

# Bessie Carmichael Elementary School

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Ms. Amy Talisman, Principal

## 1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

### 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.

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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

### Philosophical Tenets

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

### Teacher/Staff Training, and Curriculum Improvement Programs

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. The Bessie Carmichael teachers and paraprofessionals received on site TESA training, workshops in Cultural Learning Styles and Cooperative Discipline. Our teachers attended the August District Science and History and Social Science workshops. We have three teachers who were trained in Math Leadership through SFSU, one teacher is a City Science teacher. Many teachers have taken workshops at the Exploratorium, Academy of Sciences and the Zoo. Our staff has been trained in Assertive Discipline with a few teachers trained in Tribes. Many teachers have trained in Whole Language approach to Learning English as a Second Language. All these workshops and training sessions have been geared to address the specific needs of our students.

### School Description

Bessie Carmichael Elementary School, in the changing South of Market area of San Francisco, is rich in cultural diversity. It has an environment which fosters academic achievement and healthy development of individual self-esteem as well as cooperative, respectful play and peer problem solving. There is a special focus on language development within an integrated curriculum including science, the arts, and story telling activities with maths and social studies. Special emphasis is placed on oral and experiential learning activities, particularly designed for students acquiring English as a second language. A partnership with the law firm of Morrison and Foerster gives support to our programs by publishing a newspaper and tutoring students in the classroom. Pacific Bell also sends some volunteers as well as some from S.F. Volunteers. Of special significance to our school program is the strong commitment of our parent, community and corporate volunteers and community agencies that work with our students and families. We have a partnership with Tenderloin Family Service Agency which does on-site individual and family therapy with identified students, the Embarcadero YMCA which provides an on-campus summer program for elementary age students, the National Council on Alcoholism which presents classroom lessons in drug and alcohol education as well as Youth Aware Support groups for fourth and fifth graders, the City of San Francisco Health Department which presents Family Life Lessons to fourth and fifth graders and the San Francisco Symphony which sends musical groups to our school for performances.

Grade Span:	K-5	Student Enrollment:	384	LEP/NEP*:	49.0%
Building (sq.ft.):	25,400	Average Daily Attendance:	99.1%	Special Education:	4.4%
Yr of Construction:	1955	Optional Enrollment Requests:	19.0%	EDY**:	37.2%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	37	GATE:	4.9%

449-11/1/91 by KCC

\*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. We are fortunate to have the services of Tenderloin Family Service Agency to work with identified students and families on a one to one basis for counseling. We have a part time Resource Specialist who works one to one with students who have been identified for special help. A speech therapist works part time with students who have speech, articulation and hearing problems. This year we hired a bilingual Elementary Advisor who is counseling families and students on a variety of problems. Our forty volunteers help with tutoring students in the classroom.

## Teacher Assignment

Out of 3,103 certificated in the District's schools, none are teaching out of their credentialed areas. All teachers are credentialed for the area they are teaching. Many have advanced degrees. We have one teacher in training for our Chinese Bilingual class.

## Student Attendance and Dropout Rate

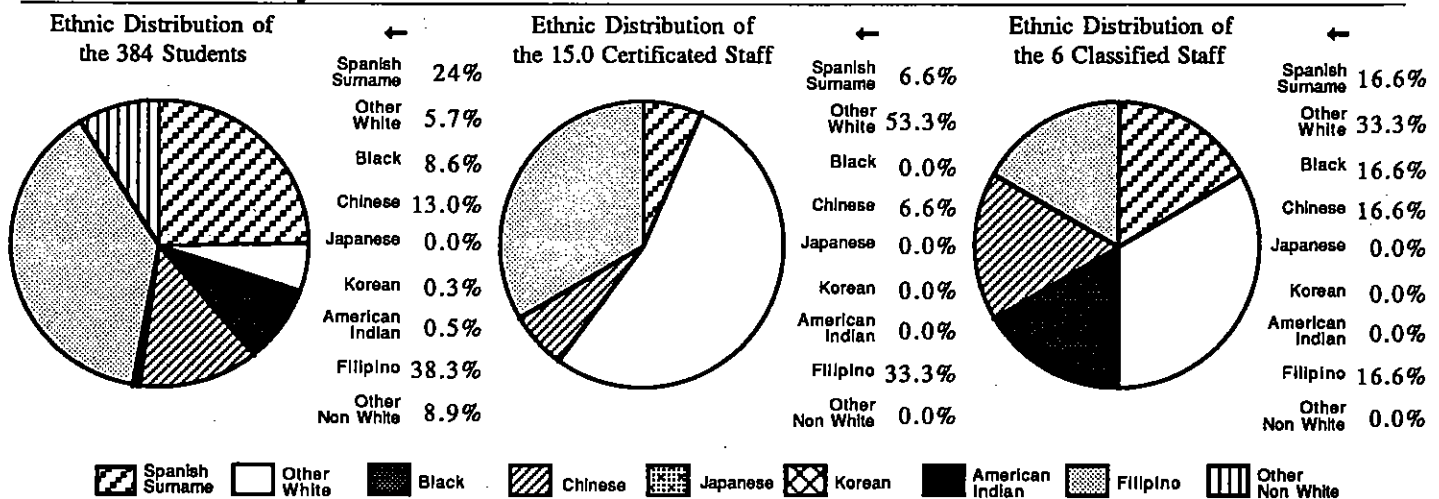
The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Carmichael, attendance for the year was 99.1%, excused absences were 5.0%, unexcused absences were 0.9% and the dropout rate was 0.2%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Our new Elementary Advisor calls home when students are absent and tardy to help families get students to school each day and on time. 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.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	29.0
1	26.0	24	26.3	27.0
2	26.0	24	26.0	27.0
3	29.8	25	27.5	27.3
4	32.2	30	27.3	32.0
5	32.2	30	29.0	32.3

