

Bessie Carmichael Elementary School

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

Ms. Amy Talisman, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

School Description

Bessie Carmichael Elementary School, in SOMA, is rich in cultural diversity. Our nurturing environment springs from programs which focus on high self esteem, peer tutoring, and nonviolent play. Conflict Managers help resolve conflicts. Emphasis is placed on active, hands-on learning designed for students acquiring English as a second language. Bilingual kinder-fifth grade Spanish and Tagalog classes are offered. We are a Model School using Developmentally Appropriate Practices (DAP) in our kinder-fifth grades. Our Reading Recovery Program targets first graders in Spanish and English. Early and Extended Literacy programs provide print rich environments in which students learn to read and write. Rotary Club #2 sponsors Junior Achievement volunteers for all classrooms. Our business partners, Morrison and Foerster Law Firm, sends thirty volunteers and Macy's sends 12 volunteers weekly to tutor students in classrooms. Our Healthy Start grant seeks to develop student and parent leadership; provide health/mental health services and resources. Curricula is taught by community volunteers. The S.F.Aim Symphony program sends musical ensembles to perform to first-fifth graders who then go the Symphony to enjoy a concert. PIP Early Intervention Program, on site therapy and social work services are available to students and families through our Student Study Team. The Embarcadero YMCA has an After School Tutorial Program serving 28 targeted students. OFEE sponsors a Filipino After School Program for first through 5th graders.

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) The achievement level of African American and Latino and ELL students will be raised to the 50th NCE by spring of 1999. 2) The Early Childhood Education program will improve instruction that develops readiness for learning in the child's crucial years. 3) The Language Academy will begin demonstration programs at several sites throughout the city.

Philosophical Tenets

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

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	387	LEP/NEP*:	65.4%
Building (sq.ft.):	25,400	Average Daily Attendance:	99.2%	EDY**:	22.7%
Year of Construction:	1955	Optional Enrollment Requests:	23.0%	% of Points Met***:	73%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

*LEP/NEP: Limited English Proficient or Non English Proficient

**EDY: Educationally Disadvantaged Youth

***% of Points Met Refers to the set of District objectives to achieve District goals.

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 students to individual counseling on-site, PIP Early Intervention Program. We have a part time Clinical Social Worker. Healthy Start provides 3 parent liasons, an Americorps worker, and a nurse 1 day per week. Nine 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 families on 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. OFEE sponsors an After School Program.

Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. Most teachers are credentialed for the area they are teaching. Many teachers have advanced and/or multiple degrees. Several teachers are training for Bilingual and CLAD credentials. Several paraprofessionals are seeking Early Childhood certificates.

Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Carmichael, attendance for the year was 99.2%, excused absences were 4.4%, unexcused absences were 0.8% and the dropout rate was 0.7%. 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.

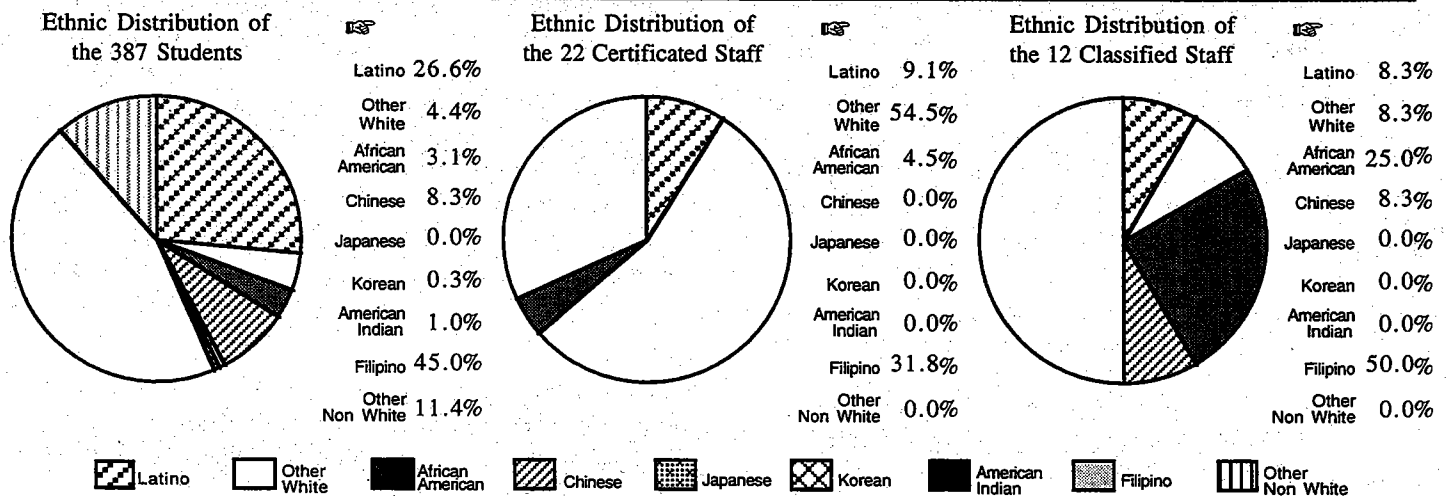
Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	18.3	43,200
1	***	24	19.0	17.0	50,400
2	***	24	18.8	19.5	50,400
3	***	25	24.5	19.0	50,400
4	32.2	30	26.6	24.8	54,000
5	32.2	30	27.3	30.0	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.

