

Bessie Carmichael Elementary School

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

Ms. Amy Talisman, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Bessie Carmichael Elementary School, in the South of Market area, is rich in cultural diversity. We foster a warm, nurturing environment which focuses on developing high self esteem, peer tutoring and problem solving, as well as nonviolent, respectful play. Emphasis is placed on oral and written language, performing arts and hands-on learning activities, designed for students acquiring English as a second language. We have Bilingual kinder-fifth grade Spanish and Tagalog classes. Kinder-third grades are using Developmentally Appropriate Practices (DAP). We have a Reading Recovery Program for identified first graders. We have a networked IBM Lab where our Pre-kinder through fifth graders edit their creative writing projects and produce books of their own writing. A partnership with the law firm of Morrison and Foerster gives support to our programs by tutoring students and other activities. The Police Department presents Project 2000 and the National Council on Alcoholism educators teach drug and alcohol awareness as well as provide Youth Aware Support groups for intermediate students. The S.F. Symphony sends musical groups to our school for performances. PIP Early Intervention Program as well as on site therapy is available to students identified through our Student Study Team. We will continue our Parent Involvement Program of home based projects for families of kinder-second grade parents. We are in our sixth year of Restructuring and team collaboration with our school community.

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.

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of bottom quartile students. 2) Implement early literacy programs to maximize success and reduce the need for remediation. 3) Develop and apply instructional strategies to better meet the needs of the students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	364	LEP/NEP*:	58%
Building (sq.ft.):	25,400	Average Daily Attendance:	99.2%	Special Education:	4.4%
Year of Construction:	1955	Optional Enrollment Requests:	8.2%	EDY**:	40.9%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		% Objectives Met***:	81%

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 identified students to individual counseling with our on-site therapist, PIP Early Intervention Program and other services. We have a part time Clinical Social Worker. Four 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 targeted families and students on a variety of problems including tardiness, poor attendance, behavior expectations and study habits. Our forty corporate volunteers tutor students in the classrooms. The Embarcadero YMCA has an afterschool tutorial program for targeted students. We have comprehensive health education support.

Teacher Assignment

Out of 2,305 certificated classroom 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 teachers have advanced and/or multiple degrees. Several of our paraprofessionals are training to become teachers.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Carmichael, attendance for the year was 99.2%, excused absences were 5.5%, unexcused absences were 0.8% 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. 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.

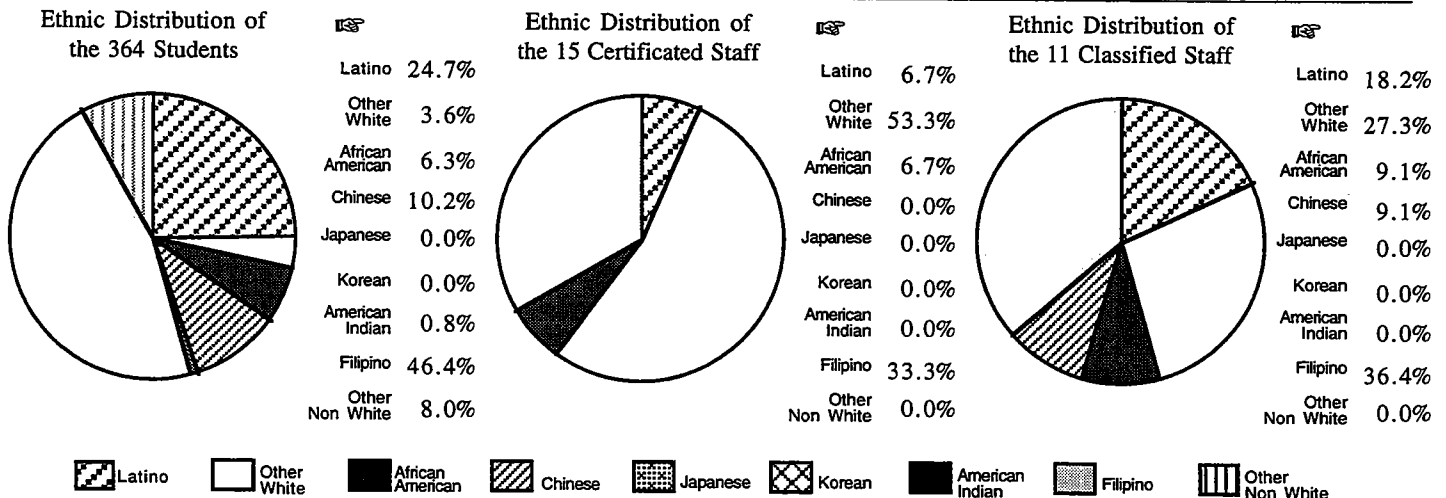
Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	30.0	36,000
1	26.0	24	27.2	29.7	50,400
2	26.0	24	27.4	25.5	50,400
3	29.8	25	26.7	25.3	50,400
4	32.2	30	27.5	32.0	54,000
5	32.2	30	28.1	27.0	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

