

Bessie Carmichael Elementary School

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

Ms. Amy Talisman, Principal

1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

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.

Each school has a set of 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. N/A indicates that the objective is not applicable to the school. 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. We received training for TESA, Cooperative and Assertive Discipline and Tribes. Three teachers were trained in Math Leadership at SFSU, one City Science teacher and others who were trained at the Exploratorium, Academy of Sciences and the Zoo. Many teachers have trained in Whole Language. Our elected Leadership Team is being trained in leadership skills and shared decision making and will facilitate the training of the entire staff in leadership skills. Our Principal participated and was trained at the S.F. Volunteer's Leadership Institute. On site workshops are held in teaching ESL, the use of math manipulatives, access to the new music series, child abuse and reporting, identification of and teaching to various learning styles.

School Description

Bessie Carmichael Elementary School, in the changing South of Market area of San Francisco, is rich in cultural diversity. We have created and continue to foster a warm, nurturing environment which focuses on developing high self esteem, peer tutoring and problem solving, as well as nonviolent, respectful play. There is an emphasis placed on oral and written language development, performing arts and experiential hands-on learning activities, particularly designed for students acquiring English as a second language. Our kindergarten classes are in the Jumpstart Program. We have a fully networked Apple Lab where our Pre-kindergarten through fifth grade students are able to edit their creative writing projects and work on higher level thinking skills in problem solving. A partnership with the law firm of Morrison and Foerster gives support to our programs by tutoring students and other activities. The publishing company of Miller Freeman has begun a new partnership with us. We enjoy the strong commitment of our parents, community and corporate volunteers and community agencies that work with our students and families and with us on our Restructuring activities. The National Council on Alcoholism presents classroom lessons in drug and alcohol education as well as Youth Aware Support groups for intermediate students. The City of San Francisco Health Department presents Family Life Lessons to fourth and fifth graders and the S.F. Symphony sends musical groups to our school for performances.

Grade Span:	K-5	Student Enrollment:	392	LEP/NEP*:	48.0%
Building (sq.ft.):	25,400	Average Daily Attendance:	99.1%	Special Education:	4.3%
Yr of Construction:	1955	Optional Enrollment Requests:	20.9%	EDY**:	43.4%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		GATE:	3.6%

449-1/1/94 by Planning, Research, and Information Systems

*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 refer many of our families to Tenderlion Family Counseling Clinic to individual and family counseling. We have a part time Resource Specialist who works with students who have been identified for special help. A speech therapist works part time with students who have speech, articulation and hearing problems. Our Elementary Advisor counsels families and students on a variety of problems including tardiness, poor attendance, behavior expectations. Our school nurse is on campus once a week and counsels parents and students on a variety of health issues. She presents workshops to both staff and parents on important health issues. Our forty business partner volunteers help with tutoring students in the classroom. The Embarcadero YMCA has an afterschool tutorial program for our targeted students.

Teacher Assignment

Out of 3,058 certificated teachers 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

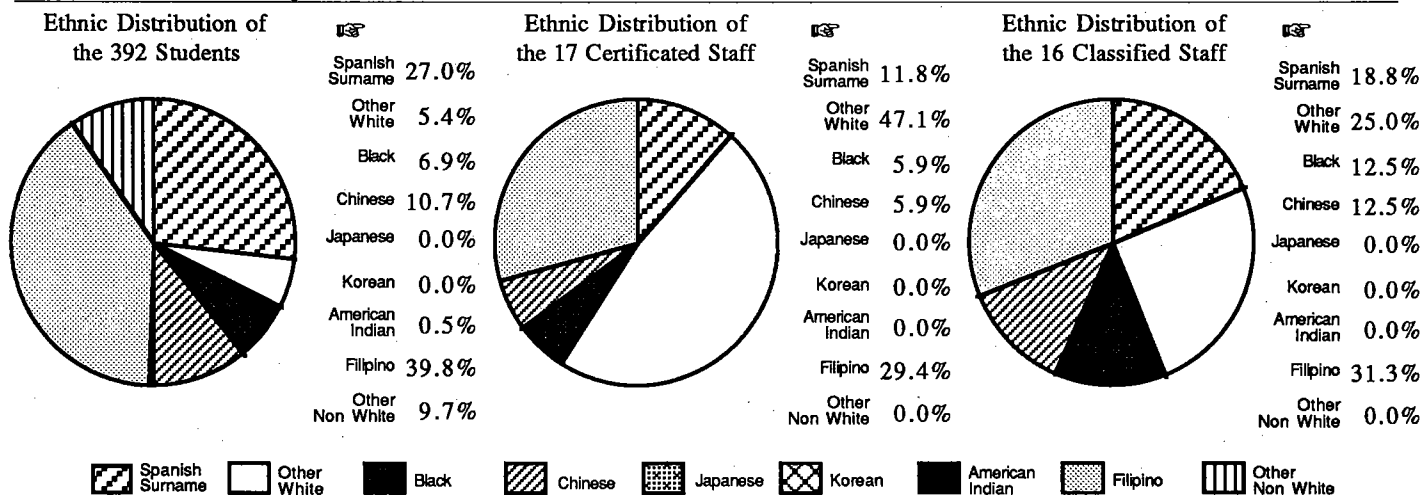
The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Carmichael, attendance for the year was 99.1%, excused absences were 4.9%, unexcused absences were 0.9% and the dropout rate was not available. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Our 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. Signs are posted on campus reminding parents and students of the importance of daily and prompt attendance. Certificates are proudly awarded to students with perfect attendance.

