

School Accountability Report Card

School Year 2006-07

(Published during 2007-08)

Clarendon Elementary School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Section I - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Clarendon offers a comprehensive curriculum that stresses academic excellence as well as social, emotional and physical development. Our Japanese Bilingual Bicultural Program (JBBP) offers Japanese language and culture to both native-Japanese and English speaking students in a culturally rich environment nurtured by our staff and parents. The Second Community Program offers Italian language, and emphasizes parental involvement in a rich and stimulating environment. Through the fundraising of our parents, we offer a variety of enrichment activities, including visual arts, computer, music, P.E., and more. Our mission is to foster a nurturing community of academic engagement, which encourages our children to be life long learners and leaders in democratic and diverse communities.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents and guardians are strongly encouraged to be actively involved in the Clarendon community. In the classroom and throughout the entire campus, our parents are involved in a wide variety of activities which maximize the strength of their skills and interests, while respecting the limits on their time and resources. There is an opportunity for every parent and guardian to offer something truly unique to the Clarendon family. As a result, our students thrive intellectually, emotionally and socially in this adult rich environment.

Student Enrollment By Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	80
1	80
2	79
3	97
4	118
5	88
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	542

Student Enrollment By Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	7
American Indian or Alaska Native	1.48
Asian	36.72
Filipino	3
Hispanic or Latino	6
Pacific Islander	0.18
White (Not Hispanic)	30.26
Multiple or No Response	15.31
Socioeconomically Disadvantaged	13
English Learners	17
Students with Disabilities	7

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2004-05			Avg Class Size	2005-06			Avg Class Size	2006-07		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4			19.5	4			20	4		
1	19.6	5			20	4			20	4		
2	19.3	6			19.6	5			19.8	4		
3	19.4	5			19.3	6			19.4	5		
4	32.3		1	2	34			3	29.5		4	
5	32		2	1	32		3		29.3		3	
6												
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 that participated in the Class Size Reduction Program. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K-3	99.3	99.3	99.3

Section II - School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

We have a school safety plan which provides for a number of contingencies -- emergency supplies, first aid, and evacuation, if necessary. Our safety committee of parents, staff and the principal, periodically review safety issues that arise on campus.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Student and Parent/Guardian Handbook for the San Francisco Unified School District 2007-2008 is the book followed to enforce district wide rules which will allow all of our students to be safe and free of distractions in their schools. One of the Pupil Services highest priorities this year is to enforce truancy laws. We encourage all students to practice respect for themselves and others to avoid any disciplinary issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	1	5	6	6
Expulsions	0	0	0	0	0	0

Section III (School Facilities) begins on next page.

Section III - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our large campus is spread across three levels of buildings and yards, surrounded by greenery and a residential neighborhood. This past summer, we completed construction on a number of items to improve the accessibility and safety of our school site -- wider doorways, new bathrooms, new ramps, new flooring, and more. Later this year, work will conclude on two new elevators which will make the entire campus fully accessible to all of our students. We are currently planning "green" projects on site, to beautify our campus and broaden the academic environment for our students.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Roofs	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Section IV (Teachers) begins on next page.

Section IV - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	28	28	3123
Without Full Credential	0	0	0	101
Teaching Outside Subject Area of Competence	1	0	0	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100	0
All Schools in District	86	14
High-Poverty Schools in District	74	26
Low-Poverty Schools in District	84.9	15.1

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

SFUSD realizes the importance of having a high quality teacher in the classroom everyday. To accomplish this goal while accommodating teacher absences and professional development days, we provide permanent substitutes to STAR schools and recently implemented a new substitute system to better facilitate the placement of substitutes at all schools. The new substitute system features web and phone access - saving users' time and providing better reporting capabilities to administrators.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

SFUSD's teacher evaluation system is primarily based on the California Standards for the Teaching Profession (CSTP), which includes a pre-observation protocol to review the Content and Performance Standards, a teacher post-observation self-reflection opportunity and a post-observation protocol.

Administrators are trained in CSTP evidence based observations, as well as in reflective questions and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in SFUSD. For teachers who are not performing at a satisfactory level, the district has a Peer Assistance and Review (PAR) program.

