

# Clarendon Alternative Elementary School

500 Clarendon Avenue, San Francisco CA 94131, Phone (415) 759-2796

Dr. V. Kanani Choy, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

## School Description

Two distinctive alternative programs share the same site at Clarendon Alternative Elementary School. 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 actively promotes strong parent participation. The JBBP depends on fund raising to pay for primary language speaking paraprofessionals to support Japanese language instruction. Both parent organizations fund-raise in order to support enrichment activities including dance, music, art, physical education, computers and field trips. The Second Community and Japanese Bilingual Bicultural Program 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.

## 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.

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; and 6) To increase and expand inter-agency collaboration to better serve our students.

## School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) To improve mathematics education. 2) To improve staff, parent and community participation in the educational process. 3) To maintain school environments that are safe, secure and attractive.

## Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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

Grade Span:	K-5	Student Enrollment:	530	LEP/NEP*:	17.7%
Building (sq.ft.):	43,000	Average Daily Attendance:	99.8%	Special Education:	4.7%
Year of Construction:	1962	Optional Enrollment Requests:	100%	EDY**:	22.1%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	88%

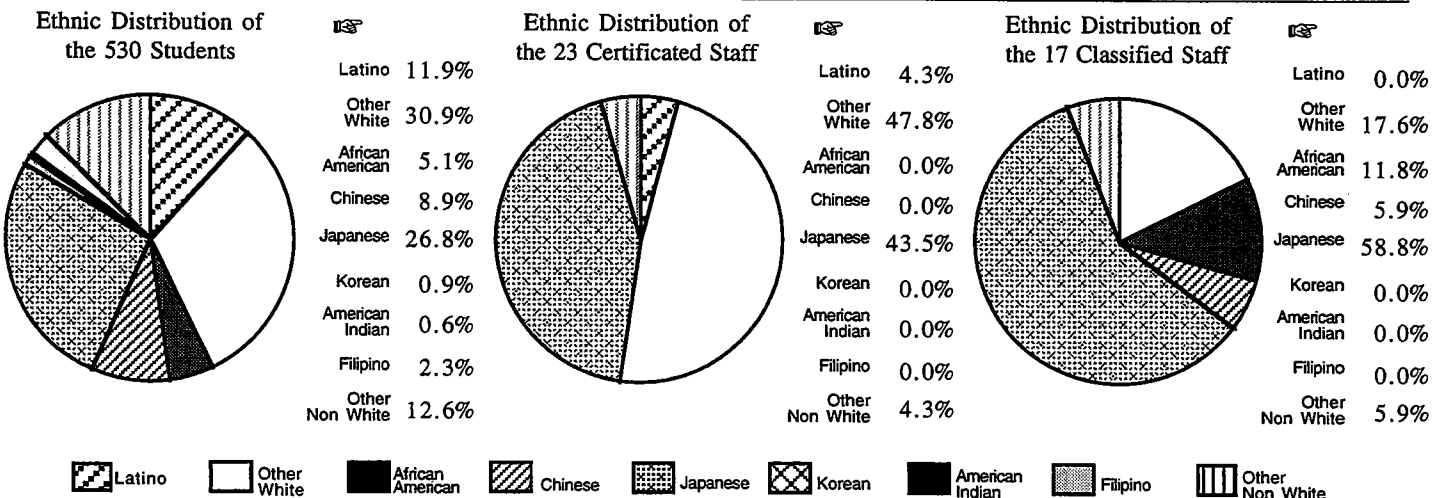
## Counseling and Student Support Services

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 2,305 certificated classroom 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.

## 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. (Based upon previous year's enrollment.)\*

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.

\*Several District objectives are listed in this document. 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.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Clarendon, attendance for the year was 99.8%, excused absences were 2.8%, unexcused absences were 0.2% and the dropout rate was 0.9%. 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:** 1994-95 dropout rate will be reduced from its 1993-94 level.\*

## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	33.0	36,000
1	26.0	24	27.2	30.3	50,400
2	26.0	24	27.4	29.5	50,400
3	29.8	25	26.7	30.3	50,400
4	32.2	30	27.5	33.0	54,000
5	32.2	30	28.1	33.0	54,000

\*\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

## Teacher Evaluation

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

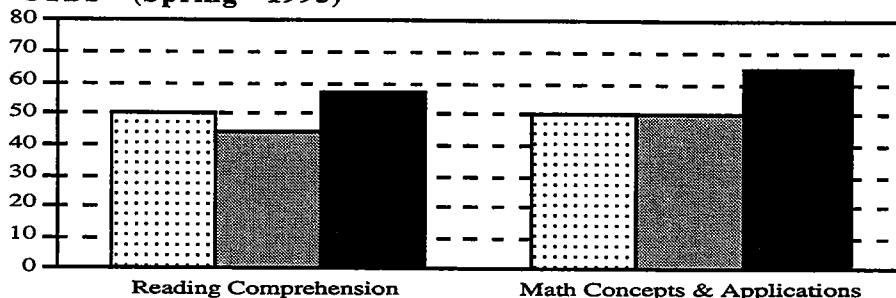
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS:  National  
 District  
 School

CTBS (Spring 1995)



LEP/NEP = 17.7%      Special Education = 4.7%      EDY = 22.1%      GATE & High Potential = 10.2%

## Teacher/Staff Professional Development, and Curriculum Improvement

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 & SEQUELS Projects, Exploratorium Enrichment, City Science, Early Literacy Project, High Scope, and the SFUSD's Portfolio Assessment Project. Clarendon continues to be a Phase II Restructuring School Site.

## 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. To assist Clarendon, the staff has selected mathematics as the curriculum focus area for the 1995-1996 school year. To achieve our improvement goals, we have devoted four of our professional development days to the district's new mathematics curriculum.

## Substitute Teachers

During the 1994-95 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 our students. If a substitute is not available, instruction is provided by a classroom teacher or the school principal.

## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Clarendon, no 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.\*

## Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

\* Districts over 20,000 ADA  
 \*\* Elementary Schools Only

## 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 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. 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. There is a strong focus on academic achievement and a variety of resources are available to encourage all students to work to their maximum potential. All classes participate in Clarendon's recently upgraded, computerized library lending system.

## School Facilities and Safety

### Current Conditions:

Clarendon has made improvements in classrooms that will result in a safer environment during an earthquake. Parents and teachers continue to upgrade our school in the area of technology.

### Planned Improvements:

School computers will be networked together and students will be able to use the Internet. The entrance of the school will be beautified by the Clarendon Friendship Garden project.

### Needed Improvements:

Replacement and repair of damaged window shades and the replacement of linoleum flooring is required in every classroom. A new play structure is needed in the school yard.

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



## Parent Involvement

The Clarendon Combined School Site Council is made up of representatives from both the Second Community Program and the Japanese Bilingual Bicultural Program. Parents from both programs 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.\*



For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

## San Francisco Unified School District

135 Van Ness Avenue  
San Francisco, CA 94102

Attn: Clarendon Alternative Elementary School