

# School Accountability Report Card

## School Year 2002-2003

Published during 2003/2004

SFUSD # 478

CA ID # 6040828

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

Phone: 415-759-2796

FAX: 415-759-2799

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## School Year 2002-2003

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### Clarendon Elementary School

500 Clarendon Avenue, San Francisco, CA 94131

Mr. Andrew Dauch, Principal

Phone: 415-759-2796

FAX: 415-759-2799

**Enrollment:** 579  
**Grades Served:** K-5  
**email:**  
[sch478@muse.sfusd.edu](mailto: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  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

### Principal's Introduction

This is Andrew Dauch's first year as Principal at Clarendon Elementary. Last year he was the Assistant Principal at Lakeshore Alternative. Before his transition into administration he was an elementary school teacher. He taught grades 2nd through 5th. He was also a special day class teacher at McKinley Elementary. Andrew also served the community as a Therapist working with both adults, adolescents and children. He comes from a family of educators: his father was an elementary school principal for 25 years, while his mother was an elementary school teacher for 32 years.

## 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 (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, visual arts, 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, a rich curriculum 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:

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

## I. Demographic Information

**Student Enrollment** Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

### Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
<b>K</b>	115	<b>9</b>	0
<b>1</b>	99	<b>10</b>	0
<b>2</b>	98	<b>11</b>	0
<b>3</b>	96	<b>12</b>	0
<b>4</b>	89	Ungraded Secondary	0
<b>5</b>	82		
<b>6</b>	0		
<b>7</b>	0		
<b>8</b>	0		
Ungraded Elementary	0	Total Enrollment	579

**Student Enrollment by Ethnic Group** Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	36	6.2
American Indian or Alaska Native	5	0.9
Asian-American	224	38.7
Filipino-American	13	2.2
Hispanic or Latino	57	9.8
Pacific Islander	0	0.0
White (Not Hispanic)	194	33.5
Other	50	8.6
Total	<b>579</b>	

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## 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:

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1. Preparation and maintenance of emergency supplies and resources
2. Disaster reaction, evacuation, triage and treatment
3. Staff training in basic and advanced first aid

### 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		
	2000/01	2001/02	2002/03	2001	2002	2003
<b>Suspensions (number)</b>				1,791	1,722	2,428
<b>Suspensions (rate)</b>				2.99%	2.94%	4.17%
<b>Expulsions (number)</b>				90	60	47
<b>Expulsions (rate)</b>				.15%	.10%	.08%

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:

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## 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

#### 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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	71	70	72	32	35	38	30	32	35
Mathematics		58	70		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	50		73		74		76
Mathematics	38		77		71		72
Science							
History/ Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	66	80	50	40	75	41	75	
Mathematics	68	73	73	43	73	42	73	
Science								
History/ Social Science								

## Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	87	85	72	46	48	45	44	45	43
Mathematics	89	84	81	60	63	57	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	46		71		78		77
Mathematics	46		88		85		82

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	65	80	60	41	75	52	74	
<b>Mathematics</b>	81	82	85	59	83	56	83	

## California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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
<b>5</b>	<b>27.2</b>	<b>26.2</b>	<b>28.2</b>	27.2	31.5	23.0	23.8	25.2	22.3
<b>7</b>				36.4	40.7	32.4	27.8	29.6	26.0
<b>9</b>				34.4	35.8	33.2	24.8	23.3	26.2

## 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

**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:** Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

*"A" means the school scored at or above the statewide performance target of 800.*

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	98	98	99	Percentage Tested	98	99	100
Base API Score	862	878	850	Growth API Score	890	860	877
Growth Target	#	A	A	Actual Growth	28	-18	27
Statewide Rank	10	10	10				
Similar Schools Rank	4	5	4				

**API Subgroups - Racial/Ethnic Groups** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
<b>African American</b>				<b>African American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Asian-American</b>				<b>Asian-American</b>			
Base API Score	852	885	871	Growth API Score	901	882	883
Growth Target	#	A	A	Actual Growth	49	-3	12
<b>Filipino-American</b>				<b>Filipino-American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score	893	888	858	Growth API Score	897	872	892
Growth Target	#	A	A	Actual Growth	4	-16	34

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score				Growth API Score			
Growth Target				Actual Growth			

## Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

### School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
<b>Recognition for Achievement (Title I)</b>	No	No	No	<b>Eligible for Governor's performance award</b>	Yes	No	Yes
<b>Identified for Program Improvement (Title 1)</b>	No	No	No	<b>Eligible for II/USP</b>	No	***	***
<b>Exited Title 1 Program Improvement</b>	No	No	No	<b>Applied for II/USP Funding</b>	No	***	***
<b>Years Identified for Program Improvement:</b>				<b>Received II/USP Funding</b>	No	***	***

\*\*\*The II/USP Program was not funded for the years 2002 or 2003.

### District: Federal Programs

	2001	2002	2003
<b>Number of Schools Identified for Program Improvement</b>	11	0	14
<b>Percent of Schools Identified for Program Improvement</b>	9.5	0.0	12.3



## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.00	4			20.00	5			19.80	5		
<b>1</b>	20.00	4			19.80	5			19.60	5		
<b>2</b>	19.60	5			19.80	5			19.60	5		
<b>3</b>	19.50	4			18.60	5			19.20	5		
<b>4</b>	24.00		1		27.50		4		29.33		3	
<b>5</b>	25.00		3		28.50		2		27.67		3	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### 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	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### 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		
	2001	2002	2003
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Number of Teachers</b>	25	29	32
<b>Full Credential</b> (fully credentialed and teaching in subject area)	25	29	32
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)		2	
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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.

### 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      1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5      1751-2001 : 4
	over 901 : 2		751-1001 : 2      2001-2251 : 4.5
			1001-1251 : 2.5      over 2251 : 5
			1251-1501 : 3

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

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## 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 .

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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.

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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.

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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.

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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.

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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.

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



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 listed above 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	41,580	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,700	
2	50,400	50,700	
3	50,400	50,700	
4	54,000	54,180	
5	54,000	54,180	
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.

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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.

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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.

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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.

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## **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	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

### 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)
\$407,572,743	\$7,313	\$6,770	\$6,719

## **Types of Services Funded**

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

Healthy Start

Intern Program

MathLand & Beyond

SLAP Grant, Foreign Language Assistance Program (Federal Grant)