

Clarendon Alternative Elementary School

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Carolyn L. Hee, Principal

1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 1990

District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. Every school develops a school site plan to achieve each objective.

Philosophical Tenets In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

- All individuals can learn.
- Each individual learns best in a particular way.
- Learning has both cognitive and affective dimensions.
- Parents want their children to attain their fullest potential as learners and to succeed academically.
- All individuals are both potential learners and potential teachers.
- All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- All individuals want to learn and to be recognized for their achievements.
- Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.
- All individuals are entitled to be treated with respect and dignity.
- All individuals learn in many different ways and at varying rates.
- If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action.

School Description

Clarendon is a unique school in which two programs share the same school site. The Japanese Bilingual Bicultural Program (JBBP) offers Japanese language and cultural instruction to all its students, native-Japanese and English speaking. The Second Community Program integrates a strong parent participation component.

Both programs provide a culturally diverse student population with a comprehensive curriculum stressing social responsibility and academic excellence. Many enrichment activities are available, including dance, music, art, physical education, computers, student council, after-school childcare, scouts and field trips.

Grade Span:	K-5	Student Enrollment:	495	LEP/NEP*:	15.4 %
Building (sq.ft.):	43,000	Average Daily Attendance:	99.7 %	Special Education:	5.7 %
Yr of Construction:	1962	Optional Enrollment Requests:	100.0 %	EDY**:	34.1 %

478-4/16/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

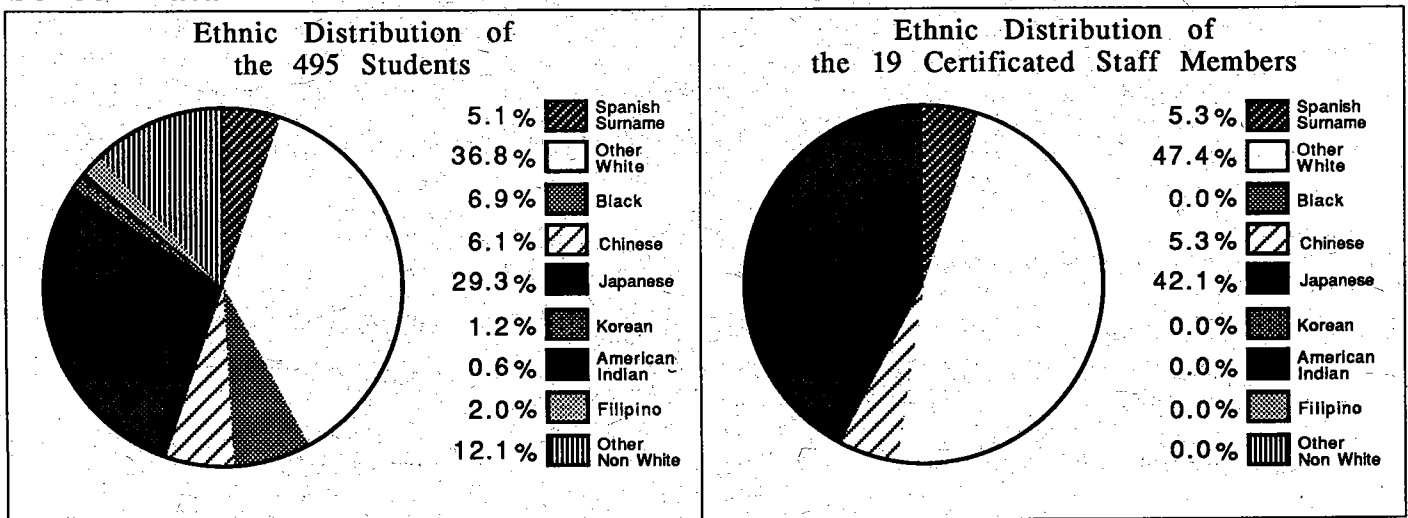
Counseling and Student Support Services

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. A speech therapist, librarian, resource specialist, and psychology intern complement the staff. The JBBP provides native Japanese speaking language teachers in all classes and a parent liaison staff member. Second Community provides peer tutoring. Parents in both programs help classes with art, dance, music, computers, and language instruction. Conflict Resolution is used in the school and discussed in student council.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Clarendon, attendance for the year was 99.7%, excused absences were 3.4%, unexcused absences were 0.3% and the dropout rate was 0.0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To maintain our high attendance rate, the secretary monitors absences daily. We are in close contact with the home. Students have Independent Study contracts when absences are planned.

School Data



Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Clarendon, all teachers are teaching in the areas in which they are credentialed. Japanese-speaking paraprofessionals assist bilingual teachers on waiver. Seven teachers have master's degrees; three are specialists in Early Childhood Education.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	30.3
1	26.0	24	26.5	27.7
2	26.0	24	26.1	28.3
3	32.6	25	26.9	28.7
4	32.6	30	27.7	29.3
5	32.6	30	28.6	31.0

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Teachers attend in-service training provided by the District.

