

New Haven Unified School District

Alvarado Elementary School

School Accountability Report Card Grades K-5 Data From The 2004-2005 School Year Published During 2005-2006

31100 Fredi St. Union City, CA 94587
Phone: (510) 471-1039 Fax: (510) 471-9414
Web site: www.nhusd.k12.ca.us

Principal's Message

School Vision

Alvarado Elementary School is committed to providing a safe, nurturing educational environment that is focused on increasing student achievement, closing the achievement gap, promoting good citizenship, and providing opportunities for leadership development. We strive to provide a balanced curriculum focusing on grade level standards, an environment that fosters positive social development, and a school environment that engages all students in learning. Parents, students, and staff work together toward this vision.

School Mission

At Alvarado, we have a mission to improve learning for all students. We are committed to educating all students in an integrated setting where they can become responsible, literate, intelligent, and contributing members of a changing pluralistic society. We feel that students and staff work together best when a safe, supportive environment is provided for all students regardless of origin or ability, and where a positive school climate prevails. We also feel that our educational environment provides opportunities for professional growth for teachers, high academic and behavior standards for students, and strong home-to-school communication. At Alvarado we have a strong sense of community that is reflected in our many partnerships including the California State University at Hayward, Alameda County Office of Education, U.C. Leisure Services, the U.C. Library, U.C. Boy Scouts and Girl Scouts, and a wide range of business and retail affiliations.

School Description

Alvarado Elementary School was one of the first elementary schools established in Union City, California. Alvarado is one of eight K-5 elementary schools in the New Haven Unified School District. New Haven is located in a suburban setting within the boundaries primarily of Union City and a small part of the city of Hayward. The historical and cultural bonds to the surrounding Alvarado community are strong. The majority of our students walk to school. Parents and students feel a strong sense of involvement as evidenced by the success of our school fund-raisers and the passing of three major facility bonds. We have an average enrollment of 700 students in kindergarten through fifth grade. Over 250 (34.8%) of our students participate in the free and reduced lunch program. The community served by Alvarado is both ethnically and culturally diverse, and is proud of the thirty languages spoken by families in our school population and the great ethnic diversity.

Students at Alvarado Elementary School receive a strong core academic curriculum based on State standards. They have a variety of co-curricular and student activities to promote leadership, personal choice, and a bond with their school community. State-of-the-art technology is available in every classroom and is supported by an eight-member site technology team. Students have access to a WOW (Wildcats on the Web) children's web site designed for the specific use of Alvarado's student population.

Students are served in 31 general education and multiage, heterogeneously grouped classrooms with four additional special education autism classes. The 23 primary and multiage classrooms have a student-to-teacher ratio of 20:1 for grades K-3. For the eight intermediate classrooms (4th and 5th grade), the ratio is 32:1. Alvarado Elementary has the following support staff: two administrators, one school psychologist, a full-time Title I teacher, a half-time English Language Development specialist, a fifth grade counselor one day a week, one full-time resource specialist, one full-time speech and language specialist, and one part-time speech and language specialist. We have four teachers who provide instruction outside of the self-contained setting. The extended curriculum includes media, music, physical education, and science. Each grade 1-5 classroom teacher receives forty minutes of preparation time each day. In addition, Tri-city Children's Center (Kidango) has a state operated pre-school serving 48 preschoolers from our school community.

Continued on page 2



Dr. Patricia Jaurequi
Superintendent

Carmen Jorgenson
Principal

Table of Contents

Page 1

Principal's Message

Page 2

Class Size
Class Size Reduction
Suspensions and Expulsions
Minimum Days and Instructional Minutes
Parental Involvement

Page 3

Enrollment and Demographics
Instruction and Leadership

Page 4

Facilities

Page 5

Quality and Availability of Textbooks
Professional Development
Textbooks and Instructional Materials

Page 6

California Standards Tests
Positive Learning Environment

Page 7

Norm Referenced Tests

Page 8

California Physical Fitness Test
Adequate Yearly Progress
School Safety

Page 9

Academic Performance Index
State Award and Intervention Programs
Program Improvement
Federal Intervention Program
Counselors and Support Staff