Section V - Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VI - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2007-2008 school year, and were provided for all high school students enrolled in: first year algebra, biotechnology, U.S. history, American democracy, and some AP history classes. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2007 meeting of the Board of Education. Insufficiencies exist for some high schools in the areas of health and world languages, but class sets are available. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2007-2008, new science instructional materials were provided for all students in grades K-8, and replacements were provided for core curriculum materials for which the need was identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2007, meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VII (School Finances) begins on next page.

Section VII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$4,687	\$875	\$3,812	\$54,664
District	----	----	\$3,812	\$54,664
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$4,943	\$60,032
Percent Difference - School Site and State	----	----	-18.8%	-8.9%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Through school district and city funding, as well as the generosity of our parents, Clarendon is able to offer a number of programs and services to our students. Our school offers Japanese language and culture (JBBP) and Italian language (Second Community). For added enrichment, we offer instruction in computers, art, music, and P.E. Our spacious, and staffed, library offers a variety of resources. Our highly trained staff includes: language consultants, resource specialists, a full inclusion teacher, a speech/language pathologist, a parent liaison, a student advisor, a learning support counselor, and several paraprofessionals. We provide tutoring through credential students and volunteers. We also partner with Family Services to offer additional counseling to our students.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,259	\$38,937
Mid-Range Teacher Salary	\$56,317	\$61,080
Highest Teacher Salary	\$71,815	\$76,443
Average Principal Salary (Elementary)	\$87,923	\$99,694
Average Principal Salary (Middle)	\$91,700	\$103,687
Average Principal Salary (High)	\$96,882	\$112,983
Superintendent Salary	\$250,000	\$195,054
Percent of Budget for Teacher Salaries	35%	40%
Percent of Budget for Administrative Salaries	5%	5%

Section VIII - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 9, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	73	77	83	45	47	49	40	42	43
Mathematics	74	79	80	46	48	49	38	40	40
Science	52	61	70	30	39	45	27	35	38
History-Social Science				40	38	41	32	33	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	71	67		
American Indian or Alaska Native	*	*	*	
Asian	84	84	76	
Filipino			*	
Hispanic or Latino	72	60		
Pacific Islander	*	*		
White (not Hispanic)	85	83	70	

CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	80	81	70	
Female	86	79	71	
Economically Disadvantaged	70	76		
English Learners	69	71	46	
Students with Disabilities	39	26	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling and mathematics in grades 3 and 7 only. The results are reported as a percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	75	81	80	43	45	42	41	42	42
Mathematics	80	81	81	59	61	61	52	53	53

NRT - Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	% of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	76	91
Filipino	*	*
Hispanic or Latino		
Pacific Islander	*	*
White (not Hispanic)	83	79
Male	82	84

Female	79	79
Economically Disadvantaged	73	73
English Learners	57	71
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, 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	Percent of Students Meeting Fitness Standards
Grade 5	21
Grade 7	
Grade 9	

Section IX (Accountability) begins on next page.

Section IX - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	10	N/A
Similar Schools	2	4	N/A

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: 'N/A' means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	0	34	15	920
African American				
American Indian or Alaska Native				
Asian	-2	50	1	928
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-7	27	22	934
Socioeconomically Disadvantaged				
English Learners	----	----		
Students with Disabilities	----	----		

State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	----	28
Percent of Schools Currently in Program Improvement	----	25 %

Section X - School Completion and Postsecondary Preparation

Not Applicable.

Section XI - Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Teachers prepare and coordinate their instructional plans within both grade level and program teams. These plans are aligned with the state adopted curriculum and standards. The teachers assess student progress using daily and weekly assessments (formal and informal) across all content areas. Working with parents and other staff, the teachers support our students through a variety of systems, most notably the student success team. Students with special needs receive further assistance from an array of trained professionals on site: resource specialists, inclusion teachers, speech/language teachers, O.T., P.T., and more. The principal works closely with teachers, the school site council and our two parent groups to support these efforts.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to 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 of professional development during the academic year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade. Total instruction days in SFUSD is 180 days.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50,850	36,000
1	53,400	50,400
2	53,450	50,400
3	53,450	50,400
4	54,350	54,000
5	54,350	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In all San Francisco Unified District schools in grades K through 8: 10 minimum days provide time for parent and teacher conferences during the Fall and Spring Parent Conference weeks, also three minimum days per year make time for teachers to participate 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.

End of SARC Document.