

George Washington Carver Elementary

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Ms. Louise C. Jones, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 1990

District Mission

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.

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 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 achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

School Description

George Washington Carver Elementary School has a culturally diverse student population that comes from many different areas of the city. We provide a comprehensive curriculum in a structured environment that stresses academic excellence for all students. We accept only our students best efforts. Our school makes available to students a variety of enrichment opportunities, including: after-school art, music, computer, and

tutoring. Hands-on science activities are an integral part of thematic learning units. The computer lab is used to develop problem solving, critical thinking and writing skills in addition to computer assisted instruction. Our Career Awareness Program is one that involves the community in preparing students for the world of work.

Grade Span:	K-5	Student Enrollment:	298	LEP/NEP*:	12.4%
Building (sq.ft.):	45,500	Average Daily Attendance:	98.6%	Special Education:	8.4%
Yr of Construction:	1973	Optional Enrollment Requests:	22.5%	EDY**:	28.9%

625-11/1/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

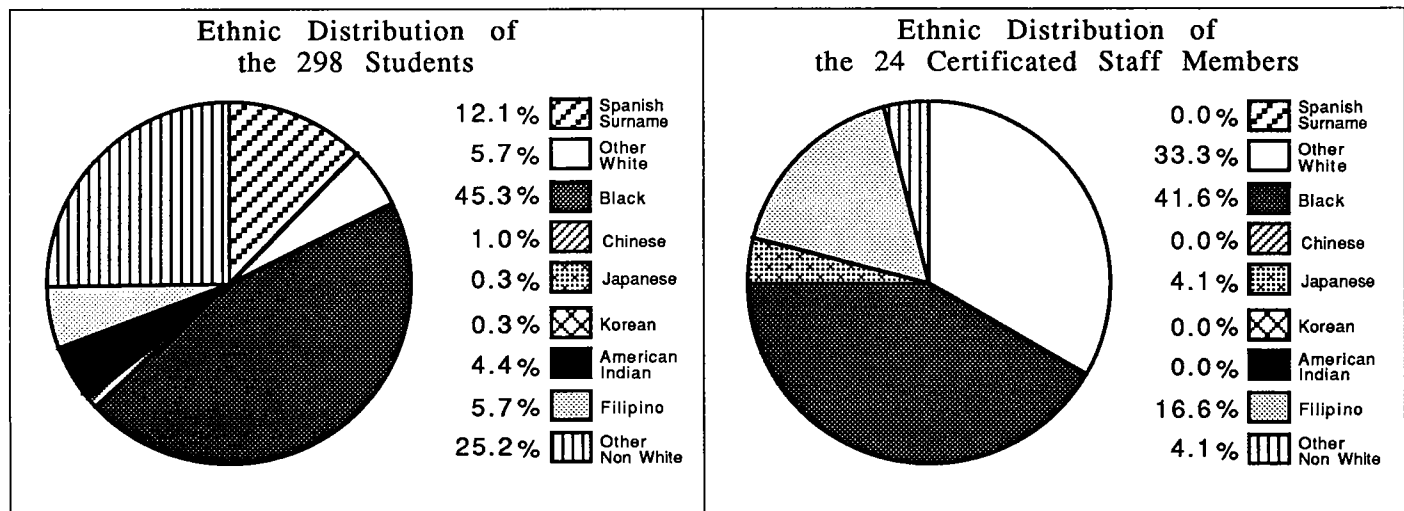
Counseling and Student Support Services

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. At G.W. Carver, we have a full time Student Advisor who provides counseling to students on a daily basis, as well as on-going out-reach services to parents. Two Nurse Counselors from U.C. School of Nursing also provide preventive counseling services for high risk Kindergarten students. Other support services include: a speech, vision, resource specialist, ESL, 3 Lang. Dev. classes and substance abuse counseling.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1989-90 was 98.9% and the dropout rate was 1.6%. At Carver, attendance for the year was 98.6%, excused absences were 5.0%, unexcused absences were 1.4% and the dropout rate was 0.9%. 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. By utilizing a model combining parent outreach, counseling, and collaboration with community mental health and social services, early assistance is provided to families at-risk.

School Data



Teacher Assignment

Out of 3,739 teachers in the District, only 13 are teaching out of their credentialed areas. At Carver, all teachers are teaching in the areas in which they are credentialed.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.4	28	26.7	20.0
1	26.0	24	26.4	16.3
2	26.0	24	26.0	23.5
3	30.0	25	27.3	17.5
4	32.4	30	28.8	15.3
5	32.4	30	28.5	23.0

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development 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. Staff development activities at Carver augment staff knowledge.

