

School Accountability Report Card

School Year 2001-2002

SFUSD #478

CA ID #6040828

Clarendon Elementary School
500 Clarendon Avenue, San Francisco, CA 94131

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500 Clarendon Avenue, San Francisco, CA 94131

Dr. Ken Romines, Principal

Phone: 415-759-2796

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Enrollment: 558
Grades Served: K-5
email:
sch478@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
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All narrative was collected from schools in the fall of 2002 and represents the current program.

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 goal is children develop their own full potential as human beings. The Japanese Bilingual Bicultural Program (JBPP) 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, visual arts, physical education, computers and field trips.

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

Vision Statement

Clarendon is a safe nurturing, academic place where children can develop to their greatest potential using their own strengths, a rich curriculum and the knowledge and abilities of others.

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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	100	9	0
1	99	10	0
2	99	11	0
3	93	12	0
4	87	Ungraded Secondary	0
5	80		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	558
		Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	36	6.5
American Indian or Alaska Native	6	1.1
Asian-American	214	38.4
Filipino-American	11	2.0
Hispanic or Latino	58	10.4
Pacific Islander	0	0.0
White (Not Hispanic)	204	36.6
Other	29	5.2
Total	558	

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 Systems (CBEDS) total enrollment.

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
2. Disaster reaction, evacuation, triage and treatment
3. Staff training in basic and advanced first aide

School Programs and Practices that Promote a Positive Learning Environment

1. excellent instruction in all 27 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 integrating student, teacher and family accountability and leadership

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)						
Suspensions (rate)						
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

School Facilities

Safety, cleanliness and adequacy of school facilities.

Clarendon is recognized as a very safe, secure, nurturing and well maintained place for children and their families. Staff and parents work closely throughout the school day as well as before and after school 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 27 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 Mac services and capabilities.

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

In addition to a highly competent 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 district 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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	68	65	n/a	37	33	n/a	32	32
3	n/a	68	71	n/a	31	37	n/a	30	34
4	n/a	80	69	n/a	34	39	n/a	33	36
5	n/a	68	74	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	59	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	70	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	41	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	64	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	50	80	50	67	60	65	
3	69	75	63	72	50	74	
4	63	75	63	70	22	75	
5	71	76	33	76	33	78	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	56	63	67	58	33	61	
3	63	79	89	68	64	71	
4	40	41	38	41	11	44	
5	68	62	33	66	50	66	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	78	89	86	58	54	55	49	51	53
3	94	85	86	45	46	50	44	46	47
4	84	88	82	50	51	53	45	47	49
5	79	87	85	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	75	89	87	64	60	64	57	58	62
3	94	92	85	61	61	61	56	59	62
4	78	90	73	56	58	61	51	54	58
5	85	84	90	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	77	96	75	88		88	
3	88	84		89	55	91	
4	79	86		83		86	
5	81	87		87		84	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			92		86		86	
3			95		92		82	
4			70				79	
5			95				93	
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							98.9%	94.9%	92.1%
4				90.2%	82.1%	69.4%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	0.0	0.0	0.0	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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	98	Percentage Tested	98	99	855
Base API Score	862	878	862	Growth API Score	890	860	
Growth Target	#	A	7	Actual Growth	28	-18	10
Statewide Rank	10	10	Yes	Eligible for Awards	Yes		6
Similar Schools Rank	4	5		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups 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
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	885	Growth API Score	852	901	882
Growth Target		#	A	Actual Growth	-16	49	-3
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	888	Growth API Score	893	897	872
Growth Target		#	A	Actual Growth	3	4	-16

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			

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	YES	YES	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	4			20.00	4			20.00	5		
1	20.00	4			20.00	4			19.80	5		
2	19.80	5			19.60	5			19.80	5		
3	20.00	5			19.50	4			18.60	5		
4	34.00			1	24.00		1		27.50		4	
5	29.00		2		25.00		3		28.50		2	
6												
K-3	20.00	4			20.00	4			20.00	5		
3-4	20.00	4			20.00	4			19.80	5		
4-8	19.80	5			19.60	5			19.80	5		
Other	20.00	5			19.50	4			18.60	5		

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	2000				2001				2002			
	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		
	2000	2001	2002
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.

Teachers meet at least two times monthly as a whole staff and in grade level teams to plan and support each other's teaching. Beginning teachers are paired with master teachers and participate in district support services. Seven teachers have master's degrees. Six are specialists in Early Childhood Education. The language program coordinator holds one M.A. in language learning and one in Japanese. The vice principal holds a M.A. in education leadership. The principal holds a doctorate in reading and language acquisition.

	2000	2001	2002
Total Number of Teachers	26	25	29
Full Credential (fully credentialed and teaching in subject area)	22	25	29
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	4		2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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 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:

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

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 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	

(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 and grade 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 grade level teams, 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 .

The school governance occurs in four interactive venues: weekly leadership team meetings; monthly School Site Council meetings; standing and ad hoc committees for personnel recruitment and selection and operations; peer support for teachers; monthly staff meetings for guidance and decisions about resources allocation and special events; and monthly meetings of the leadership of the two parent groups. 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, P.E., Japanese and Italian language and arts programs.

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 and quarterly maintenance of classroom student work; annual writing, literacy; math and foreign language assessments; student study teams; and annual and periodic data reviews and analyses to study learning trends of each student.

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

All students participate in the full range of core and enrichment curriculum with the close participation of highly qualified classroom teachers who are supported by resource and support staff, vice principal and principal.

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

English language learners and all indicating individual needs of student subgroups are monitored through: daily and weekly classroom assessments in all content areas; monthly maintenance of classroom student portfolios; literacy and math assessments; and annual data and periodic 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.

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.

Summary of overall achievement by subgroups.

All subgroups at Clarendon including English language learners, special education students and all targeted student populations meet or exceed district and school achievement goals.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

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 1 through 8	State Requirement	Instructional Minutes Offered by Clarendon ES	
K	36,000	41,585	State Requirement for High School: 64,800
1	50,400	52,320	Instructional Minutes offered:
2	50,400	53,220	9
3	50,400	53,220	10
4	54,000	54,120	11
5	54,000	54,120	12
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

Any additional minimum days at this school and reasons:

Some schools "bank" additional instructional time to be used for professional development.

Banked minutes at this school:

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. Our goal is to enable our students to develop their ability to apply their growing knowledge in real life applications and extensions. 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. As well, career and community are important elements of classroom curricula.

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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

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)