grade level literary works, reference materials, videos, filmstrips, tapes and study guides. The PTA and grants have provided us with additional art classes.

School Facilities and Safety

Current Conditions:

Prop A money in 1990 refurbished our bathrooms and new windows were installed. Christmas in April built a new art room and painted some interior areas in 1994. Parents recently painted our cafeteria and new murals. Pigeon proofing was also installed by parents. Garden boxes and trees were planted. Conflict Managers are trained to improve yard safety.

Planned Improvements:

The exterior painting and roof replacement is scheduled next year. Interior painting is planned to renew and revitalize our environment! More student art work and murals are being created. Our gardening program is planned to expand with help from SLUG. Classroom electrical capacity upgrading is planned.

Needed Improvements:

We would like to expand our library/media facility, which is presently much too small. All our technology (Lab/Classroom/Library) needs to be upgraded. The electrical plan needs to follow suit. 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 seeing our school as a family. There is an absolute open door policy and our Family Resource Center is a gathering place. Parents at Alvarado volunteer for classrooms, yard supervision, field trips, special school projects and 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 buses have parents riding on them to help maintain a safe ride and build the bridge between home and school. Alvarado Arts Workshops bring parents and community volunteers into the school to celebrate 26 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. *



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

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