

George Washington Carver Elementary

1360 Oakdale Avenue, San Francisco, CA 94124, Phone (415) 822-6391

Ms. Louise C. Jones, 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 Department of Instructional Improvement and Staff Development at the district level provides professional development opportunities for 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 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, Math, Science, and History/Social Science.

School Description

George Washington Carver Academic Elementary School has a culturally diverse student population coming 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: performing arts, Chess Club, music, computer, Science Club, 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 Bay Area community in preparing students for the world of work. School is our business and we are about the business of working together collaboratively to educate our students.

AWARDS

School: California Distinguished School Award, 1989; Outstanding School Award, 1988

Students: 1st Place Winner Poster Contest, 1989; 1st Place Winner Essay Contest, 1990; 1st Place Winner Oratorical Contest

Teachers: Teacher of the Year, 1991; Teacher of the Year, 1990

Parent/Paraprofessional: Outstanding Parent Leader; Outstanding Paraprofessional Plaques

Principal: Milken Family National Educator Award

General: Letters of Commendation from Governor, Mayor, Senators, Congressional Representatives.

Grade Span:	K-5	Student Enrollment:	317	LEP/NEP*:	15.1%
Building (sq.ft.):	45,500	Average Daily Attendance:	98.8%	Special Education:	6.3%
Yr of Construction:	1973	Optional Enrollment Requests:	22.7%	EDY**:	25.2%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	6.0%

625-11/1/91 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. G. W. Carver has a full time student advisor funded through Consent Decree. The Student Advisor provides counseling to students on a daily basis, as well as on-going out-reach services to parents. Other support services include: a nurse, a speech clinician, ESL, 3 Lang. Dev. classes, substance abuse counseling, and a site-based Primary Prevention Program.

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 Carver, attendance for the year was 98.8%, excused absences were 4.8%, unexcused absences were 1.2% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Dropouts are students who are absent without reason for 45 days. Carver's model combines parent outreach, counseling, and collaboration with community mental health and social services. Early intervention is provided to assist families.

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

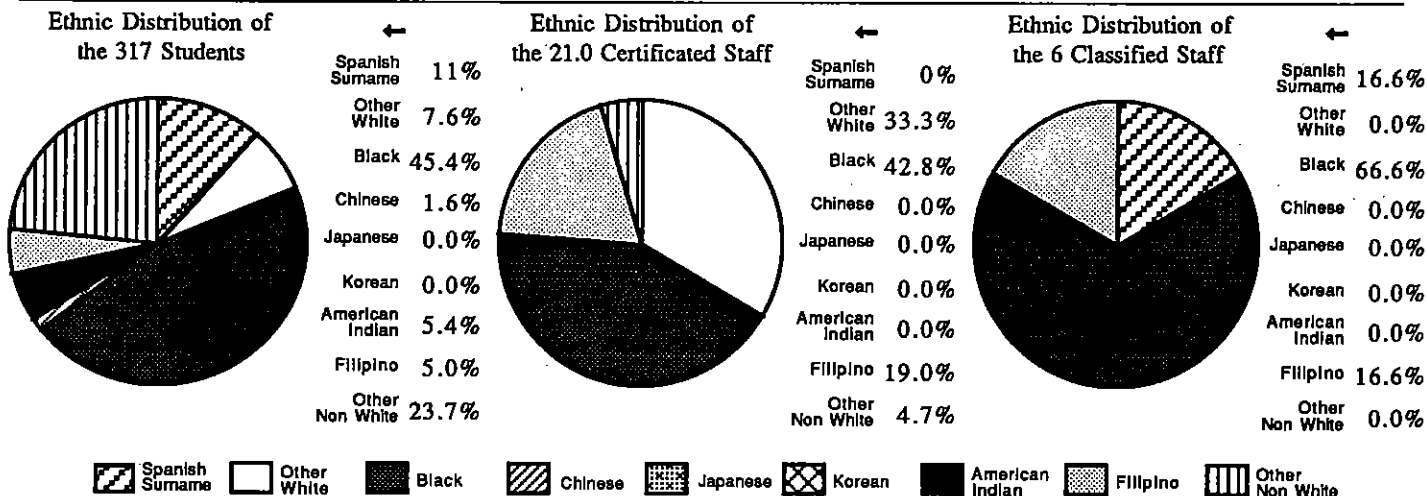
Teacher Assignment

Out of 3,103 certificated in the District's schools, none 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	31.2	28	27.7	25.5
1	26.0	24	26.3	18.0
2	26.0	24	26.0	19.0
3	29.8	25	27.5	20.3
4	32.2	30	27.3	23.5
5	32.2	30	29.0	25.0

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.