Page 10

Teacher Qualifications
Teacher Evaluations
Substitute Teachers
NCLB-Compliant Teachers
Types of Services Funded

Page 11

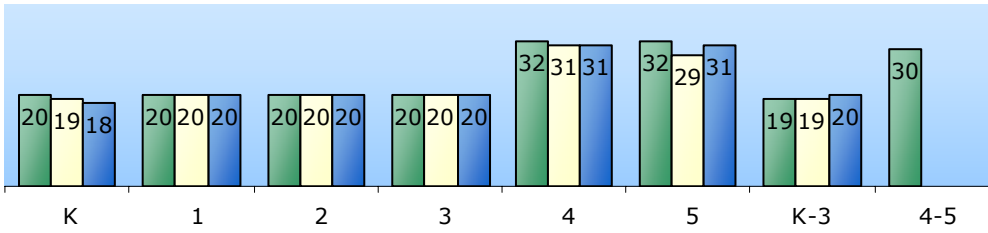
Financial Information
District Expenditures

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5	1		6			6		
1	7			6			5		
2	5			5			5		
3	6			5			5		
4		3			4			4	
5		4			4			4	
K-3	2			2			2		
4-5		1							

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
K	83%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Suspensions and Expulsions

	Alvarado ES			New Haven USD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	31	70	42	2,060	1,949	1,752
Suspensions (rate)	0.041	0.097	0.059	0.152	0.147	0.130
Expulsions (no. of incidents)	0	0	0	113	107	93
Expulsions (rate)	0.000	0.000	0.000	0.008	0.008	0.007

Minimum Days and Instructional Minutes

The table below shows the minutes of study for grades K-5.

Alvarado Elementary School had 14 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	52,340	50,400
4-5	52,340	54,000

Principal's Message

Continued from page 1

At Alvarado, maintaining a safe and orderly environment is a priority. We have a Site Safety Committee that has developed a Comprehensive Safety Plan for all natural disasters, daily operations, and emergency situations. We have a highly successful Conflict Management program in its eleventh year, and over 50 participants who act as mediators on the play yard at every recess and lunch. We provide a variety of character building assemblies including Tobacco, Alcohol, and Drug Prevention, Sexual Harassment, Bullying, Spirit and Pride Awards, Perfect Attendance Awards, Good Citizenship Awards (Wildcat Cards), Student of the Week and Student of the Month Awards programs, and Red Ribbon Activities.



Parental Involvement

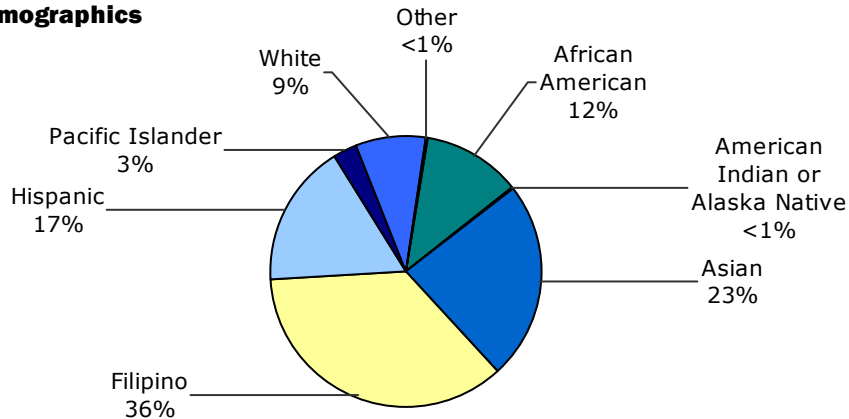
Alvarado Elementary provides many parent volunteer opportunities. Each fall, parents fill out a form to volunteer for a variety of opportunities or to become actively involved in their child's education. In addition, the form asks parents if they are interested in providing classroom assistance, being a guest reader, or chaperone for field trips. Parents are actively involved in all fundraisers and assist with vision and hearing screening. Each month we provide a school newsletter, Wildcat News, that highlights all our school events. Some of these include the Back-to-School Night, Walkathon, Parent Information Nights, Literacy/Math Nights, Winter and Spring Concerts, and the School Site Council meetings.