## Ethnic Diversity



Objective 4a: 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.

Our total staff reflects the ethnic make up of our student population. When openings occur we seek candidates from all ethnic groups and give high priority to hiring the candidate best qualified in addition to also meeting our need to hire a diverse staff.

## Teacher Evaluation

Administrators, probationary 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.

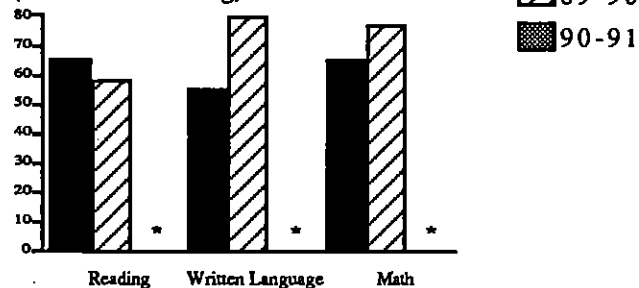
## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Carmichael, 2 students were 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: We promote good behavior by using Assertive Discipline with class awards as well as individual student recognition. We conference with parents frequently and continuously discuss expectations in the yard, classroom and bus.

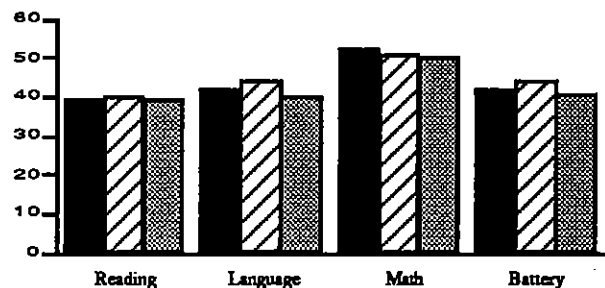
*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*

## Student Achievement

**CAP Scores - 3rd Grade**  
(Relative Ranking)



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



LEP/NEP = 49.0%      Special Education = 4.4%      EDY = 37.2%      GATE & High Potential = 4.9%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

*Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.* \* Not administered

*Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.*

*Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.*

## Quality of School Instruction and Leadership

We emphasize delivering an integrated curriculum spotlighting hands on science and math with a lot of oral whole language activities. The availability of bilingual teachers, paraprofessionals and language development teachers provides all students equal access to all curriculum areas. Our new full computer lab is increasing creative writing for all students.

An active and enthusiastic Faculty Council facilitates site based decision making. All elements of our school community have just voted to go into Stage II of Restructuring. This will involve everyone at school in discussions and voting of important school issues.

## Substitute Teachers

During the Spring of the 1990-91 school year, the Carmichael teacher attendance rate was 96%.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

## 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 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. Special instructional materials are purchased for the use of LEP/NEP GATE, SPECIAL EDUCATION students at the teachers' requests. We have never had enough money in our District and State allocations to purchase enough textbooks for each student in every subject. One year our business partners helped by purchasing Literature books in Spanish and English for our children. We write many grants that will allow us to purchase extra materials and instructional supplies. We have been awarded several of those grants.

## School Facilities and Safety

### Current Conditions:

Multi-lingual signs are campus wide both outside and inside the campus. Outdoor lighting was installed to ease mobility for night meetings. Yard surfaces were resurfaced and restriped. A full basketball court added. Ramps were installed. The walkways were rebuilt and painted. Two murals were painted outdoors with help of LEAP artist, Hawley Hussey.

### Planned Improvements:

For security reasons our fences were made higher. This project is in process now. We installed a computer lab equipped for 30 computers. We now have 25 and are looking for ways to fund additional computers.

### Needed Improvements:

Staff and parents have expressed interest in finding new PA systems for the outdoor area since current speakers are old and broken.

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

## Parent Involvement

We send a survey each year to parents asking what activities they are interested in having here at school. We had several Cultural Evenings in which food, music and dance of the Philippines and Hispanic countries were highlighted to the delight of hundreds of families. We also had workshops to discuss the drug and alcohol problems of society, our city and families, effective parenting, raising children's self esteem and discipline. These workshops were offered in Cantonese, Spanish and English. Parents helped with fundraising, on our Site Committees, in the office and classrooms and our campus beautification projects. They also went on field trips and helped with performances.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.

If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 vụ 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。

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