

Clarendon Elementary School

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Dr. V. Kanani Choy, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

School Description

In 1995 Clarendon Alternative School was named a California Distinguished School. Our goal at Clarendon is to create a community of children, staff, parents, and community members who work together to facilitate growth for all and to create a high-quality learning environment which respects children as individuals and enables them to move towards the realization of their own full potential as human beings.

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 students, both native-Japanese and English speaking. The Second Community Program actively promotes strong parent participation. Both parent organizations fund raise to support enrichment activities, including dance, music, art, physical education, computers and field trips. The Second Community and JBBP work cooperatively 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 build a successful school 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 is 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 language arts literacy skills to enhance the academic achievement of African American, Latino, ELL and GATE students. 2) Continue to improve educational technology. 3) To improve teaching and learning and to enhance the academic achievement of all students especially those in quartiles two and three.

Philosophical Tenets

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

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| <ul style="list-style-type: none"> * 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 is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | <ul style="list-style-type: none"> * All individuals are entitled to be treated with respect and dignity. * All individuals can learn. * All individuals learn in many different ways and at varying rates. * Each individual learns best in a particular way. * All individuals are both potential learners and potential teachers. * Learning has both cognitive and affective dimensions. | <ul style="list-style-type: none"> * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. * Parents want their children to attain their fullest potential as learners and to succeed academically. |
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Grade Span:	K-5	Student Enrollment:	580	LEP/NEP ¹ :	8.6%
Building (sq.ft.):	39,500	Average Daily Attendance:	99.8	EDY ² :	16.9%
Year of Construction:	1962	Optional Enrollment Requests:	100%	% of Points Met ³ :	96.04%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % of Points Met: Refers to the set of District objectives to achieve District goals

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.

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. Clarendon Elementary collaborates with community service agencies like RAMS, Family Services and the San Francisco State University Psychology Department's Graduate Interns.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = .9% 1996-97 = .2% 1997-98 = 0%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Clarendon ES, attendance for the year was 99.8%, excused absences were 2.5%, unexcused absences were .2%, and the dropout rate was 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. 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.

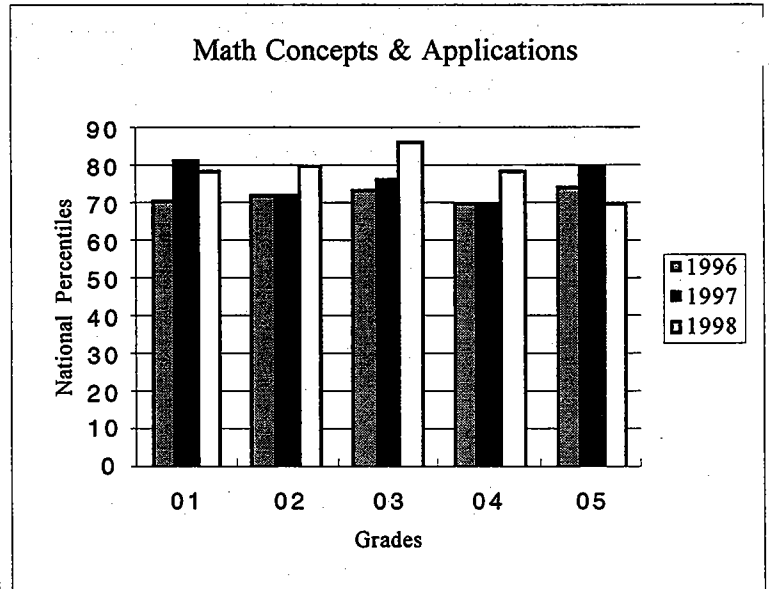
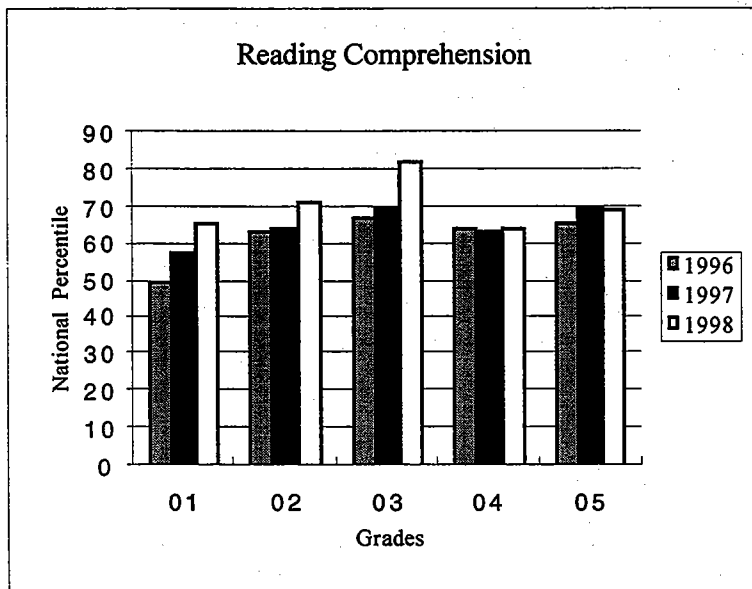
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
580 Students	7.1	0.7	8.4	1.9	17.9	0.9	13.6	15.7	33.8
27 Certificated	0.0	0.0	3.7	0.0	37.0	0.0	7.4	7.4	44.4
2 Classified	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0
14 Paraprofessional	7.1	0.0	0.0	0.0	50.0	0.0	7.1	7.1	28.6

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 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 Behavior

	1995-96	1996-97	1997-98
School Suspension rates:	.5%	0%	0%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Clarendon ES, 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.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. Eight teachers have master's degrees, six 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. All teachers in Japanese Bilingual classrooms have proficiency in the Japanese language.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	20.2	20.0	20.0	43,200
1	**	24	19.30	20.2	19.4	20.0	50,400
2	**	24	18.92	19.2	20.0	19.6	50,400
3	**	25	20.79	24.8	24.5	20.0	50,400
4	32.2	30	25.54	32.5	33.0	31.0	54,000
5	32.2	30	26.65	31.7	32.0	30.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

Teachers and paraprofessionals attend inservice training provided by the district. Staff participates in a variety of specialized curriculum training projects such as the National Council of Teachers of Mathematics, Thinking Math, Exploratorium Hands-on Science Project, City Science, Early Literacy Project, Model Schools Project, and the California Foreign Language Council. Priority has been given to planning and implementing whole staff retreats which focus on professional development and team building.

Quality of School Instruction and Leadership

Teachers provide 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. Our staff selected language arts with an emphasis on writing as the curriculum focus area for our 1997-1998 Program Quality Review (PQR). During the 1998-99 school year we will continue to work on implementing the District's new language arts program, Literacy Place.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

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

Substitute Teachers

During the 1997-98 school year, the Clarendon ES 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.

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 and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

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 and VCR's 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 receive some instruction in Clarendon's computer lab and computerized library lending system.

School Facilities and Safety

Current Conditions

In 1996 seven new bungalow classrooms were added to the school in order to accommodate lower class size in kindergarten, first and second grade. We continue to explore ways to reduce class size at the third grade level.

Planned Improvements

Clarendon will be one of the first schools in our district to use Prop A funds to upgrade our existing technology. New electrical and computer wiring will be installed to facilitate more effective use of our computer and multi media resources.

Needed Improvements

Loose floor tiles throughout the school need to be repaired or replaced with vinyl floor covering. The main building needs to be made accessible to the handicapped. An elevator needs to be installed in the main building and restrooms need to be redesigned to meet ADA specifications.

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 participating in 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.

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

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