For more information on how to become involved, please contact Carmen Jorgenson, Principal, at (510) 471-1039.

Enrollment and Demographics

The total enrollment of Alvarado Elementary School was 709 students for the 2004-2005 school year.

Demographics



Instruction and Leadership

At Alvarado Elementary School, we provide a challenging academic program focusing on the district and State adopted standards in reading/language arts, mathematics, social science, science, physical education, music, media, and technology. Students are periodically assessed utilizing a variety of multiple measures including norm-referenced tests, the California Standards Tests, district performance-based assessments, projects, teacher observation, and student work. We provide a well-articulated program across the grade levels that is both developmental and standards based. Students are provided with a variety of assemblies and activities that reinforce the classroom learning, and provide a personal connection to school.

All classrooms are self-contained although specialists provide 40 minutes of supplemental instruction in music, science, and media for grades 1-5 once a week and physical education twice a week.

In addition to the regular program, Alvarado Elementary services several special needs groups. Alvarado has four early intervention language-based classrooms for children with autism and other development disabilities. It also has a Resource Specialist, speech and articulation, English Learners, Gifted and Talented, and Title I programs.

Extended Day/After School Programs

A variety of additional programs are offered before and after the regular school day. Activities include a Leisure Services sports program, Kids First extended care program and tutoring, recorders, choir, dance, GATE, Math Club, reading enrichment, Conflict Managers, and Spirit Squad. In addition to the enrichment activities described above, at-risk students in reading were provided with support classes. We held two ten-week sessions of support classes for students in grades 1-5. Each session had 10 to 12 classes. The support classes were co-funded by Title I and intercession funds.

Leadership Instructional Support Team

The Instructional Support Team is the site-based management team that coordinates staff development, program improvement, assessment, curriculum implementation and parent education at this site. It is the broad-based decision-making body that acts as an advisor to the administration, a vehicle for staff representation, input, and decision-making. This leadership body is composed of the principal, assistant principal, media specialist, six grade level representatives, a special education representative, site technology coordinator, and department heads. This group meets alternate Thursday mornings in the Media Center.

School Site Council

The Alvarado School Site Council is responsible for identifying and monitoring all of the improvement goals at the school site. The SSC monitors and approves the spending of funds directly supporting those improvement efforts identified. In the Single Plan for Student Achievement, all activities, parent education, instructional and program improvements are directly linked to student achievement goals. The Alvarado SSC is a team of 10 school staff and parents equally divided as voting members. They research, write, and edit our School

Continued on side bar

Instruction and Leadership

Continued from left

Plan (Single Plan for Student Achievement). Two officers are elected members including the chairperson, vice-chairperson, and the secretary. This year, the SSC reviewed relevant data, goals activities, and strategies. Effective elements of a program were retained while others were deleted. The SSC also reviews attendance data, referral data, parent survey data, as well as achievement data to identify priorities. In the fall, the SSC surveys parents on a wide variety of topics including home-school communication, student safety, homework and academic progress, and participation in school and classroom events/activities. The SSC identifies areas of strength and develops plans for maintaining our momentum in these areas. The team also identifies priority areas for growth and develops plans for improving our effectiveness in these areas. The SSC serves as our school's Facilities Oversight Committee.

Carmen Jorgenson has been principal of Alvarado Elementary School since 2004, and has 28 years of experience in education.



School Facilities

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other	✓	

* This data was collected and verified by the district in April, 2006.

Facilities

Safety and Cleanliness

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, and at the District Office. One hundred percent of toilets are in working condition.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority and orders are completed in a timely manner.

- In 2005/2006, manual flushometers in restrooms were replaced with automatic flushometers to improve hygiene standards. Faucets in restrooms were replaced with automatic shut-off units to reduce water waste.
- In July 2004, the main domestic water control valve was replaced.

The District has a mobile maintenance workshop that visits the school site twice per school year, in the fall and spring. The staff assigned to this program performs preventive maintenance and safety inspections on HVAC systems, playground equipment, roofs, and other critical components of the facility. As time allows, the crew will work on other low priority work requests.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the District Office. Each site is staffed throughout the school year during the day and evenings.