Staff development activities are planned, implemented and evaluated on an ongoing basis for the purpose of enabling staff to effectively deliver curriculum and instruction which is rigorous, challenging and responsive to students' needs. Some of the programs in which teachers have participated are: BAWP, TESA, Cooperative Learning, Effective Teaching and Math Leadership.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

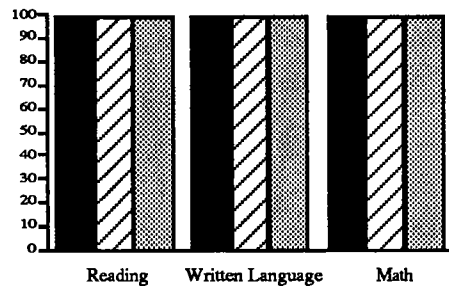
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Carver, 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: Behavior expectations are clearly articulated to students and parents. There is open and on-going communication between the home and school by teachers, a parent liaison, a student adviser, and the principal.

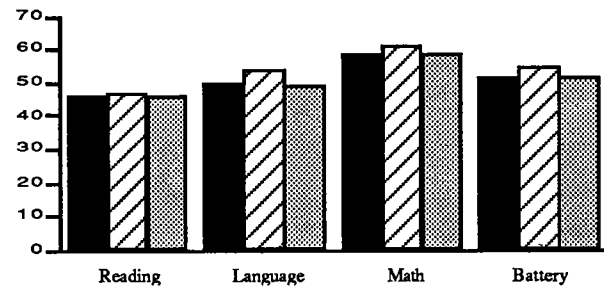
Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



■ 87-88
▨ 88-89
▩ 89-90

CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 12.4%

Special Education = 8.4%

EDY = 28.9%

GATE & High Potential = 5.0%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. In addition to the standardized tests, Carver also used other methods of evaluation, such as criterion referenced tests, teacher made tests, observation, portfolios, oral presentations, performances, Headway Management, Techniques of Problem Solving and Journal writing. Summative testing data is used to measure overall student progress and to plan future goals, objectives and activities. Chapter 1, LEP and RSP students receive instruction individually and in small groups. An accelerated program designed to meet the needs of gifted and high potential students is provided. The Faculty works together to analyze student data with regards to critical thinking and collectively assume responsibility for using high level questioning strategies across the curriculum.

Quality of School Instruction and Leadership

At Carver, the planning, implementation and evaluation of the school program reflects a focus on student learning and achievement. There is on-going collaboration between the principal and staff. Students are challenged with a clear, consistent and rigorous program enabling each individual to reach his/her potential. Carver's leadership supports and encourages staff members, efforts to improve instruction through clinical supervision, classroom visits and observation. The principal works closely with the staff to improve and sustain the educational program.

Expenditures and Services Offered

In 1990-91, the District has allocated \$732,788 at Carver from the general fund. Additionally, the District is supervising the expenditure of \$913,354 in special grant funds for a total of \$1,646,142 to operate the school for a year. This works out to \$5,524 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Carver teacher attendance rate was 91.2%. Substitute teachers covered 96.4% of the absences. The other 3.6% were covered by the Principal and Resource Teachers.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. At George Washington Carver textbooks are purchased for each student. Additionally, a variety of supplementary instructional materials are selected to meet the unique needs of our diverse student population. Students have access to high quality multicultural literature in classroom libraries and the school library. Various language kits are purchased to enhance students' oral language skills.

School Facilities and Safety

Recent Improvements:

The library continues to be upgraded to provide an inviting and comfortable learning environment for students. Shelving has been installed to provide space for new books. Velan has been installed in the computer lab.

Planned Improvements:

All lavatories are scheduled to be repaired and upgraded. The roof is also scheduled to be replaced. Proposition A funds will be used.

Needed Improvements:

The lighting outside the front entrance needs to be repaired. Printers are needed in each classroom and networked with the computer lab to allow students to print the work they produce on the classroom computer.

Parent Involvement

The Parent Advisory Group provides input on educational issues and/or gives financial support as needed for various educational activities. Parents volunteer in classrooms and with extra curricular projects. Informational monthly meetings are held to encourage parents to be more involved in their children's education. Parents are also involved in Family Reading, Family Math, Substance Abuse Workshops, Family Breakfasts, and Computer Workshops.

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 pagpapaliwanag ng mga dukumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa về 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。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

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