

Clarendon Alternative Elementary School

500 Clarendon Avenue, San Francisco, CA 94131, Phone (415) 661-0770

Ms. V. Kanani Choy, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

District Mission and Goals

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. 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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

School Description

Clarendon is a unique school in which two programs share the same school site. The Japanese Bilingual Bicultural Program 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. Many enrichment activities are available, including dance, music, art, physical education, computers, student council, after-school childcare, scouts and field trips. Both programs work together to provide a culturally diverse student population with a comprehensive curriculum stressing academic excellence and intellectual growth, as well as social, emotional and physical development.

As a school which houses two distinct alternative programs, we believe that people working together in a mutually respectful, democratic decision-making context can creatively and effectively improve relationships among all members of our school community; students, staff, parents and members of the community. 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. **WE BELIEVE IN A COMMITMENT TO EDUCATING THE WHOLE CHILD.**

Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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 inservice training provided by the district. Staff participates in a variety of specialized curriculum training projects such as Thinking Math. The Lawrence Hall of Science EQUALS & SEQUALS Projects, Exploratorium Enrichment, City Science, High Scope, and the Superintendent's Portfolio Assessment Project. Clarendon is a Phase II Restructuring School Site. Special staff development release days will focus on curriculum informational workshops for staff and parents.

| | | | | | |
|--|--------|--|--------|--------------------|-------|
| Grade Span: | K-5 | Student Enrollment: | 475 | LEP/NEP*: | 17.1% |
| Building (sq.ft.): | 43,000 | Average Daily Attendance: | 99.4% | Special Education: | 1.9% |
| Yr of Construction: | 1962 | Optional Enrollment Requests: | 100.0% | EDY**: | 22.9% |
| Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | GATE: | 18.3% |

478-11/1/91 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. The school encourages parents to become involved and communicate directly with teachers. The communication is enhanced through parent liaisons employed at the school site. A part-time staff member is a Student Advisor who works with students who are referred by their teachers. A school committee meets to determine support services for children who demonstrate special needs.

Teacher Assignment

Out of 3,103 certificated in the District's schools, none are teaching out of their credentialed areas. Japanese-speaking paraprofessionals assist bilingual teachers on waiver. Eight teachers have master's degrees; three are specialists in Early Childhood Education.

Student Attendance and Dropout Rate

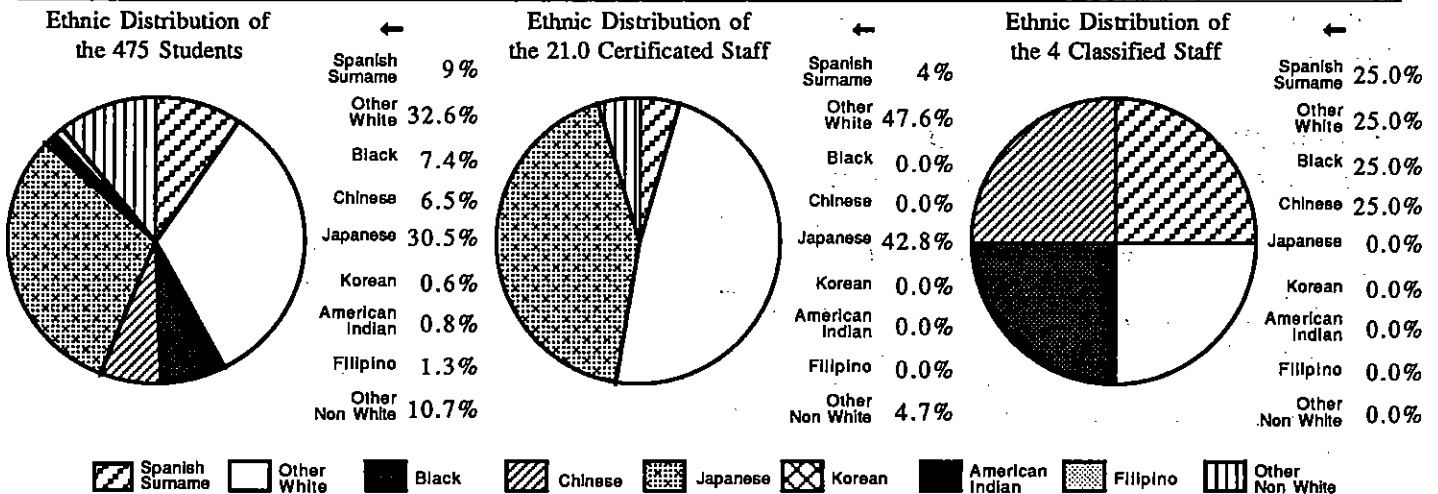
The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Clarendon, attendance for the year was 99.4%, excused absences were 4.3%, unexcused absences were 0.6% and the dropout rate was 2.3%. An important District objective is to reduce dropout rates. Dropouts are 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. Teachers provide homework if absences are extended.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