The principal has daily contact with the custodian and provides direction for additional tasks not included in the daily schedule, as well as input on the condition of the facilities. The Manager of Operations makes regular visits to the school site to evaluate the work performance of the custodial staff. The district has a mobile floor preventive maintenance team that is scheduled for a minimum of two visits per year. This team steam cleans carpets, cleans vinyl floors, and applies new finish; detail cleans restroom floors and walls. The team also reports any other repair work necessary.

In addition, the maintenance management team carries out two site inspections each year. The observations of the team are processed into work orders where applicable, or instructions are given to the site principal or custodian for remediation of an observed condition.

These inspections are also used for the Williams Settlement reporting to the school board annually.

Age of School Buildings

This school has 45 classrooms (including 22 portables), a multipurpose room, a media center (portable), an administration building, and a school services building (portable). The main campus was built in 1959.

Continued on side bar

Facilities

Continued from left

The administration building expansion and modernization took place in 1992. Classrooms and the multi-purpose room were modernized in 1998. Permanent building additions were built in 1990 and 1992.

Except for the following, all buildings are wood framed with stucco finish.

Portable buildings added:

- 1984 – Media Center
- 1987 – 2 Classrooms
- 1989 – 7 Classrooms
- 1994 – 2 Classrooms and storage
- 1997 – 9 Classrooms (class size reduction)
- 1999 – 3 Classrooms, built in 1997, moved from Pioneer Elementary
- 1999 – 1 Restroom module

Condition

All buildings are in sound structural condition. All buildings are in very good aesthetic condition and repair.

Campus and Features

The campus has a capacity for 900 students. In addition to the classrooms and buildings listed in Item 5, the school has two playgrounds equipped with play apparatus, open asphalt play areas with markings for various games and activities, and an open grass field area for use in the P.E. program and recess activities. All teaching facilities have Internet access. All facilities are compliant with the Americans With Disabilities Act access requirements.

Modernization Projects

During the 2004-2005 school year, local bond funds (Measure A) were used to install new security gates at the front of the school to restrict unauthorized access.

During the 2005-2006 school year, local bond funds (Measure A) were used to install new permanent picnic tables with umbrellas to provide increased eating and outdoor activity facilities, and an electronic message marquee. Also, access and the P.E. classroom was enlarged, including the installation of new storage cabinets.

No new modernization projects are scheduled at this time.

Quality and Availability of Textbooks

Textbooks		
Subject Area	Textbook Title	Year Adopted
English-Language arts	Houghton Mifflin: <i>Reading California</i>	2002
Mathematics	Scott Foresman: <i>California Mathematics</i>	2001
Science	Harcourt School Publishers: <i>Science California (K-1)</i>	2002
Science	Houghton Mifflin: <i>DiscoveryWorks (2-5)</i>	2002
History-Social Science	Harcourt School Publishers: <i>Reflections</i>	2006

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	✕

✕ The history-social science textbook was not on the most recent state-approved list during 2005–2006, but the new state-approved history-social science materials were adopted by the NHUSD School Board in May 2006.

* This data was collected and verified by the district in May, 2006.

Professional Development

New Haven Unified believes strongly in the continued development of the professional skills of staff members. In order to provide these opportunities, professional development activities are ongoing throughout the school year.

Training takes place in a variety of ways: during 3 professional learning days in August, during on-site faculty, grade level or department meetings, during minimum days, after school, and during the summer months. As a result of participating in these activities, staff members gain up-to-date knowledge and skills in both subject matter and teaching strategies. These opportunities are offered by district staff, consultants, local colleges and universities or by the County Office of Education. Participation in college or university-sponsored course work as well as some district-sponsored professional development programs provides opportunities for advancement on the salary schedule. The district publicizes these professional development activities through the District List of Approved Courses which is posted on the District website. This year, when designing the two district wide professional learning days in August, all sessions were aligned to the following strands: Content Standards, California Standards for the Teaching Profession (CSTP), Technology, Equity and Diversity, GATE, Special Education, and ELL. These strands connect directly to the BTSA Induction Standards, and they align with the district's main areas of student need based on our test scores, mainly teaching the content standards to all students, with an emphasis on our ELL students. Professional development needs are also based on teacher needs assessments. We are also offering AB466 training to one of our middle schools in both English/language arts and math, and we are offering it to three elementary schools in English/language arts..

