

Bessie Carmichael Elementary School

55 Sherman Street, San Francisco, CA 94103 (415) 241-6294

Ms Amy Talisman, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Bessie Carmichael Elementary School, in SOMA, is rich in cultural diversity. Our nurturing environment springs from programs which focus on high self esteem, peer tutoring, and nonviolent play. Emphasis is placed on active, hands-on learning designed for students acquiring English as a second language. Bilingual kinder-fifth grade Spanish and Tagalog classes are offered. We are a Model School using Developmentally Appropriate Practices (DAP) in our kinder-fifth grades. Our Reading Recovery Program targets first graders in Spanish and English. Early and Extended Literacy programs provide print rich environments in which students learn to read and write. Our business partners, Morrison and Foerster Law Firm, send thirty volunteers weekly to tutor students in classrooms. Healthy Start provides health/mental health services. The S.F. AIM Symphony program sends musical ensembles to perform to first through fifth grade classes who then go the Symphony to enjoy a concert. Our Arts Program pays for artists in residence. Poets in the schools work with classes to teach poetry and art. Field trips are taken to science and arts locations in the Bay Area. PIP Early Intervention Program and social work services are available to students and families. The Embarcadero YMCA has an After School Tutorial Program serving 85 targeted students. Teachers tutor three days a week. Volunteers offer additional tutorial assistance. Our Sunrise Before School Program provides homework assistance for forty students. Tutors from Digital Think provide enrichment activities.

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 its individual school priorities:

A Improve academic achievement for all students.

B To improve the English literacy skills of all ELL students.

C To improve teaching and learning and enhance the academic achievement of all students by implementing a comprehensive health curriculum and health services.

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:

- * 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.
- * 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.
- * 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.

Grade Span:	K-5	Student Enrollment:	352	LEP/NEP (ELL) ¹ :	55.1%
Building (sq.ft.):	58,000	Average Daily Attendance:	94.60%	EDY ² :	45.7%
Year of Construction:	1955	Optional Enrollment Requests:	52.6%	% of Points Met ³ :	76%
Children Center/Childcare:	No	Title I/State Pre-K Program:	Yes	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. Our collaborative Student Study Team refers students to individual counseling. PIP Early Intervention Program. We have a part time Clinical Social Worker. Healthy Start provides a nurse 2 days per week. Nine teachers use Sandtrays in their classrooms. Our part time Resource Specialist works with students identified for special help. A speech therapist works part time with students who have speech, articulation and hearing problems. Our Elementary Advisor works with families on tardiness, poor attendance, behavior expectations and study habits. Our thirty corporate volunteers tutor students in the classrooms. The Embarcadero YMCA has an afterschool tutorial program for targeted students. We have a Before School Program offering homework assistance.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 0% 1998-99 = .5% 1999-00 = 2.1%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Carmichael ES, attendance for the year was 94.6%, excused absences were 4.7%, unexcused absences were .7%, and the dropout rate was 2.1%. 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. Our Elementary Advisor attends to absent and tardy students to get them to school on time daily. Please call in the morning when your child is absent or will be late. Our students love our positive and friendly environment and attend school regularly. Certificates are proudly awarded to students with perfect attendance. Our Student Study Team actively works with families in need of support to keep children in school actively learning.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

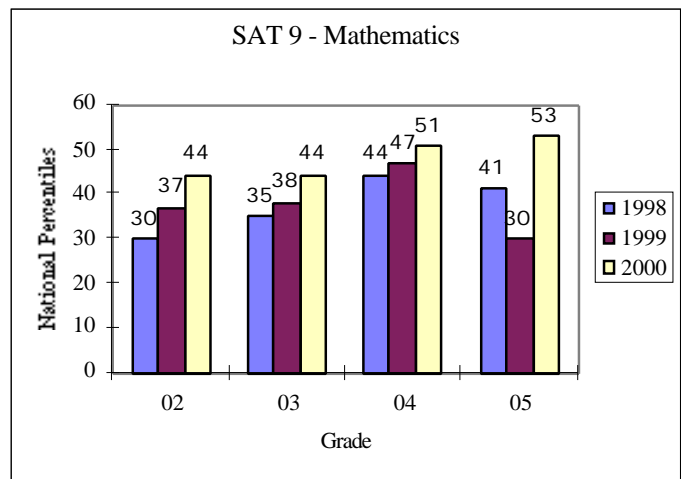
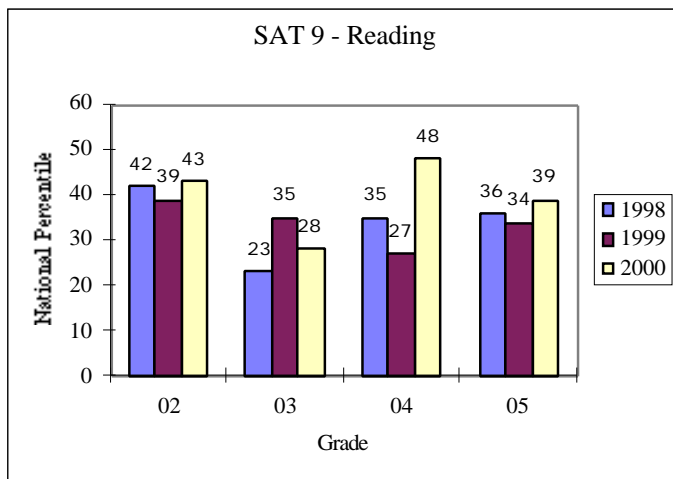
*Unmatched performance data

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

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	5	7

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	352	4.5	0.6	5.1	41.5	0.0	0.0	33.5	9.4	4.3	49.7	50.3
Certificated	21	0.0	4.8	0.0	38.1	0.0	4.8	4.8	0.0	47.6	0.0	100.0
Classified	3	0.0	0.0	0.0	66.7	0.0	0.0	0.0	0.0	33.3	0.0	100.0
Paraprofessional	7	14.3	0.0	0.0	42.9	0.0	0.0	28.6	0.0	14.3	0.0	100.0

Our total staff is well on the way to reflecting the ethnic make up of our student population. When openings occur we seek candidates from all ethnicities and give high priority to candidates best qualified who can add to our ethnic diversity. Staff members can speak Tagalog and other dialects, Spanish and Cantonese to students.

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 was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Special instructional materials are purchased for the use of LEP/NEP GATE, SPECIAL EDUCATION students at the teachers' requests. We have purchased books in Spanish, Tagalog, Cantonese and English for the library and classrooms. We write grants and fundraise to purchase extra materials and instructional supplies. We use a variety of interesting and challenging materials to supplement textbooks. Teachers work at Grade Level meetings to review curricula and instruction in order to adopt new effective materials. Books are being purchased across the genres for classroom libraries.

School Facilities and Safety

Current Conditions

Bessie Carmichael is one of the oldest schools in San Francisco. Located in the South of Market district, it is next to the freeway. It is made up of old wooden buildings and bungalows which were all originally planned as temporary and are now delapidated. Playgrounds are concrete with few play structures.

Planned Improvements

Plans exist for a new building and recreational fields.

Needed Improvements

A new building is planned to house 550 elementary students and 175 Childcare students. Project is awaiting approval and funding.

Parent/Community Involvement

We survey parents to assess needs annually. We hold workshops to discuss drug and alcohol problems, effective parenting, raising children's self esteem and discipline; whatever topics the parents would like. These workshops are offered in Cantonese, Spanish and English. Parents belong to our PTA, fundraise, work on Site Committees, in the office and in classrooms. A grant and the PTA have funded a librarian to keep the library operational.

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 телефон.

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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