

Alvarado Elementary School

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Ms. Phyllis Matsuno, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

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 Immersion Program; Perceptual Motor Program; Computer Lab; Science Lab; Visual and Performing Arts Program. Our after school programs include tutorial, 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 mainly from 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 students in conflict-management to resolve problems non-violently. We reward positive student achievement and we have a student government that encourages individual leadership. Students at Alvarado will be confident, independent learners who can make wise choices and thrive in the world community. We will hold ourselves responsible for creating the climate of excellence that allows each to perform to their fullest potential.

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 clean, healthy, safe and beautiful environment. 2) To provide each student with instructional programs that encompass the best educational practices and standards for achievement. 3) To develop instructional practices that get students actively engaged in their own learning, challenging GATE students and include an appreciation of diversity. 4) To promote partnerships that increase parent and community involvement. 5) To continue developing alternative and portfolio assessments.

Philosophical Tenets

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

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| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * 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. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | |
| * 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 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. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	418	LEP/NEP**:	29.9%
Building (sq.ft.):	51,700	Average Daily Attendance:	99.6%	EDY**:	32.3%
Year of Construction:	1926	Optional Enrollment Requests:	27.5%	% of Points Met***:	67%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

*LEP/NEP: Limited English Proficient or Non English Proficient

**EDY: Educationally Disadvantaged Youth

***% of Points Met: Refers to the set of District objectives to achieve District goals.

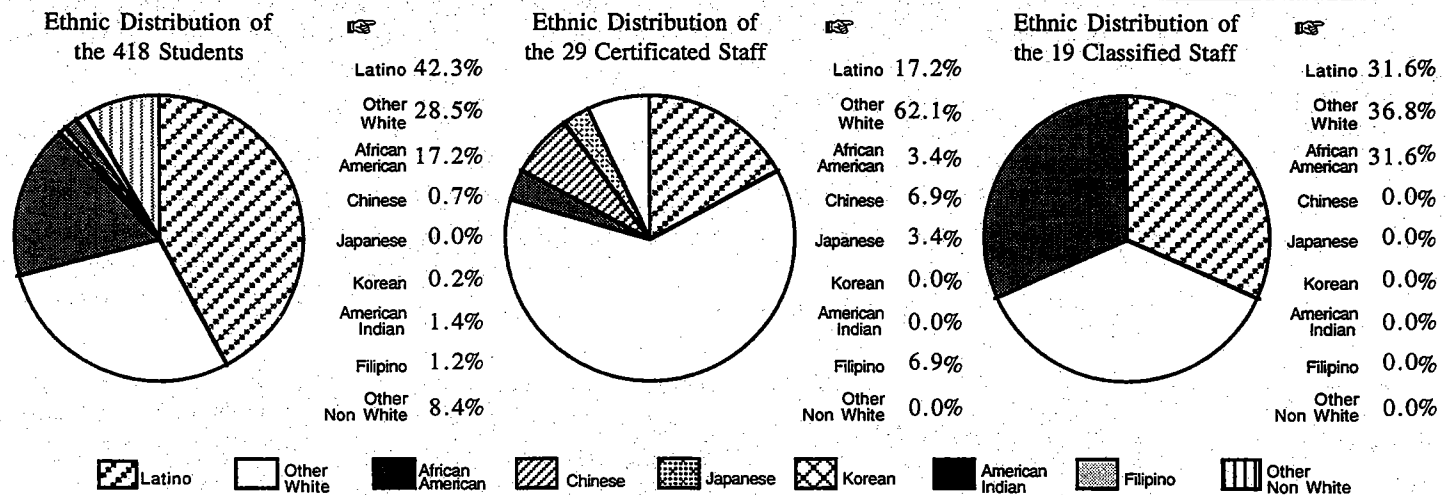
Counseling and Student Support Services

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. We offer excellence! A state program (SB65) provides an Outreach Consultant. We have a Student Advisor, Sandtray Therapy specialists, Big Brothers and Sisters from Young and Rubicam, our corporate partners. Alvarado's Student Study Team (SST) meets regularly to offer recommendations for children with a variety of needs. 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. Cross-age tutoring occurs with James Lick, Rooftop Middle School, Urban Pioneers from McAteer, City College students, and a student from SOTA teaches origami as part of our math curriculum. Fifth grade students pair with and tutor younger students.