This year, New Haven developed a strategic plan, which was created by a broad-based group of New Haven community members, including staff, parents, students and community members. The strategic plan calls for numerous professional development offerings and will guide our professional development for the next five years. The primary focus will be on standards-based instruction and assessment, using research-based instructional strategies. There will be a strong emphasis on history social science, since it will be a new adoption. In addition, we will be offering training in character education and equity and diversity.

The Beginning Teacher Support and Assessment (BTSA) Induction Program supports all first and second year teachers in New Haven Unified. Since 1993 the BTSA program has provided support for new teachers. New teachers participate in a two-day new teacher orientation and throughout the year are supported by a multi-level support structure, which includes a partner teacher, site consulting teacher, BTSA specialist, administrators and other specialists. New teachers are provided release time to plan with their partner teacher, to visit other classrooms and have opportunities to attend monthly after-school support and grade level meetings. A peer coaching structure for support and assessment provides feedback to new teachers and is an effective method by which new teachers complete a professional development plan.

Textbooks and Instructional Materials

New Haven Unified School District (NHUSD) selects standards-based textbooks and instructional materials from the most recent state-approved and local governing board approved lists. The timeline for textbook selection is consistent with adopted State Board of Education content and curriculum framework cycles.

All programs on the state-approved kindergarten through eighth grade list are considered. Publishers are contacted to provide presentations and implementation samples for display. District wide committees, composed of classroom teachers, including special education and English language development teachers, and administrators review the programs. Each committee takes into consideration student needs and the goals of the District curriculum, with attention to the state standards in the given curriculum area. After much discussion and through the use of a rubric and format for reporting committee feedback on the program's strengths and weaknesses, the committee recommends a program based on the established criteria.

The recommended program is placed on display for 30 days at the Educational Services Center to provide the community the opportunity to preview the materials. The recommendation is then submitted to the NHUSD School Board for approval.

During 2005–2006 all elementary schools distributed to all kindergarten through fifth grade students the district's selections of the state-adopted reading/language arts, mathematics, and science textbooks. The history-social science textbook was not on the most recent state-approved list during 2005–2006, but the new state-approved history-social science materials were adopted by the NHUSD School Board in May 2006.

New Haven Unified School District reviews the inventory of all texts on an annual basis and orders additional texts to ensure that each student has all books. The NHUSD Board of Education passes an annual resolution on the sufficiency of instructional materials for all students.

California Standards Test

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels									
	Alvarado ES			New Haven USD			California		
Year Tested	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	31%	34%	36%	39%	39%	43%	35%	36%	40%
Mathematics	49%	49%	52%	40%	37%	40%	35%	34%	38%
Science	*	24%	24%	28%	27%	30%	27%	25%	27%

* The science portion of the CST was administered for the first time to 5th graders in 2004.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels			
Subject	English-Language Arts	Mathematics	Science
Year Tested	2005	2005	2005
Male	30%	53%	26%
Female	42%	50%	22%
English Learners	10%	33%	7%
Economically Disadvantaged	22%	38%	17%
Students with Disabilities	14%	32%	❖
Migrant Education Services	❖	❖	❖
African American	32%	32%	33%
American Indian or Alaska Native	❖	❖	❖
Asian	34%	58%	19%
Filipino	40%	59%	26%
Hispanic	35%	44%	13%
Pacific Islander	❖	❖	❖
White	34%	49%	38%

❖ Data are reported only for numerically significant subgroups.

Positive Learning Environment

Students have a variety of opportunities for leadership, community service, and personal choice. Activities include the co-curricular Choir, Dance, and Recorders. Students perform regularly at the Winter and Spring Concerts and school assemblies. In addition, students participate in Book Club, Buddy Reading, Spirit Squad, Conflict Management Program, and the Leadership Team or Kids Council. We have a partnership with the Union City Leisure Services Program. They provide an after-school sports program highlighting basketball, soccer, tennis, kick ball, and other sports daily, as well as lunchtime activities for interested students two to three times per week.

