

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### Clarendon Elementary School

500 Clarendon Avenue, San Francisco, CA 94131

Principal: Ms. Michelle Chang, Principal

Phone: 415-759-2796 Fax: 415-759-2799

SFUSD #: 478 CA ID #: 6040828

### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Gwen Chan

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: [www.sfusd.edu](http://www.sfusd.edu)

#### SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

Email: [Sarc@muse.sfusd.edu](mailto:Sarc@muse.sfusd.edu)

#### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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### Clarendon Elementary School

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## **Section I - General Information**

### **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.

### **School Vision**

#### **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**

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

## Section II - Demographic Information

### Student Enrollment By Grade Level

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

Grade Level	Enrollment
<b>K</b>	79
<b>1</b>	98
<b>2</b>	116
<b>3</b>	97
<b>4</b>	92
<b>5</b>	101
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	583

### Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
<b>African American</b>	32	5.5
<b>American Indian or Alaska Native</b>	9	1.5
<b>Asian</b>	222	38.1
<b>Filpino</b>	17	2.9
<b>Hispanic or Latino</b>	49	8.4
<b>Pacific Islander</b>	1	0.2
<b>White (Not Hispanic)</b>	182	31.2
<b>Multiple or No Response</b>	71	12.2

## Section III - School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	8/1/2004
<b>Date Last Reviewed with Staff</b>	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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
<b>Number of Suspensions</b>	0	1	1	2,428	2,645	2710
<b>Rate of Suspensions</b>	0%	0.17%	0.17%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### Efforts to Reduce 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

## Section IV - School Facilities

### School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Section V - Academic Data

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Test (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	72	70	73	38	40	45	35	36	40
Mathematics	70	69	74	39	40	46	35	34	38
Science		61	52	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

### **CST - Racial and Ethnic Subgroups**

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	52	*	70	42	69		78
Mathematics	48	*	83	58	64		71
Science	*	*	41	*	42		62
History-Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	61	83	52	58	44	
Mathematics	69	78	73	58	31	
Science	50	53	*	*	*	
History-Social Science						

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

## NRT - All Students

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

	School			District			State		
Subject	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	72	74	75	45	46	43	43	43	41
Mathematics	81	78	80	57	58	59	50	51	52

## NRT - Racial and Ethnic Subgroups

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

	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Subject							
Reading	*	*	79	*	45		81
Mathematics	*	*	88	*	73		85

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	67	81	63	50	*	
Mathematics	77	83	79	61	*	

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	40.8	44.4	37.7	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

## Academic Performance Index

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 percent of the distance between its API Base 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.

**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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	99	100	99	Percent Tested	100	99	100
API Base Score	850	872	872	API Base Score	877	878	872
Growth Target	A	A	A	Growth Target	27	6	0
Statewide Rank	10	10	10				
Similar Schools Rank	4	1	3				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested	871	888	880	Percent Tested	883	886	878
API Base Score	A	A	A	API Base Score	12	-2	-2
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested	858	887	892	Percent Tested	892	897	885
API Base Score	A	A	A	API Base Score	34	10	-7

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested				Percent Tested			
API Base Score				API Base Score			

## **State Award and Intervention 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.

## **Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## **AYP All Criteria - Schoolwide**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	Yes	Yes	No

## **AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups**

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>African American</b>	N/A	N/A	N/A	No	Yes	No
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>Asian</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Filipino</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>Hispanic or Latino</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>Pacific Islander</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>White (not Hispanic)</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>English Learners</b>	N/A	N/A	N/A	Yes	Yes	Yes
<b>Students with Disabilities</b>	N/A	N/A	N/A	No	Yes	No

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	26.79 %

## Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.8	5			17.8	5			19.8	4		
<b>1</b>	19.6	5			19.7	6			19.6	5		
<b>2</b>	19.6	5			19.0	5			19.3	6		
<b>3</b>	19.2	5			18.8	5			19.4	5		
<b>4</b>	29.3		3		30.3		2	2	32.3		1	2
<b>5</b>	27.7		3		30.0		1	1	32.0		2	1
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<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

## Section VIII - Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
<b>This School</b>	15.4
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	14.4

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	32	31	31
<b>Teachers with Full Credential</b>	32	30	31
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	1	1	1
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	0	1	0
<b>Teachers with Waivers</b> (No credential and doesn't qualify for Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments</b>	1	1	1

## **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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	1

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	16.1	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	74.2	62.4
<b>Bachelor's Degree</b>	9.7	12.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

## **Teacher Evaluations**

**Information about the procedures and criteria for teacher evaluations.**

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 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**

**Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.**

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

## **Counselors and Other Support Staff**

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.

### **Counselors and other Support Staff (con't)**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - 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.**

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.

#### **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.**

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.

#### **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**

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 2004/05 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 Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good
1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good

3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Sufficient Materials Available
<b>Mathematics</b>	Sufficient Materials Available
<b>Science</b>	Sufficient Materials Available
<b>History-Social Science</b>	Sufficient Materials Available
<b>Foreign Language</b>	Sufficient Materials Available
<b>Health</b>	Sufficient Materials Available
<b>Science Laboratory Equipment (Gr 9-12)</b>	Sufficient Materials Available

### **Technology**

#### **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.**

<b>Computers</b>	
<b>Number of Computers</b>	124
<b>Number of Classrooms with Internet</b>	26

### **Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school to the state requirement

for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50400	36,000
1	53400	50,400
2	54300	50,400
3	54300	50,400
4	55200	54,000
5	55200	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### **Total Number of Minimum Days**

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

### **Any additional minimum days at this school and reasons:**

No Text Submitted.

### **Some schools "bank" additional minutes for professional development:**

No Text Submitted.

## Section XI - Fiscal and Expenditure Data

### **Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.1 %

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

Healthy Start

Intern Program

MathLand & Beyond

GATE Afterschool Project