

School Accountability Report Card

School Year 2001-2002

SFUSD #478

CA ID #6040828

Clarendon Elementary School

500 Clarendon Avenue, San Francisco, CA 94131

Dr. Ken Romines, Principal

Phone: 415-759-2796

FAX: 415-759-2799

Table of Contents

- Mission & Vision**
 - I. Demographic Information**
 - II. School Safety & Climate for Learning**
 - III. Academic Data**
 - IV. School Completion (secondary schools only)**
 - V. Class Size**
 - VI. Teacher & Staff Information**
 - VII. Curriculum & Instruction**
 - VIII. Post-Secondary Preparation (secondary schools only)**
 - IX. Fiscal & Expenditure Data**
-

Click on section titles above to go directly to a section
or scroll through entire document.

School Accountability Report Card

School Year 2001-2002

SFUSD #478

CA ID# 6040828

Clarendon Elementary School

500 Clarendon Avenue, San Francisco, CA 94131

Dr. Ken Romines, Principal

Phone: 415-759-2796

FAX: 415-759-2799

Enrollment: 532

Grades Served: K-5

email: sch478@muse.sfusd.edu

Web Site:
www.sfusd.edu/schwww/sch478

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman

Address: 555 Franklin St., San Francisco, CA 94102

Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability

email: rkhanna@muse.sfusd.edu

Phone: 415-241-6454

Fax: 415-241-6035

School Description

Clarendon Elementary 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.

Vision Statement

CLARENDON'S VISION STATEMENT

Clarendon is a safe nurturing, academic place where children can develop to their greatest potential using their own strengths and the knowledge and abilities of others. Our expectation is to enable our children to develop as successful, life long learners and leaders in our democratic, richly diverse communities. We believe that sharing common goals and working to achieve them are important. Our children are our future and their education is a joyous responsibility.

CLARENDON'S MISSION

Our mission is to create a community of children, staff, parents and others who work together to facilitate growth for all and to create a high-quality learning environment which respects children as individuals and enables them to move towards the realization of their own full potential as human beings.

Opportunities for Parental Involvement

Contact Person Name: Chris Arenas, Parent Liaison

Contact Person Phone Number: 415-759-2801

Organized opportunities for parental involvement:

Instructional support, school wide activities and celebrations, governance through participation in parent groups and site council and fund raising.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	39	7.3
American Indian or Alaska Native	6	1.1
Asian-American	201	37.8
Filipino-American	10	1.9
Hispanic or Latino	60	11.3
Pacific Islander	0	
White (Not Hispanic)	204	38.3
Other	12	2.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/19/2001

Date Last Reviewed with Staff: 10/19/2001

Key elements of School Safety Plan:

1. preparation and maintenance of emergency supplies and resources through bimonthly checks
2. disaster reaction, evacuation, triage and treatment and dispersion
3. staff training in basic and advanced first aide

School Programs and Practices that Promote a Positive Learning Environment

1. excellent instruction in all 26 classrooms and three support programs
2. close parent and community participation in classroom and site activities
3. student government
4. environmental awareness and protection
5. focus on student accountability and leadership

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)				1,712	1,935	1,791
Suspensions (rate)				2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Clarendon ES, 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: Our school has three rules: We respect ourselves and others. We protect our environment. We are here to study and learn. Students discuss rules/consequences. Staff members communicate to provide consistent discipline policies. School and families cooperate to resolve problems/set priorities.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Clarendon is recognized as a very safe, secure, nurturing and well maintained place for children. Staff and parents work closely throughout the school day to ensure our school environment remains peaceful and secure.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

Clarendon has 26 classrooms, a child care center, a complete library, a technology center, three playgrounds, a parent center, a Japanese and Italian language center and facilities for special services and support. All areas are fully staffed.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

Restrooms, walls, floors, roof, plumbing, electrical systems, furnishings, hardware and software and all surfaces are maintained, monitored and repaired as needed. Clarendon is considered an well maintained school.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

The quality of the Clarendon learning environment maintains necessary and enriched lighting, heating, cooling, noise and distractions control. Our fire and earthquake preparedness is maintained through monthly drills. Technology hardware and software include the full range of services and capabilities.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

In addition to a complete custodial staff, parents and students are involved in a variety of voluntary tasks to maintain our school as a clean, safe, healthy place to learn and grow.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Using the technology based repair and maintenance system, as a need for service arises, work orders and maintenance follow up are completed and closed. As well, parents provide on going service through a well organized volunteer program.

Success of these efforts.

The close collaboration between district departments, parent volunteers, staff participation and student pride and work, enables Clarendon to maintain our school as a pleasant and rich place to learn.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			68			37			32
3			68			31			30
4			80			34			33
5			68			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	68	69		70		71	
3	56	79		69		69	
4	75	84		83		80	
5	64	73		70		73	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	85	78	89	55	58	54	44	49	51
3	92	94	85	42	45	46	41	44	46
4	75	84	88	43	50	51	41	45	47
5	76	79	87	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	76	75	89	60	64	60	49	57	58
3	91	94	92	55	61	61	48	56	59
4	79	78	90	51	56	58	44	51	54
5	74	85	84	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	85	92		88		89	
3	76	95		87		87	
4	82	92		91		88	
5	82	93		90		90	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	85	92		87		89	
3	93	92		91		93	
4	89	90		91		89	
5	74	93		86		86	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	35.1	35.0	35.1	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	98	98		Percentage Tested	98	98	
Base API Score	855	862		Growth API Score	862	890	
Growth Target		#		Actual Growth	7	28	
Statewide Rank	10	10		Eligible for Awards	Yes	Yes	
Similar Schools Rank	6	4		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score	868	852		Growth API Score	852	901	
Growth Target		#		Actual Growth	-16	49	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	890	893		Growth API Score	893	897	
Growth Target		#		Actual Growth	3	4	