Carver Elementary School is committed to obtaining an ethnically diverse staff which matches the students' ethnic diversity.

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.

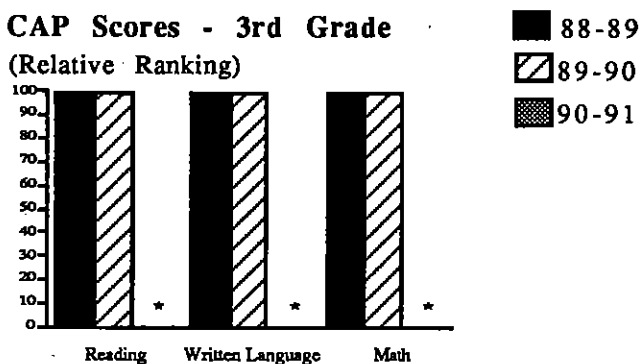
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Carver, 4 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: Carver follows regulations in the Student Behavior Handbook and articulates behavioral expectations to parents, guardians, and students by on-going communication with the home.

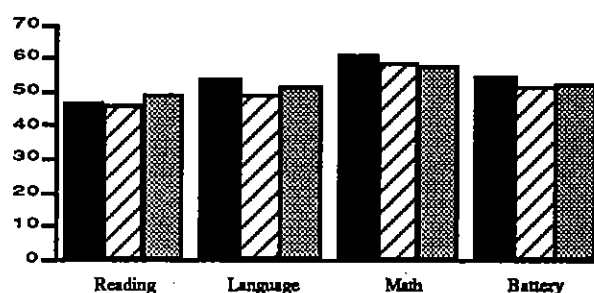
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



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



LEP/NEP = 15.1%

Special Education = 6.3%

EDY = 25.2%

GATE & High Potential = 6.0%

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. 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

At Carver, the planning, implementation and evaluation of the school program reflects a focus on student learning and achievement. Students are challenged with a clear, consistent and rigorous program enabling each individual to reach his/her potential. The principal, staff and parents work closely to improve and maintain the educational program through clinical supervision, classroom visits and conferencing. Carver has received the 1989 California Distinguished School Award. Some teachers have received the outstanding teacher award. The principal received an Outstanding Educator Of The Year Award for 1990-91.

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

Substitute Teachers

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

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. 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.

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

School Facilities and Safety

Current Conditions:

The school interior brick walls have been painted. Stage curtains have been purchased by the parent group. New library shelves have been added. The roof has been repaired. Plants and wall decorations have been added to provide a comfortable learning environment.

Planned Improvements:

All lavatories are scheduled to be repaired and upgraded. Ventilation needs to be improved throughout the entire building.

Needed Improvements:

The water fountains need to be repaired. The playground surface needs to be repainted. Play structures need to be increased and updated. Playground equipment needs to be upgraded.

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



Parent Involvement

School support groups meet monthly to encourage involvement and give input on educational issues (PAG,SSC,SAC,BAC) and/or give financial support as needed for various educational activities (PAG). Families, businesses and the community volunteer in classes and with extra-curricular projects. Letters home inform families of student learning. Parents/guardians attend conferences and workshops like Family Math, Parenting Skills, and Computer. Meetings for limited-English-speaking parents are held.

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.

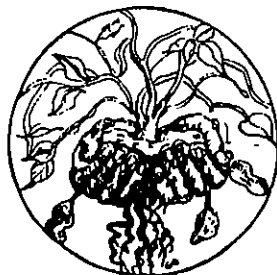
Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.

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。

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"Planting only one crop hurts the soil."