

George Washington Carver Elementary

1360 Oakdale Avenue, San Francisco CA 94124, Phone (415) 330-1540

Mrs. Louise C. Jones, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Dr. 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, instrumental and vocal music, computer, Reading Club, and tutoring. 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. Carver has won the following awards:

School: California Distinguished School Award, 1989, 1993; Redbook National Outstanding School Award
 Students: 1st. Place Winners in Poster Contest; 1st, 2nd, 3rd Place contests winners in Essays & Oratorical
 Teachers: Teacher of the Year, 1991; Teacher of the Year, 1990
 Outstanding Paraprofessional Awards
 Principal: Milken Family National Educator Award
 General: Letters of Commendation from Governor, Mayor, Senators, Congressional Representatives.

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) To improve the academic achievement of bottom and 2nd quartile students while maintaining students' achievement in the 3rd and 4th quartiles. 2) To increase the involvement of parents/guardians by: engaging them positively in their children's education; building consistent and effective communication between home and school; training teachers and other staff to communicate effectively with parents; involving parents/guardians who live far away from the school to which their children attend. 3) To improve attendance and decrease the number of tardy students on a daily basis.

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. | | * 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. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | | * 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:	401	LEP/NEP*:	14.5%
Building (sq. ft.):	45,500	Average Daily Attendance:	99.2%	Special Education:	6.0%
Year of Construction:	1973	Optional Enrollment Requests:	8.2%	EDY**:	41.9%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" 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. Dr. 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, 3 Lang. Dev. classes, substance abuse counseling, a site-based Primary Prevention Program, and Elementary Advisor.

Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas.

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 Carver, attendance for the year was 99.2%, excused absences were 6.2%, unexcused absences were 0.8% and the dropout rate was 3.8%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Carver's model combines parent outreach, counseling, and collaboration with community mental health and social services. Early intervention is provided to assist families.

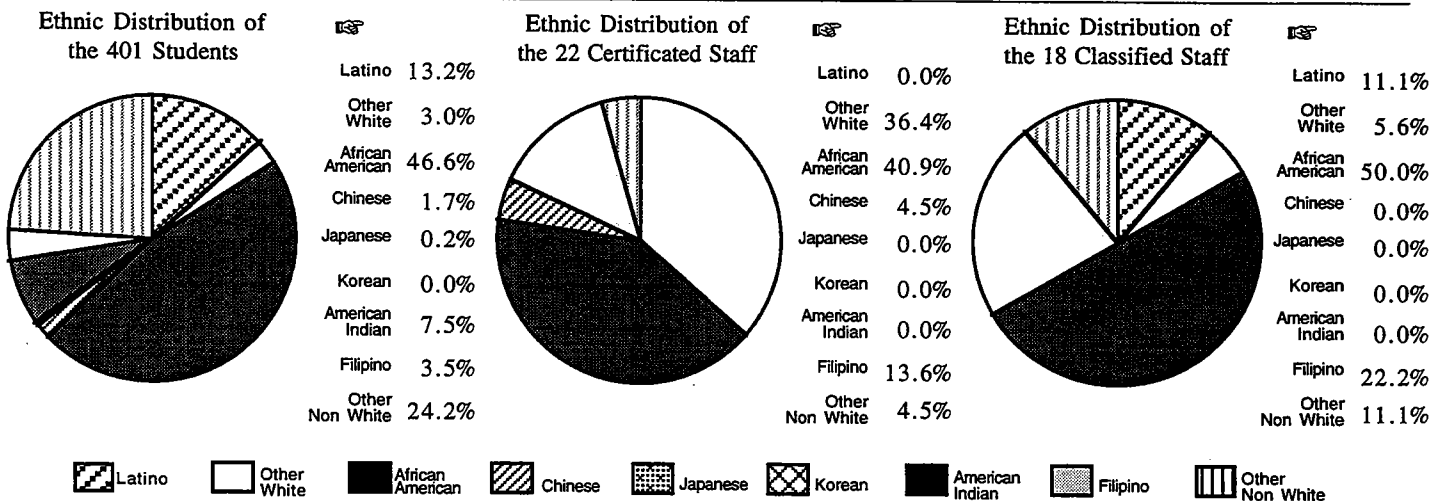
Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	28.0	36,000
1	26.0	24	27.2	25.0	50,400
2	26.0	24	27.4	26.7	50,400
3	29.8	25	26.7	23.5	50,400
4	32.2	30	27.5	25.3	54,000
5	32.2	30	28.1	27.5	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.)*

*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 Behavior

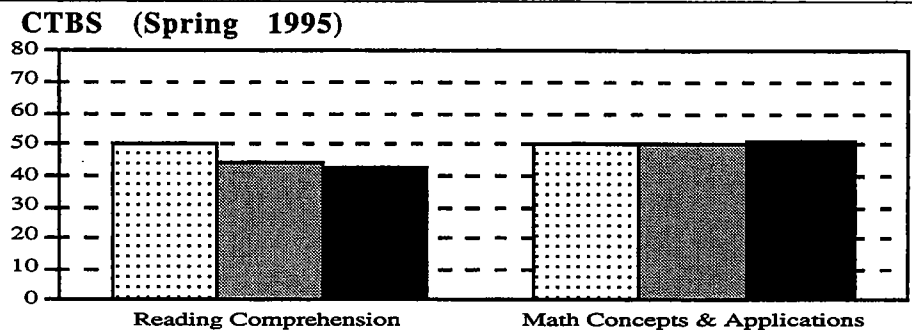
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Carver, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Carver follows regulations in the Student Behavior Handbook and articulates behavioral expectations to parents, guardians, and students through ongoing communication with the home.

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

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



LEP/NEP = 14.5%

Special Education = 6.0%

EDY = 41.9%

GATE & High Potential = 3.7%

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. 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, Science, Math, Cooperative Learning, Effective Teaching Strategies and Tribes.

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 as a team to improve and maintain the educational program through clinical supervision, cognitive coaching and conferencing. Carver received the 1989 and 1993 California Distinguished School Award. Some teachers have received the outstanding teacher award. The principal received a National Outstanding Educator Award for 1990-91.

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

Substitute Teachers

During the 1994-95 school year, the Carver teacher attendance rate was 96%.

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. At Dr. 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 and science materials in classroom libraries and the school library. Kits are purchased to enhance students' oral language skills.

School Facilities and Safety

Current Conditions:

The school is in good condition overall. Plants adorn the interior of the building. The district continues to make necessary improvements.

Planned Improvements:

Fencing around the school still needs to be completed. Yard needs upgrading.

Needed Improvements:

Heating and ventilation needs to be improved. Playground surface needs improving.

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 financial support as needed for various educational activities (PAG). Business persons volunteer in classes. Letters to the 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 with translators. Children and Parents Succeeding program involves parents in the classroom.

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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