We have a partnership with Alameda County Dental Health that includes a classroom dental program and materials for all students. Alvarado participates in the Presidential Physical Fitness Awards program, Student of the Month Awards, Perfect Attendance Awards, Jog-a-thon, Grade Level Picnics, and Field Days.

Continued on page 7



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Test

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The NRT is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.

For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Alvarado ES	35%	38%	34%	61%	60%	72%
New Haven USD	48%	47%	43%	61%	60%	61%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	29%	65%
Female	39%	80%
English Learners	8%	42%
Economically Disadvantaged	31%	56%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	29%	36%
American Indian or Alaska Native	❖	❖
Asian	41%	79%
Filipino	31%	83%
Hispanic	37%	63%
Pacific Islander	❖	❖
White	❖	❖

❖ Data are reported only for numerically significant subgroups.

Positive Learning Environment

Continued from page 6

Students are clear on behavior, academic, and attendance expectations. Teachers review a special Student Handbook each September. The principal and assistant principal provide an assembly reinforcing positive choices and being knowledgeable regarding the handbook. Behavior and attendance expectations are clearly communicated. Positive incentives and clear behavior consequences are emphasized. A Crisis Intervention Plan and Site Safety Plan have been developed and implemented after SSC approval. With the help of our Conflict Management Program, peer mediation skills, Bullying Training, clear supervision guidelines, strong parent communication (newsletters, SSC, phone contacts, and site handbook) students and parents clearly understand behavior expectations.

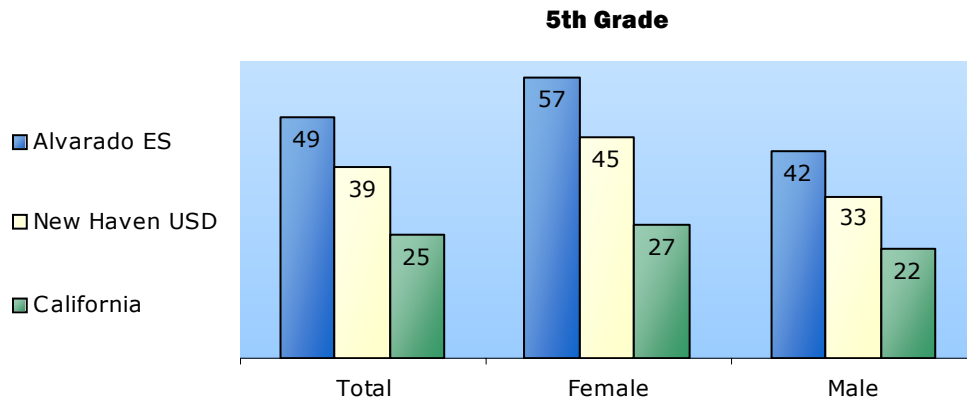
Alvarado is a caring environment with a variety of support systems in place. Students receive recognition for nonacademic as well as academic endeavors. They may act as Buddy Reader. With Cross Age Tutors, Conflict Managers, Kids Council, Spirit Squad, Young Authors, Talent Shows, Multicultural Assemblies, drama/music performances, students have multiple opportunities to stay connected with school. We have parent volunteers who provide classroom and field trip support, run the student store, and help with picture day, health screening, and fund-raisers. Parents attend Family Math Night, Bed-time Story Night, Family Literacy Night, Title I Parent Information Night, GATE Parent Night, SSC meetings, Special Education Parent Trainings, Open House, and Back-to-School Night. Parents receive a Wildcat Newsletter and important flyers in a Thursday envelope, which is signed weekly. They attend the Jog-a-thon, field trips, picnics, Field Days, concerts, the Talent Show, special plays, and assemblies.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. The results below show the percentage of students in the fifth grade who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met Adequate Yearly Progress Criteria						
Year Tested	Alvarado ES			New Haven USD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	No	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	Yes	Yes	Yes
African American	❖	❖	❖	Yes	Yes	Yes
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic	❖	❖	Yes	Yes	Yes	Yes
Pacific Islander	❖	❖	❖	Yes	Yes	Yes
White	❖	❖	❖	Yes	Yes	Yes

❖ Data are reported only for numerically significant subgroups.