*** Grades K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Ethnic Diversity



Objective 4a (subpart): 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 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 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: Good behavior is taught using Tribes, Assertive Discipline, class and schoolwide expectations. Principal, Elementary Advisor and faculty works with students and parents to improve behavior. Student Conflict Managers help to resolve conflicts.

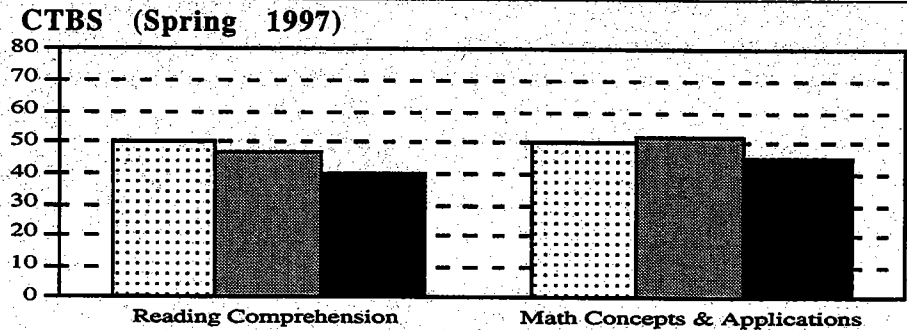
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards. *



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 = 65.4%

Special Education = 3.6%

EDY = 22.7%

GATE & High Potential = 0.5%

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 opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. We were trained in Assertive Discipline, Tribes, Whole Language, computers and use of Mac programs. A core of teachers/principal are trained in City Science and Math Leadership. Our K-third grade teachers/Principal are in Developmentally Appropriate Practices (DAP) Model Schools and Early and Extended Literacy Collaboratives. Nine teachers have been trained in Sand Trays. New teachers are receiving site and District training. We are renewing our training constantly.

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. We have Principal/Teacher Leadership Teams being trained in Developmentally Appropriate Practices and Early and Extended Literacy who will train teachers at grade levels. Our science and math teacher leaders provide on site workshops in those curricular areas. Site Committees actively participate in planning and decision making. Grade level meetings focus on quality of instruction, delivery and adoption of instructional materials.

Average Salaries, Budget Percentages and Expenditure Per Student

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

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

Substitute Teachers

During the 1996-97 school year, the Carmichael teacher attendance rate was 95%. We have always had excellent substitutes who regularly substitute for us who know our students. We have not had uncovered classes.

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 and District priorities. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. 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. Teachers work at Grade Level meetings to review curricula and instruction in order to adopt new effective materials.

School Facilities and Safety

Current Conditions:

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.

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 belong to our PTO, fundraise, work on Site Committees, in the office and in classrooms. PIP Plus is developing a program for PIP parents. Healthy Start is opening a Family Room.

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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