Teacher Assignment

Out of 2,698 permanent 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. Many of the teaching staff hold or are pursuing Masters Degrees. We hire 5 extra teachers through Consent Decree to lower class size. We have 7 Resource Teachers: Computer, Science, 2 Reading Recovery, Outreach Consultant, Resource Specialist and Inclusion Specialist. We are also part of the Clinical Schools Project of S.F. State University which provides student interns.

Ethnic Diversity



Objective 4a (subpart): 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 elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Alvarado, attendance for the year was 99.6%, excused absences were 5.7%, unexcused absences were 0.4% and the dropout rate was 0.9%. 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 many communities we serve. Our multicultural curriculum celebrates each student and their heritage. This fosters pride, self-esteem, cultural affirmation and encourages attendance.

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	20.0	43,200
1	***	24	19.0	19.5	50,400
2	***	24	18.8	17.8	50,400
3	***	25	24.5	19.7	50,400
4	32.2	30	26.6	26.5	54,000
5	32.2	30	27.3	21.0	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.

*** Grades K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

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, 8 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 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.

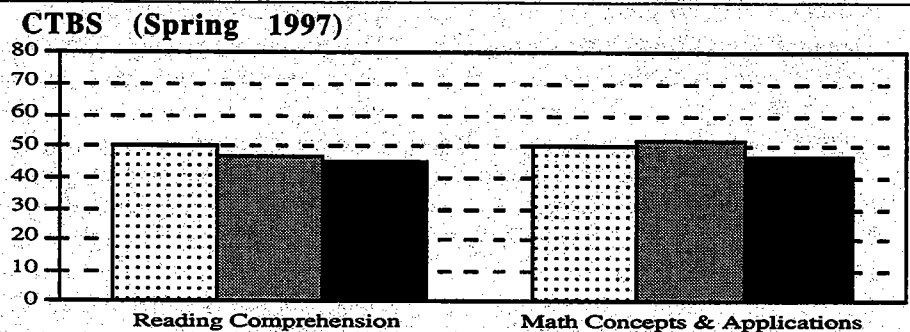
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.*



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:

LEP/NEP = 29.9%

Special Education = 9.8%

EDY = 32.3%

GATE & High Potential = 3.1%

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 opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. 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 to a minimum of 50 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. We had first aid and CPR training for all staff members. We also organized recycling schoolwide, and discussed integrating gardening and arts across the curriculum. The total staff was trained in First Aid and CPR and is now prepared for any emergency.

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.

Average Salaries, Budget Percentages and Expenditure Per Student

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

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

Substitute Teachers

During the 1996-97 school year, the Alvarado teacher attendance rate was 95%. 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.

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 1996-97, 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. 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, performances and equipment.

School Facilities and Safety

Current Conditions:

The Art Room will be fully utilized with two visual artists, a ceramicist, a weaver, origami instructor. A dance instructor will use the auditorium. Pigeon proofing needs to be reinstalled. Bathrooms are our focus for a cleanliness campaign. A YMCA worker organizes games in the yard during the noon recesses.

Planned Improvements:

More murals are being created. Our planter gardening program is part of the science program. New shades will be installed in the classrooms. Graffiti is constantly being cleaned. A gazebo for the yard is being planned by parents. Parents meet on Sundays to beautify the surrounding gardens. A darkroom is being constructed in the science lab.

Needed Improvements:

We would like to expand our library/media facility, which is presently much too small. All our technology (Lab/Classroom/Library) is being upgraded. Our classrooms need new furniture and equipment. A drinking fountain on the lower yard is needed. Plumbing will eventually need to be upgraded. A kiln will be installed.

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 volunteer for classrooms, yard supervision, field trips, special school projects and events. Parents are involved in annual efforts to set school-wide goals and directions, and are decision makers. We have a weekly newsletter. We often hold meetings in neighborhoods where our children live. Parents ride buses to help maintain a safe ride and build the bridge between home and school. Alvarado Arts bring parents and community volunteers into the school to celebrate 30 years of the Alvarado Arts Experience.

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: Alvarado Elementary School