School Safety

At Alvarado Elementary, maintaining a safe and orderly environment is a top priority. Students learn best in a safe, nurturing environment. We have a Site Safety Committee that developed a Comprehensive Safety Plan for all natural disaster and emergency situations. Our students and staff receive training in fire and earthquake drills on a monthly basis. Each drill is followed by a debriefing session that focuses on improvement of safety procedures. Each classroom is supplied with emergency backpacks containing a variety of first aid materials and guardian and health information. We have school wide assemblies and activities on safety issues including fire safety, Drug and Alcohol Prevention (Red Ribbon Celebrations), Conflict Management, Bullying, Sexual Harassment and Tobacco Free environments. Safety and student management are communicated and reinforced by the Student and Parent Handbook distributed to every family at the beginning of the school year. Each year, the Comprehensive School Safety Plan is reviewed and revised by the School Site Council and the entire school staff.

Policies and Procedures of the School Safety Plan:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Policies related to suspension and expulsion
- Procedures regarding teacher notification of dangerous students
- Sexual harassment policy
- Provisions of any district wide dress code
- Procedures for safe ingress and egress to and from school
- A safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- School Safety Strategies or Action Plans
- Other (Appendices, maps, bulletins, or other import documents/Shut Down Drill)

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2004.

Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
Statewide Rank	6	6	6
Similar Schools Rank	2	1	1

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	100%	100%	99%
Base Score	724	741	741
Growth Target	4	3	3
From	02-03	03-04	04-05
% Tested	100%	99%	100%
API Growth Score	737	744	759
Actual Growth	13	3	18

Academic Performance Index Subgroups			
	02-03	03-04	04-05
Asian Base Score	743	771	762
Asian Growth Target	3	2	2
Asian Growth Score	766	767	775
Asian Actual Growth	23	-4	13
Filipino Base Score	755	776	794
Filipino Growth Target	3	2	2
Filipino Growth Score	773	796	786
Filipino Actual Growth	18	20	-8
Socioeconomically Disadvantaged Base Score	676	694	672
Socioeconomically Disadvantaged Growth Target	3	2	2
Socioeconomically Disadvantaged Growth Score	691	674	684
Socioeconomically Disadvantaged Actual Growth	15	-20	12

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	8.33%	

n/a Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.



Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 0.0
- Librarian 1.0
- Psychologist 1.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 1.0
- Resource Specialist 0.0
- Other 0.0

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	44	43	41
Full credential —fully credentialed and teaching in subject area	44	42	39
Teaching outside subject area —fully credentialed outside subject area	◇	◇	1
Teachers in alternative routes to certification —district, university internship	0	0	2
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	1	0
Teachers with emergency permits —not qualified but meeting minimum requirements	0	0	1
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	◇	◇	7
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.
 ◇ N/A Information not available.

	Teacher Education Level	
	School	District
Doctorate	0.0%	0.3%
Master's degree + 30 hrs course work	9.8%	21.2%
Master's degree	0.0%	0.0%
Bachelor's degree + 30 hrs course work	75.6%	64.0%
Bachelor's degree	14.6%	14.5%
Less than Bachelor's degree	0.0%	0.0%
Total	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	76.5%
All schools in district	58.0%
High-poverty Schools	0.0%
Low-poverty Schools	57.5%

Teacher Evaluations

Through the collective bargaining agreement with the New Haven Teachers Association, NHUSD has established the procedures and criteria for evaluating all certificated staff. The criteria include specific expectations, consistent with the state-adopted standards of the teaching profession.

The evaluation cycle includes a planning conference, observation (data collection) and summary evaluation. The summary evaluation rates the degree which the evaluatee met the expectations that were established in the planning conference using evidence collected through a series of formal observations. Through this process, teachers receive a summary rating of satisfactory or unsatisfactory.