Class Size

| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|-------------|-----------------|----------------|-------------------|-----------------|
| K | 31.2 | 28 | 27.7 | 30.3 |
| 1 | 26.0 | 24 | 26.3 | 27.0 |
| 2 | 26.0 | 24 | 26.0 | 26.0 |
| 3 | 29.8 | 25 | 27.5 | 25.5 |
| 4 | 32.2 | 30 | 27.3 | 29.5 |
| 5 | 32.2 | 30 | 29.0 | 30.3 |

Ethnic Diversity



Objective 4a: When filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

When filling staff vacancies our school process involves input from staff and parents. It is our school goal to give attention to ethnic diversity so that the staff is reflective of the ethnic makeup of the student population.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through 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.

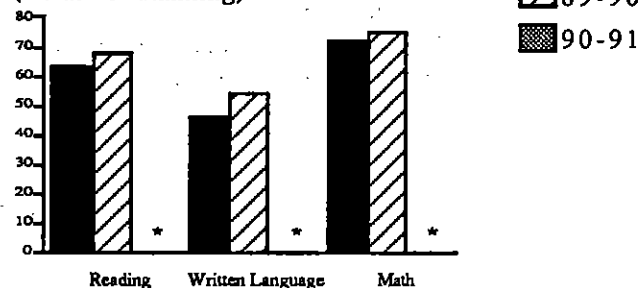
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Clarendon, no 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: Students discuss rules and consequences for their actions in class, during student council and while working with the Student Advisor.

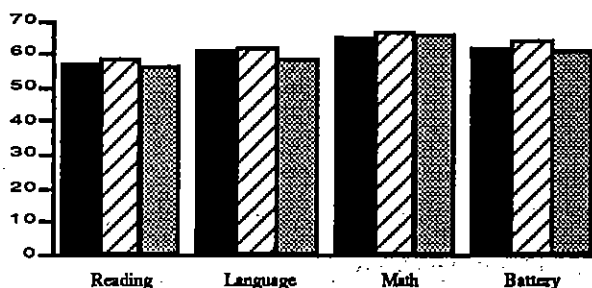
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



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



LEP/NEP = 17.1% Special Education = 1.9% EDY = 22.9% GATE & High Potential = 18.3%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

Quality of School Instruction and Leadership

Teachers provide open ended instructional lessons that can be individualized to enhance learning for all students including ESL, GATE and those with special needs. Students progress at their own rates in order to raise self-esteem and provide success. Students who do not speak English as their primary language have the same opportunities as others to be successful. The principal and members of the school community participate in decisions relating to instruction and leadership.

Expenditures and Services Offered

| 1989-90 SALARY COMPARISON | | |
|----------------------------|---------|---------|
| | * STATE | SFUSD |
| Beginning Teacher Salary | 25,131 | 25,715 |
| Mid-range Teacher Salary | 37,672 | 39,831 |
| Highest Teacher Salary | 46,240 | 44,960 |
| Principal's Average Salary | 61,700 | 59,843 |
| Superintendent Salary | 105,022 | 110,000 |

* Districts over 25,000 ADA

Substitute Teachers

During the Spring of the 1990-91 school year, the Clarendon teacher attendance rate was 95%. If a substitute is not available, the children will be sent to the classes of other teachers.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. All classes provide students with district adopted curriculum materials. Multiple copies of core and extension literature, math manipulatives, some science kits, calculators, maps, globes, primary source materials, Japanese language books and tapes, oral language development kits, TV's, VCR's and some computers provide students with opportunities for hands-on, minds-on learning.

School Facilities and Safety

Current Conditions:

Recent improvements to the school include the replacement of damaged asbestos tiles and the installation of safety glass in the school's main entry way.

Planned Improvements:

Resurfacing our school yard is planned for the near future. A permanent space is being prepared for the Kindergarten Perceptual Motor Program equipment.

Needed Improvements:

Plumbing, water fountains, ventilation, and heating systems need fixing. Other items needed are a play structure in the yard, stage curtains, basketball hoops and court lines. To prevent flooding and sewage back-ups, regular maintenance is needed on plumbing and sewers.

Objective 3b: The appearance of the school site will be improved

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 \$80,000 a year. They take part in decisions on personnel, school policy, and curriculum.

If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 pelsa ng mga pulong tungkol sa paggapaliwanag ng mga dokumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ 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。

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.

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