Objective 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	30.1	29.5
1	26.0	24	27.0	29.3
2	26.0	24	25.9	30.0
3	29.8	25	27.9	27.3
4	32.2	30	27.4	31.7
5	32.2	30	28.9	35.0

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.

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.

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 rewards as well as individual student recognition. We conference with parents frequently and continuously discuss expectations in the yard, classroom and bus.

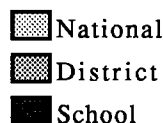
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.



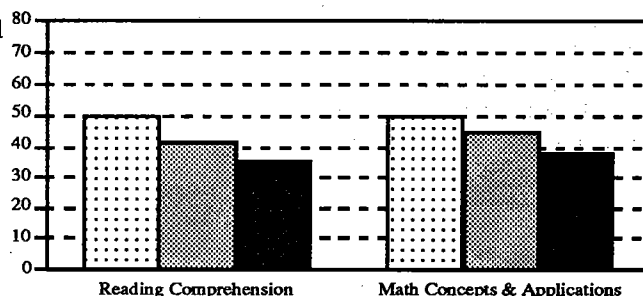
Student Achievement

CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.



CTBS



LEP/NEP = 48.0%

Special Education = 4.3%

EDY = 43.4%

GATE & High Potential = 3.6%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-1l,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Carmichael has successfully met 63% of its objectives.

Quality of School Instruction and Leadership

We deliver an integrated curriculum with hands on science and math and whole language. Our bilingual staff and language development teachers provide all students equal access to all curriculum areas. Our new full computer lab is increasing creative writing for all students. An elected Leadership Team is being trained in leadership skills and they will plan and facilitate our Site Based Planning days. We are an Alliance for Site Based Change school affiliated with Stanford University. The S.F. Volunteers Leadership Institute is training us in shared decision making skills to help facilitate our vision and goals. Our parents, community and business partners join us in this process.

Substitute Teachers

During the Spring of the 1992-93 school year, the Carmichael teacher attendance rate was 68%. We have always had excellent substitutes for classroom teachers. We have not had uncovered classes.

Expenditures and Services Offered

1991-92 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,139	26,136
Mid-range Teacher Salary	40,628	41,286
Highest Teacher Salary	51,103	47,162
Principal's Average Salary	65,164	61,573
Superintendent Salary	107,492	120,000
* Districts over 20,000 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 1992-93, materials were 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 and fundraise to will allow us to purchase extra materials and instructional supplies. We have been awarded several of those grants. We use a variety of interesting and challenging materials to supplement textbooks.

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:

Leroy Green funds will improve heating and lighting systems, paint rooms, repair roofs, add ramps and modernize PA systems this year.

Needed Improvements:

We need to make more space available for support groups, therapists, testing and tutors as well as a kindergarten class. We will be reviewing current space usage and planning redivisions and creation of new spaces.

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



Parent Involvement

We survey parents to assess needs annually. We hold 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 are offered in Cantonese, Spanish and English. We are in our second year of the S.F. Volunteers PIP homework project for kinder and first grades. Our parent involvement Ch.1 grant initiated family math and reading workshops. This year parents will be trained in Library skills and work in our library and will be trained in computer literacy and ESL skills. Parents fundraise, work on Site Committees, and in the office and classrooms.

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 paggapaliwanag ng mga dokumentong ito sa Pilipino.

Xin goi diên thoai cho nhà trường đề biết ngày hướng dân và cát 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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