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score				Growth API Score			
Growth Target				Actual Growth			

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	4			20.0	4			20.0	4		
1	20.0	4			20.0	4			20.0	4		
2	19.8	4			19.8	5			19.6	5		
3	20.0	5			20.0	5			19.5	4		
4	31.0		1		34.0			1	24.0		1	
5	28.0		2		29.0		2		25.0		3	
6												
K-3					20.0	1						
3-4												
4-8	30.7		3		32.7		1	2				
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

Teachers meet at least three times monthly as a staff and in grade level and program teams to plan and support each others' teaching. Beginning teachers are paired with master teachers. Seven teachers have master's degrees. Six are specialists in Early Childhood Education. The language program coordinator holds an M.A. in language learning and one in Japanese. The principal holds a doctorate in reading and learning.

	1999	2000	2001
Total Number of Teachers	27	26	25
Full Credential (fully credentialed and teaching in subject area)	25	22	25
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	4	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Clarendon ES teacher attendance rate was 98%. The school maintains a list of preferred substitute teachers that are familiar with the school and our students. If a substitute is not available instruction is provided by a classroom teacher or the school principal.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

All Clarendon staff participate in at least three and one half staff development days, monthly developmental level teams inservices and preparation and completion of annual individual professional development plans.

School and district efforts to align the instructional program with the state frameworks and content standards.

Teachers prepare, coordinate and articulate instructional planning, schoolwide assessments and staff development in monthly inservices, district and school inservice days, personal higher education and Distinguished Teacher courses of study and interaction with middle and high schools.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

Clarendon uses a process of shared governance and peer support for both teachers and classroom support and school operation. The principal works with the staff leadership team, the school site council and the parent groups to provide resources and support for all classrooms, special services and language and arts programs. Teachers participate in curricular and operational policy formation. District professional support programs support and assist individual teachers.

How the school staff monitors the progress of underperforming students/student groups.

Student learning is monitored through: daily and weekly classroom assessments in all content areas; monthly maintenance of classroom student portfolios; semester literacy and math portfolio assessments; and annual data reviews and analyses to study learning trends of each student.

Supports and interventions that are available to assist special needs students.

Students with special needs have a full range of support including resource specialist, inclusion resource, trained paraprofessionals, speech/language resource and occupational and physical therapy as indicated in individual education plans and through student study teams.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

English language learners, Title I and all indicating individual needs are monitored through: daily and weekly classroom assessments in all content areas; monthly maintenance of classroom student portfolios; semester literacy and math portfolio assessments; and annual data reviews and analyses to study learning trends of each student.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

All students participate in the full range of core and enrichment curriculum with the close participation of a highly qualified resource and support staff and the principal.

Summary of overall achievement by subgroups.

All subgroups at Clarendon including English language learners, special education students and Latino and African American students meet or exceed district and school achievement goals.

Professional Development

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

Each teacher has a personal professional development plan. Teachers and paraprofessionals attend inservice training provided by the district. Staff participates in a variety of specialized curriculum training projects such as the National Council of Teachers of Mathematics, Thinking Math, Exploratorium Hands-on Science Project, City Science, Early Literacy Project, Model Schools Project, and the California Foreign Language Council.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

All classrooms maintain sufficient texts, materials and resources for each student to enable both core curriculum content learning and enrichment and extended learning opportunities for all students.

School educational technology program.

Clarendon has a total of 124 computers for student use, a professionally staffed technology center and closely managed internet resources to support, enrich and extend student learning.

Additional technology resources.

1. Number of Computers Used for Instructionally Related Purposes	124
2. Number of Computers with CD-ROM (must be less than or equal to 1)	86
3. Number of Classrooms with Internet Access	26
4. Number of Classrooms with Wide Area Network (WAN) Access	26

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

All instructional materials meet state adoption and state learning standards as adopted by the State Board of Education.

Report the ratio of textbooks to pupils.

one text book of each core content area per student

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	41,700
1	50,400	52,500
2	50,400	52,500
3	50,400	52,500
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

All classroom and enrichment instruction is designed to develop both skills and knowledge as reflected in the state standards and the ability to apply the growing knowledge in real life applications and extension. As well, parent and community resources and service projects include career orientations and exposure.

How the school measures the success of its efforts to prepare students for the work force.

Classroom and school portfolios reflect classroom and school wide activities and examples of student work, projects and personal development which reflect individual growth in knowledge and realistic expectations for personal and professional goals attainment.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

All students including those with special needs participate in a full range of core content, enrichment, community service, careers exposure and setting and monitoring of academic and personal goals as part of the school approach of project based learning.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

After School Learning

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Exploratorium Inquiry Institute

Junior Achievement

Peer Assistance & Review (PAR)

San Francisco Education Fund: (list)