

Clarendon Alternative Elementary School

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Dr. Kanani Choy, Principal

1994-1995 School Accountability Report Card

San Francisco Unified School District

Fall, 1994

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 the academic achievement of all students. 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students. 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program. 6) To increase and expand inter-agency collaboration to better serve our students. Each school has a set of 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. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved. 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.

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 and paraprofessionals 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 SFUSD's Portfolio Assessment Project. Clarendon continues to be a Phase II Restructuring School Site. Special staff development release days will focus on curriculum informational workshops for staff and parents. Clarendon will be undergoing a Program Quality Review during the 1994 -1995 school year.

School Description

Two distinctive alternative programs share the same site at Clarendon Alternative Elementary School. The Japanese Bilingual Bicultural Program offers Japanese language and cultural instruction to all its students, native-Japanese and English speaking. The Second Community Program actively promotes strong parent participation. Parent organizations in both programs fund raise in order to support enrichment activities including dance, music, art, physical education, computers and fieldtrips. 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.

Grade Span:	K-5	Student Enrollment:	516	LEP/NEP*:	17.8%
Building (sq.ft.):	43,000	Average Daily Attendance:	99.6%	Special Education:	4.8%
Yr of Construction:	1962	Optional Enrollment Requests:	84.9%	EDY**:	24.4%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	16.7%

478-1/1/95 by Planning, Research, and Information Systems

*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. Part-time resource specialists are available to work with students who are referred by their teachers or parents for academic support services or speech therapy. A school committee meets to determine support services for children who demonstrate special needs.

Teacher Assignment

Out of 3,115 certificated teachers 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. The principal has an Ed.D. in Multicultural and International Education and two masters degrees, one in Educational Administration and another in Curriculum and Instruction.

Student Attendance and Dropout Rate

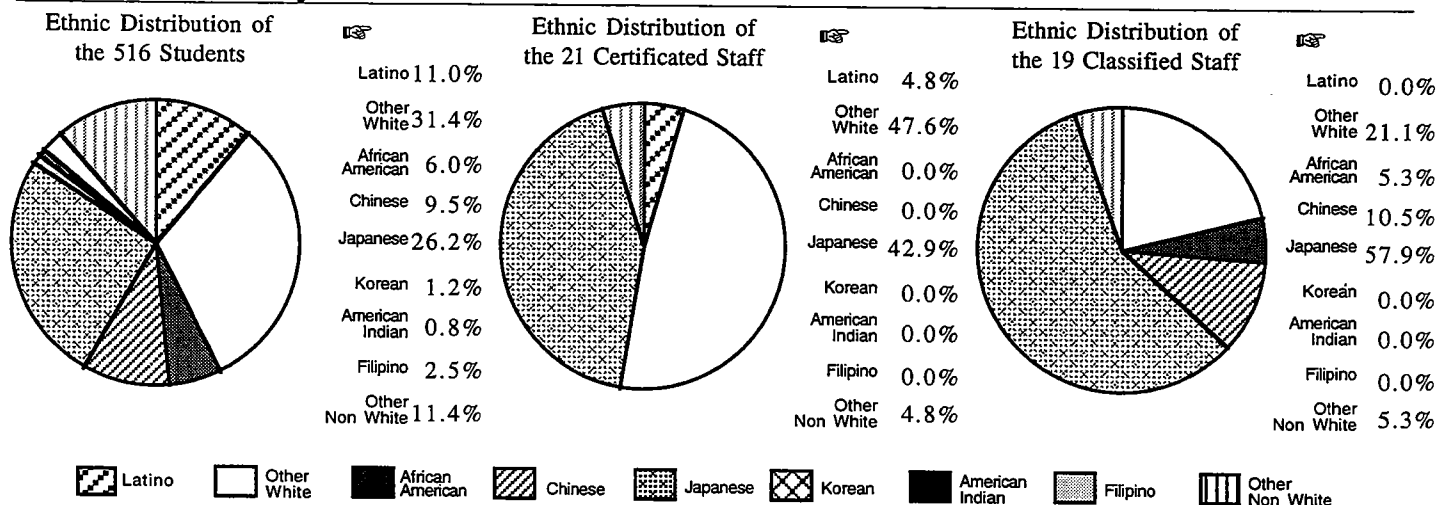
The District's K-5 average attendance for 1993-94 was 98.6% and the dropout rate was 1.7%. At Clarendon, attendance for the year was 99.6%, excused absences were 3.2%, unexcused absences were 0.2% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are 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. Parents are requested to call the school each morning to report that their child will be absent or tardy that day. Teachers provide homework if absences are extended.

Objective 1o: 1993-94 dropout rate will be reduced from its 1992-93 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	29.0	31.3
1	26.0	24	27.4	29.3
2	26.0	24	27.2	30.0
3	29.8	25	27.4	29.5
4	32.2	30	26.6	28.7
5	32.2	30	28.4	29.5

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.

