

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

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

Mr. Andrew Dauch, Principal

Phone: 415-759-2796

FAX: 415-759-2799

Enrollment: 577
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
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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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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 that 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:

Instructional support, schoolwide 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
K	89	9	0
1	118	10	0
2	95	11	0
3	94	12	0
4	100	Ungraded Secondary	0
5	81		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	577

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	38	6.6
American Indian or Alaska Native	6	1.0
Asian-American	221	38.3
Filipino-American	17	2.9
Hispanic or Latino	51	8.8
Pacific Islander	1	0.2
White (Not Hispanic)	186	32.2
Other	57	9.9
Total	577	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 8/1/2004

Date Last Reviewed with Staff: 8/1/2004

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 aid;
4. Safety committee comprised of administration, faculty, and parents plans and coordinates safe school events.

School Programs and Practices that Promote a Positive Learning Environment

1. Excellent instruction in core curriculum in all 26 classrooms
2. Close parent and community participation in classroom and site activities
3. Schoolwide events that celebrate students' accomplishments
4. Environmental awareness and protection
5. Focus on integrating student, teacher and family accountability and leadership

Suspensions and Expulsions

	School			District		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)			1	1,722	2,428	2,645
Suspensions (rate)			0.17%	2.94%	4.17%	4.58%
Expulsions (number)			0	60	47	39
Expulsions (rate)			0.00%	.10%	.08%	.07%

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:

1. Teachers are trained in TRIBES to promote positive school culture.
2. Implementation of student led Conflict and Playground Manager program.
3. Implementation of Clarendon Star of the Week program which celebrates student accomplishments

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 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 a 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 distraction 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	70	72	70	35	38	40	32	35	36
Mathematics	58	70	69	34	39	40	31	35	34
Science			61	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	43		67	55	60		79
Mathematics	52		76	64	48		71
Science			57		54		70
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	60	80	43	43	73	36	73	
Mathematics	66	74	52	49	72	33	73	
Science	64	56			65		61	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	85	72	74	48	45	46	45	43	43
Mathematics	84	81	78	63	57	58	55	50	51

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	54		72	64	70		80
Mathematics	50		84	64	65		80

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	
Reading	67	81	62	57	76	39	78	
Mathematics	78	77	67	57	80	58	80	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	50.6	63.6	41.3	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	98	99	100	Percentage Tested	99	100	99
Base API Score	878	850	872	Growth API Score	860	877	878
Growth Target	A	A	A	Actual Growth	-18	27	6
Statewide Rank	10	10	10				
Similar Schools Rank	5	4	1				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
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	885	871	888	Growth API Score	882	883	886
Growth Target	A	A	A	Actual Growth	-3	12	-2
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	888	858	887	Growth API Score	872	892	897
Growth Target	A	A	A	Actual Growth	-16	34	10

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score				Growth API Score			
Growth Target				Actual Growth			

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		
Year in Program Improvement		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		Yes	Yes		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		Yes	Yes		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		N/A	N/A		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		Yes	Yes		Yes	Yes
Socioeconomically Disadvantaged		N/A	N/A		Yes	Yes
English Language Learners		N/A	N/A		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	5			19.8	5			17.8	5		
1	19.8	5			19.6	5			19.7	6		
2	19.8	5			19.6	5			19.0	5		
3	18.6	5			19.2	5			18.8	5		
4	27.5		4		29.3		3		30.3		2	2
5	28.5		2		27.7		3		30.0		1	1
6												
K-3												
3-4												
4-8												
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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	29	32	31
Teachers with Full Credential (fully credentialed and teaching in subject area)	29	32	30
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2		
Pre-Internship			
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)			1
Teachers with Waivers (do not have credential and do not qualify for 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. Two are National Board Certified Teachers. The language program coordinator holds one M.A. in language learning and one in Japanese.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	12.9	23.5
Bachelor's Degree plus 30 or more semester hours	77.4	61.3
Bachelor's Degree	9.7	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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:

In the event of absence, Clarendon teachers leave well prepared lesson plans that reflect the California State Teaching Standards.

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 equal 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 and administration. 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 the following community service agencies: Family Services, University of San Francisco, and 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, 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: 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 success teams; and annual and periodic data reviews and analyses to study learning trends of each student. Faculty, parent groups and site council members review test data and plan according to student areas of need.

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 success 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: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

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 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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Clarendon ES	
K	36,000	42,600	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	53,400	
2	50,400	54,300	
3	50,400	54,300	
4	54,000	55,200	
5	54,000	55,200	
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 in grades K through 8:

- 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 orientation 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 schoolwide 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, career 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Clarendon ES

GATE Afterschool Project

Beginning Teacher Support and Assessment

Conflict Resolution Program

Healthy Start

Intern Program

MathLand & Beyond