Probationary, temporary and emergency permit teachers are evaluated each year including an interim evaluation conference with their evaluator. There is a one-year cycle for all permanent certificated staff, described more clearly as your on/off year. Permanent certificated staff with satisfactory evaluations may elect to participate in a Professional Growth Assessment Process (PGAP) rather than the traditional evaluation process. NHUSD, with the New Haven Teachers Association, has implemented the Peer Assistance and Review (PAR) process to assist teachers needing to improve their performance. All rights and guarantees of confidentiality and due process are protected in the adopted evaluation process.

For 2002-03, 2003-04, and 2004-05 we had three days each year dedicated to staff and professional development.

Substitute Teachers

The district has not experienced a shortage of qualified substitute teachers and has been able to provide substitutes as needed to support the instructional program.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified" no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Types of Services Funded

At Alvarado Elementary School, students have additional academic support services provided by the categorical funds. These funds are Title I, Economic Aid Impact (EIA), English Learner (ELAP) and School Improvement Program (SIP). Also, we receive funds based on student daily attendance and special education funds.

A combination of the categorical funds provides one-half of our English Language Development Specialist who works with English Learners in small groups both in and out of the classrooms. She also is in charge of our English Language Advisory Committee that meets monthly. At these meetings she has provided volunteer parent interpreters, and they discuss the procedures and programs at the school. A combination of these funds also pays for part of our media specialist who assists all students with learning how to conduct research using all various resources including technology, select appropriate reading materials, and assisting them with understanding literary works. In addition, the Title I funds provided a full-time credentialed teacher to work with at-risk students in their classroom and in small pull-out groups.

Continued on page 11

Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	\$41,951	\$36,416
Mid-Range Teacher Salary	\$66,262	\$57,615
Highest Teacher Salary	\$87,528	\$72,229
Average Principal Salary	\$102,522	\$92,400
Superintendent Salary	\$193,748	\$153,803
% of Budget for Teacher Salaries	51.7%	42.5%
% of Budget for Administrative Salaries	7.3%	5.4%

Note: The most recent fiscal information provided by the State is always at least two years behind.

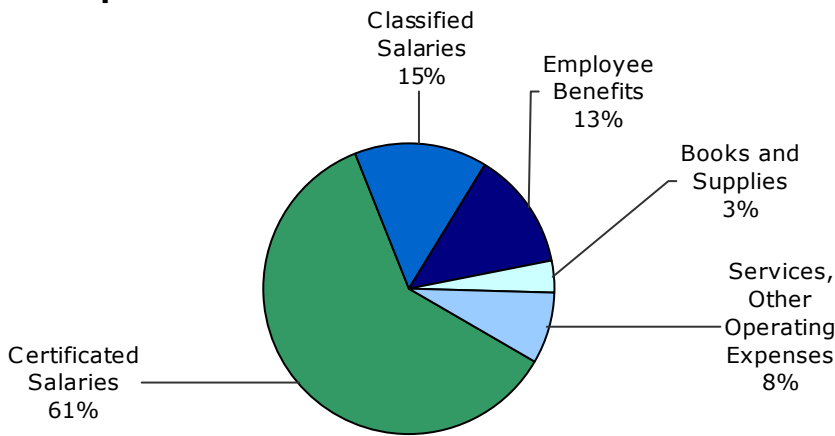
2004-2005 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$67,502	*	*	*	*

2004-2005 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$7,947	\$3,006	\$4,941

2004-2005 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$4,826	*	2%	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

District Expenditures



Types of Services Funded

Continued from page 10

Two paraprofessionals work side-by-side with the teachers to assist students as they need it. Both are paid with categorical funds. These assistants also provide services outside the school day by organizing and providing intervention classes.

The School Improvement Program funds are used to support implementation of our goals and objectives in the Single Plan for Student Achievement. They were used to provide teacher training and supplemental curriculum materials for all grade levels.

Funds received for the gifted and talented program paid salaries for teachers to provide after school enrichment classes.



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.

Published by *School Innovations & Advocacy* (www.sia-us.com).