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. (Based upon previous year's enrollment.)*

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.

*Several District objectives are listed in this document. 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.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

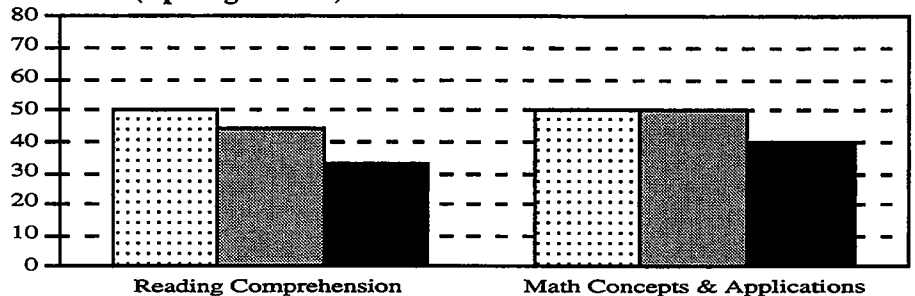
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS: National
 District
 School

CTBS (Spring 1995)



LEP/NEP = 58%

Special Education = 4.4%

EDY = 40.9%

GATE & High Potential = 3.3%

Teacher/Staff Professional Development, and Curriculum Improvement

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 were trained in Assertive Discipline and Tribes, Whole Language, Science and Math. Six are City Science lead teachers; five are Math lead teachers. Our K-third grade teachers and Principal are in Developmentally Appropriate Practices (DAP) and Early Literacy Collaboratives. Four teachers are training in Sand Trays. Two teachers are in Linking San Francisco Project. One teacher is training in the Reading Recovery Program.

Quality of School Instruction and Leadership

We use integrated curriculum with hands on science, math and whole language. Our bilingual staff provides all students equal access to all curriculum areas. Our computer lab is increasing creative writing for all students. An elected Leadership Team is being trained in leadership skills and will plan and facilitate our Site Based Planning days. We have Principal/Teacher Leadership Teams being trained in Developmentally Appropriate Practices and Early Literacy who will train teachers at grade level. We also have a Leadership Team being trained in Conflict Management for our new Peer Mediation Program. Site Committees actively participate in planning and decision making.

Substitute Teachers

During the 1994-95 school year, the Carmichael teacher attendance rate was 96%. We have always had excellent substitutes who regularly substitute for us who know our students. We have not had uncovered classes.

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 with Assertive Discipline, class rewards and individual student recognition. Principal, Elementary Advisor and faculty work with students and parents to improve behavior. We start Conflict Managers Program this year.

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

Average Salaries, Budget Percentages & Expenditure per Student

	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

* Districts over 20,000 ADA
 ** Elementary Schools Only

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 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. 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.

School Facilities and Safety

Current Conditions:

Outdoor lighting was installed to ease mobility for night meetings. Yard surfaces were resurfaced and restriped. Ramps were installed. Perimeter fences are more secure. Xmas in April painted Cafeteria, made planter boxes and picnic tables. New drapes were installed in AP room.

Planned Improvements:

Plans are being drawn to build a new building and recreational fields with State, District and City funds. Move in date is set for 9/98.

Needed Improvements:

The new building will house 550 elementary students and 175 Childcare students.

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 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 fundraise, work on Site Committees, and in the office and classrooms. The Mission Reading Clinic sponsors a Latina Moms' Support Group. This year they are starting a home visit program.

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

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 телефону.

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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