

Clarendon Elementary School

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Dr. Ken Romines, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Clarendon Alternative School is a diverse community of children, staff, parents, and community members who work together to create a high-quality warm, nurturing learning environment which respects children as individuals. Our students participate in a comprehensive curriculum stressing academic excellence and intellectual growth, as well as social, emotional and physical development. Our children develop their own full potential as human beings. The Japanese Bilingual Bicultural Program (JBBP) offers Japanese language and culture to both native-Japanese and English speaking students with strong parent involvement. The Second Community Program actively promotes strong parent participation, and teaches Italian to all students. Parent organizations fundraise to support a wide variety of enrichment activities, including dance, music, art, physical education, computers and field trips.

Our children are our future, and their education is our joyous responsibility.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A Increase the number of students scoring in the 4th-9th stanines in math and reading comprehension.

B Continue to increase the effective use of educational technology.

C Continue to improve teaching and learning in the area of writing in order to enhance the academic achievement of all students as they acquire the skills needed to become successful writers.

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.

Philosophical Tenets

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

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

Grade Span:	K-5	Student Enrollment:	532	LEP/NEP (ELL) ¹ :	8.5%
Building (sq.ft.):	39,500	Average Daily Attendance:	97.10%	EDY ² :	18.8%
Year of Construction:	1962	Optional Enrollment Requests:	100%	% of Points Met ³ :	100%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD 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. The school encourages parents to become involved and communicate directly with teachers. A family liaison and the principal coordinate this involvement. Clarendon has a full-time inclusion resource teacher and highly trained aides who provide support services for children in this program. A full-time resource specialist, highly trained aides and several educational specialists work with students who need special education and other academic support. Clarendon Elementary collaborates with community service agencies like RAMS, Family Services and the San Francisco State University.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 0% 1998-99 = 1.3% 1999-00 = .3%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Clarendon ES, attendance for the year was 97.1%, excused absences were 2.7%, unexcused absences were .2%, and the dropout rate was .3%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To maintain our high attendance rate, teachers monitor absence daily. We are in close contact with the home. Parents are requested to call the school each morning to report that their child will be absent or tardy that day. Teachers provide homework if absences are extended.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

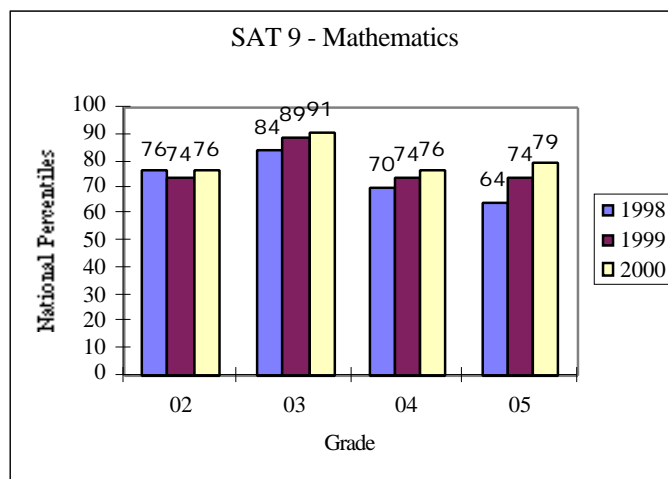
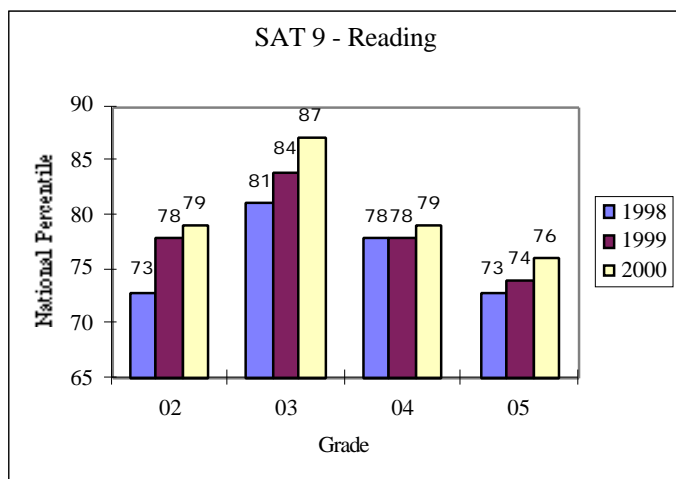
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

Statewide	Similar Schools
2000 Rank 10	4

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	532	7.3	1.1	7.1	1.9	16.2	0.6	11.3	13.9	38.3	50.4	49.6
Certificated	26	0.0	3.8	7.7	0.0	19.2	0.0	0.0	7.7	57.7	23.1	76.9
Classified	2	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
Paraprofessional	9	22.2	0.0	0.0	0.0	11.1	0.0	0.0	11.1	55.6	0.0	100.0

Children are encouraged to celebrate diversity through a variety of school activities. All classroom teachers provide instruction on the subject of diversity. The school library program regularly uses literature to extend or expand cultural lessons. Consultants provide related experiences through art, music and dance.

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 1997-98, 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 and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

All classes provide students with district adopted curriculum materials. Multiple copies of core and extension literature, math manipulatives, some science kits, calculators, maps, globes, primary source materials, Japanese language books and tapes, oral language development kits, TV's and VCR's provide students with opportunities for hands-on, minds-on learning. There is a strong focus on academic achievement and a variety of resources are available to encourage all students to work to their maximum potential. All classes receive some instruction in Clarendon's computer lab and computerized library lending system.

School Facilities and Safety

Current Conditions

Clarendon is in the process of using "Prop A" funds to upgrade our existing technology. New electrical and computer wiring is installed to facilitate more effective use of our computer and multi media resources.

Planned Improvements

Clarendon needs to continue upgrading areas of our computer networking system and electrical wiring that were not covered by "Prop A" funds. As well, regular parent led work days help improve and maintain the school appearance.

Needed Improvements

The exterior of the main school building and all bungalow ramps and railings need to be repainted. We are preparing to repaint portions of the exterior and interior.

Parent/Community Involvement

The Clarendon Combined School Site Council is made up of representatives from both the Second Community Program and the Japanese Bilingual Bicultural Program. Parents from both programs are expected to contribute to the excellence of the school by helping in classes, fund raising and participating in organized parent group activities. Every class has parents helping with field trips, computers, paper work, cooking, book clubs, language instruction, and sharing career advice. The combined parent groups raise approximately \$80,000 a year. They take part in decisions on personnel, school policy, and curriculum.

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 телефон.

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: Clarendon Elementary School