

Clarendon Elementary School

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Dr. V. Kanani Choy, Principal

S.F.U.S.D.

1999-2000 School Accountability Report Card

Fall 1999

School Description

At Clarendon Alternative School our goal is to create a community of children, 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 Bicultural Program (JBP) 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 JBP 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.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified their individual school priorities:

A To improve language arts literacy skills to enhance the academic achievement of African American, Latino, ELL students. Special emphasis will be given to GATE and High Potential students.

B Continue to improve educational technology.

C To improve teaching and learning in the area of writing in order to enhance the academic achievement of all students as they acquire the skills needed to become successful writers.

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.

Philosophical Tenets

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

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| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * 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. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * 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. | * 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. | |

Grade Span:	K-5	Student Enrollment:	585	LEP/NEP (ELL) ¹ :	8.5%
Building (sq.ft.):	39,500	Average Daily Attendance:	97.3%	EDY ² :	14%
Year of Construction:	1962	Optional Enrollment Requests:	100%	% of Points Met ³ :	97%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD 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. Clarendon also has a full-time inclusion resource teacher on staff who facilitates the delivery of support services to identified students who are placed at Clarendon by the district's special education department.

Student Attendance and Dropout Rate

Dropout rate 1996-97 = .2% 1997-98 = 0% 1998-99 = 1.3%

The District's K-5 average attendance for 1998-99 was 95.1% and the dropout rate was 1.7%. At Clarendon ES, attendance for the year was 97.3%, excused absences were 2.6%, unexcused absences were 0.1%, and the dropout rate was 1.3%. 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

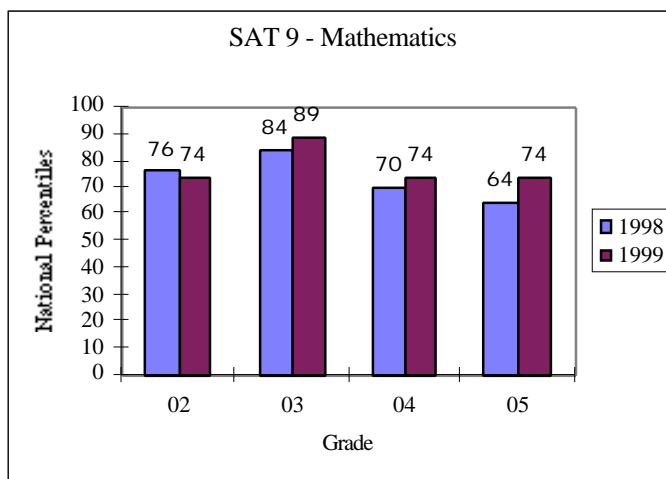
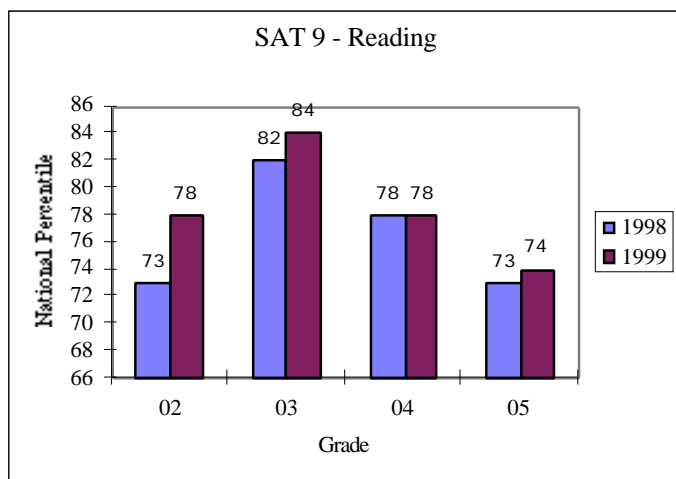
SAT9 (Spring 1998 & Spring 1999)

District K-5 Average National Percentiles

	1998	1999
Reading	43	44
Math	52	54

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

*Unmatched performance data



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
585 Students	7.5	0.9	8.2	1.9	18.1	0.7	14.2	15.0	33.5
26 Certificated	0.0	0.0	3.8	0.0	34.6	0.0	7.7	7.7	46.2
3 Classified	0.0	0.0	33.3	0.0	33.3	0.0	0.0	0.0	33.3
16 Paraprofessional	12.5	0.0	0.0	0.0	43.8	0.0	0.0	6.3	37.5

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

	1996-97	1997-98	1998-99
School Suspension rates:	0%	0%	0.0 %
District Expulsion rates:	.14%	.09%	.11%

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: Rules and consequences are discussed in class. An list of school rules and behavior expectations is provided to each student. Parents and students sign an agreement stating that they have reviewed and understand the list of rules.

Teacher Assignment

Out of 3,984 teachers in the District, 388 are teaching with emergency credentials and 53 with program 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 classroom teachers in the Japanese Bicultural Program have proficiency in Japanese language.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1997	1998	1999	
K	**	20	19.1	20.0	20.0	19.8	43,200
01	**	20	18.8	19.4	20.0	20.0	50,400
02	**	20	19.0	20.0	19.6	19.8	50,400
03	**	20	18.7	24.5	20.0	20.0	50,400
04	32.2	30	25.7	33.0	31.0	29.7	54,000
05	32.2	30	26.8	32.0	30.0	32.7	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: 1997-98 = 8 1998-99 = 8 1999-2000 = 3

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 subject 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. Last year the Clarendon staff participated in diversity training sponsored by the Simon Wiesenthal Center *Beit Hashoah* Museum Of Tolerance.

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 (PAR). During the 1999-2000 school year we will work on increasing literacy for all students as well as continue to expand and improve our use of computers and other educational technology.

Substitute Teachers

During the 1998-99 school year, the Clarendon ES teacher attendance rate was 97%. 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.

Average Salaries, Budget Percentages & Expenditure per Student

1997-98 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$30,521	\$29,729
Mid-Range Teacher's Salary	\$47,729	\$46,982
Highest Teacher's Salary	\$57,429	\$53,643
Principal's Average Salary	\$75,942	\$66,605 **
Superintendent's Salary	\$129,993	\$175,000
Expenditure per Student		\$4,190 **
% of Budget for Teacher's Salaries	43.15%	42.08%
% of Budget for Administrators	4.79%	4.80%
* Districts over 19,999 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 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 and in 1999-2000 there will be K-8 History/Social Science adoption. 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

Clarendon is in the process of using "Prop A" funds to upgrade our existing technology. New electrical and computer wiring is being installed to facilitate more effective use of our computer and multi media resources.

Planned Improvements

Clarendon needs to continue upgrading areas of our computer networking system and electrical wiring that were not provided by "Prop A" funds. We need to install a 220 outlet in order to operate our newly purchased ceramic kiln.

Needed Improvements

The exterior of the main school building and all bungalow ramps and railings need to be repainted. 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.

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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San Francisco, CA 94102

Attn: Clarendon Elementary School