Staff has special math training including The Math Solution by Marilyn Burns, Math Leadership at S.F.State and programs at the Exploratorium. They provide hands-on math and cooperative learning activities at staff meetings. All attend yearly professional classes and most have been trained by the Lawrence Hall of Science through their EQUALS program.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

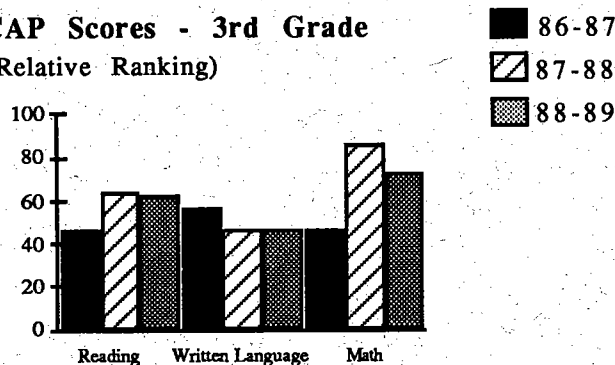
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

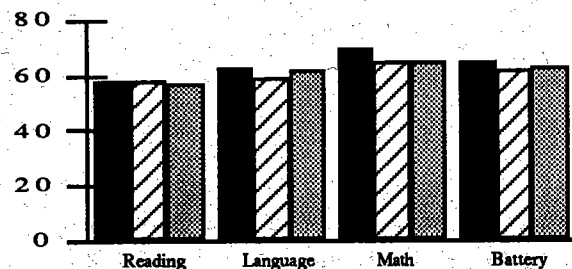
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Clarendon, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Conflict Resolution, timeout, positive reinforcement and cross-age tutoring. Students discuss rules and know the consequences of their actions.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 15.4% Special Education = 5.7% EDY = 34.1% GATE & High Potential = 17.2%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. Clarendon students show consistently high test scores and a high percentage become honor students in middle and high schools. Limited English speaking students who entered school speaking no English graduate with test scores well above the national average. In addition to the normal standardized tests, we evaluate students using the Idea Kit Oral Language Proficiency Test for Limited-English proficient students and teacher designed evaluations. There is a GATE program in grades 3 - 5. Thematic units integrating many areas of curriculum contribute to achievement. Math achievement has significantly increased because of teacher emphasis on problem solving and critical thinking skills.

Quality of School Instruction and Leadership

Staff meets regularly to assure learning opportunities for all students. Mentor teachers provide staff development in math, critical thinking and problem solving. A literature-based whole language approach is used. Individualized learning plans allow students to progress at their own rates, raise self-esteem and provide success. Limited English Proficiency students have the same opportunities as others to be successful. Active parent groups enrich the curriculum. The principal and members of the school community participate in decisions relating to instruction and leadership.

Expenditures and Services Offered

In 1989-90, the District spent \$970,489 at Clarendon. Additionally, the District supervised the expenditure of \$98,478 in special grant funds for a total of \$1,068,967 to operate the school for a year. This works out to \$2,160 per student per year. SI and EIA/LEP funds help pay for paraprofessionals, including a librarian. The Japanese Bilingual Bicultural Program (JBBP) contributes about \$40,000 for salaries of 10 Japanese teachers. Second Community funds a P.E. teacher. Both parent groups also pay for music, dance, computer, library materials. S.F. Ed. Funds support poetry, dance, health, science, educational TV, and multicultural studies.

Substitute Teachers

During the fall of 1989, the Clarendon teacher attendance rate was 98.5%. Substitute teachers covered 99.0% of the absences. The other 1.0% were covered by appropriate on-site personnel.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the 1989-90 school year, the amount of State and District funds allocated for each student is \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. Most classes have multiple copies of literature. Math manipulatives are in all classes, calculators are available and a science resource room provides all grade levels with materials for hands-on activities. LEP students have Japanese language books and tapes. Oral language kits are available. Grants have secured TVs, VCRS and cameras. Cooking facilities are also available.

School Facilities and Safety

Recent Improvements:

Recent additions to the school include computers in the library, replacement of broken windows, a bench on the playground, a sound system in the auditorium and a new tree and pavement in parts of the yard.

Planned Improvements:

Resurfacing our school yard is planned for this summer.
A more efficient phone system will be installed.

Needed Improvements:

Fix plumbing, water fountains, ventilation, heating systems, bannisters and clocks. A play structure is needed in the yard as well as a stage curtain. Basketball courts need hoops and lines. Terrible yard drainage causes flooding. Dirt on yards makes them dangerous.

Parent Involvement

Parents are expected to contribute to the excellence of the school by helping in classes, fund raising and organized parent group activities. Every class has parents helping with field trips, computers, paper work, cooking, book clubs, language instruction, and sharing career advice. The combined parent groups raise approximately \$60,000 a year. They take part in decisions on personnel, school policy, curriculum. Parent sponsored programs include art, music, dance, camping, P.E Faire, student council, tutoring, school carnivals, performing arts night and Japanese language instruction.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa paggapaliwanag ng mga dukumentong ito sa Pilipino.

Xin goi diên thoai cho nhà trường để biết ngày hướng dân và các nghĩa về tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

San Francisco Unified School District

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San Francisco, CA 94102

Attn: Clarendon Alternative Elementary School

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