



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL—VISITOR’S GUIDE



Alvarado Intermediate School



Designated 2004

Alvarado Intermediate School (AIS) • Rowland Unified School District • Los Angeles County • Ying Tsao, Principal • 1901 South Desire Avenue, Rowland Heights, CA 91748 • Tel (626) 964-2358, Fax (626) 810-5579 • www.alvarado.rowland.k12.ca.us

2005 School Statistics

(Sources: 2006 API Growth Report; 2006 AYP Report)

Community: Urban fringe of a large city
Enrollment: 1,026
Grade Levels: 7-8
School Schedule: Six-period day; staggered schedule

Student Demographics

- 41% Asian
- 39% Hispanic/Latino
- 8% White
- 7% Filipino
- 3% African American
- 0% American Indian/Alaska Native
- 0% Pacific Islander

- 43% Free/Reduced Lunch
- 17% English Learners

2005 API Base: 825
2006 API Growth: 827 (up 111 points since 1999-00)
2006 AYP: Met 25 of 25 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school’s data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Evidence of standards-based instruction permeates the school’s environment.
- An assessment system aligned to standards is in place and is actively used to monitor and modify instructional practices.
- A high quality academic program is provided to all the students. Students are expected to work hard and they do.
- Language learners receive strong, ongoing support.

Developmental Responsiveness

- The school creates an environment that enhances adolescent development.
- Many types of instructional support are available to all students.
- The teachers are extremely dedicated to working with students. Every student has a team of supportive adults.

(Continued)

Developmental Responsiveness (Continued)

- “Teaming” is everywhere and involves everyone.
- Students have a sense of belonging and connectedness.
- The school-wide theme is: *Is it good for kids? Then, let's do it!*

Social Equity

- The English learner and Specially Designed Academic Instruction in English programs are strong and effective.
- The math classes extend through Algebra II. A majority of the students complete Algebra I in seventh or eighth grade and move into geometry in high school.
- A positive discipline program creates student responsibility. A peer culture of mutual respect prevails throughout school.
- A student service center keeps students on campus and focused on their academic work and is widely used to support parents and students.
- A cross-group interaction exists among various cultural and ethnic groups on the diverse campus.

Organizational Support

- “Teaming” is an important organizational structure at school. Everyone is involved in the teaming process.
- The school staff members have a “can-do” attitude and are willing to undertake complex and demanding challenges.
- A common vision is shared by students, teachers, site administrators, and the district office.
- The school has a history of overcoming obstacles and achieving its targets.

Future Plans

- Engage families who work long hours at multiple jobs and do not speak English fluently.
- Renovating the school. (The physical facility has been well maintained but is now showing the effects of age; planning is under way to begin renovation of the school.)
- Create positive energy within the larger community.
- Continue the close connections between students and staff.
- Use technology as an effective learning tool to enhance student learning by upgrading the computer lab and the library/lab.
- Expand the AVID program into a school-wide program.
- Implement “Writing Across the Curriculum” by using thinking maps, *Write for the Future*, and the *Cornell Note Taking System*.
- Implement a comprehensive counseling program to provide a smooth transition for incoming seventh graders and eighth graders moving up to high school.
- Provide articulation opportunities for subject matter teachers and teachers across grade levels.