Children are encouraged to celebrate diversity through a variety of school activities. All classroom teachers provide instruction on the subject of diversity. The school library program regularly uses literature to extend or expand cultural lessons. Consultants provide related experiences through art, music and dance.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

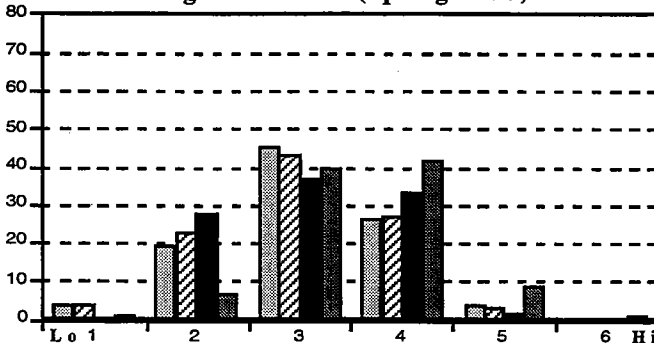
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Achievement

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards.

CLAS: CTBS:

CLAS Reading - Grade 4 (Spring 1993)



LEP/NEP = 17.8%

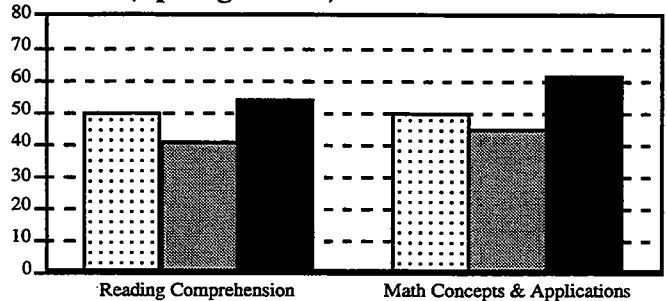
Special Education = 4.8%

Student Behavior

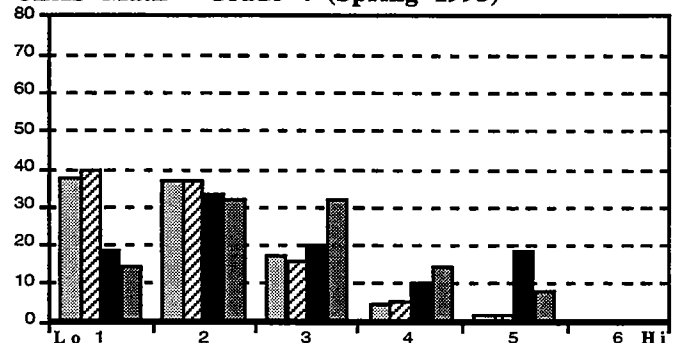
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Clarendon, 1 student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Students discuss rules and consequences for their actions in class. Staff members communicate with each other in order to provide consistency in our school discipline policies. School and family work cooperatively to resolve any behavior problems.

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

CTBS (Spring 1994)



CLAS Math - Grade 4 (Spring 1993)



EDY = 24.4%

GATE & High Potential = 16.7%

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

1992-93 SALARY COMPARISON

	* STATE	SFUSD
Beginning Teacher Salary	25,963	26,136
Mid-range Teacher Salary	40,787	38,378
Highest Teacher Salary	50,783	47,162
Principal's Average Salary	65,360	**59,033
Superintendent's Salary	108,046	120,000
Expenditure per Student	-	3,220
% of Budget for Teacher Salaries	43.9%	44.9%
% of Budget for Administrators	5.0%	3.7%

* Districts over 20,000 ADA

** Elementary Schools Only

Substitute Teachers

During the 1993-94 school year, the Clarendon teacher attendance rate was 98%. The school maintains a list of preferred substitute teachers that are familiar with the school and students. If a substitute is not available supervision is shared by classroom teachers and the school principal.

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 1993-94, there was a district-wide adoption of K-8 science instructional materials which have been implemented over a two-year period. During the 1995-96 school year, there will be the adoption and beginning implementation of a new K-8 mathematics instructional program. 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:

The school yard has recently been resurfaced and new stage and window curtains have been installed in the auditorium. Parent and teacher volunteers have reorganized curriculum material storage areas in order to make room for new science kits.

Planned Improvements:

Replacement and repair of damaged plumbing and general building maintenance is planned for the near future. Technology such as computers will be added as funds become available.

Needed Improvements:

Plumbing, water fountains, ventilation, and heating systems need fixing. A new play structure is needed in the school's lower yard.

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.

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

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 petsa ng mga pulong tungkol sa paggapaliwanag ng mga dukumentong 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。

San Francisco Unified School District
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