

Dr. George Washington Carver Elementary

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

Ms. Emily M. Wade-Thompson, Principal

S.F.U.S.D.

1999-2000 School Accountability Report Card

Fall 1999

School Description

Dr. George Washington Carver Academic Elementary School holds high expectation for its culturally diverse student population and ensures that learning occurs at an optimum level. A comprehensive curriculum is offered 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: visual and performing arts, instrumental and vocal music, computer, tutoring, and a relationship with UCSF. 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 and our business partner, KPMG, 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, 1997
 School Redbook National Outstanding School Award
 Students: 1st. Place Winners in Poster Contest and
 1st, 2nd, 3rd Place winners in Essays & Oratorical Contests
 Teachers: Teacher of the Year awarded to three teachers
 Outstanding Paraprofessional Awards
 General: Letters of Commendation from the Governor, Mayor, Senators, and Congressional Representatives.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified their individual school priorities:
A Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).
B Improve the math achievement of all students, with particular focus on African American, other nonwhite and Latino students, by Spring 2000.
C To increase the number of parents/guardians involved in their children's education by building consistent and effective communication between home and school.

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.

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 are entitled to be treated with respect and dignity.	* 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.
* All individuals want to learn and to be recognized for their achievements.	* All individuals can learn.	* Parents want their children to attain their fullest potential as learners and to succeed academically.
* 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 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.	

Grade Span:	K-5	Student Enrollment:	381	LEP/NEP (ELL) ¹ :	6%
Building (sq.ft.):	45,500	Average Daily Attendance:	93.5%	EDY ² :	28.9%
Year of Construction:	1974	Optional Enrollment Requests:	49.1%	% of Points Met ³ :	58%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD 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. Dr. G.W. Carver has a full time Counselor and Elementary Adviser, both funded through the Consent Decree. Both provide 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, Resource Specialist Program (RSP), 4 Language Development classes, substance abuse counseling, a site-based Primary Prevention Program, a series of parenting classes, asthma awareness class, and an eyeglasses club.

Student Attendance and Dropout Rate

Dropout rate 1996-97 = 7.3% 1997-98 = 6.2% 1998-99 = 1.7%

The District's K-5 average attendance for 1998-99 was 95.1% and the dropout rate was 1.7%. At Carver ES, attendance for the year was 93.5%, excused absences were 5.3%, unexcused absences were 1.2%, and the dropout rate was 1.7%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. At Carver, attendance for the year 1998-99 was 99.0%, excused absences were 5.5%, unexcused absences were 1.0% and the dropout rate was 1.7%. Carver's model combines parent outreach, counseling, and collaboration with community mental health and social services. Early intervention is provided to assist families.

Student Achievement

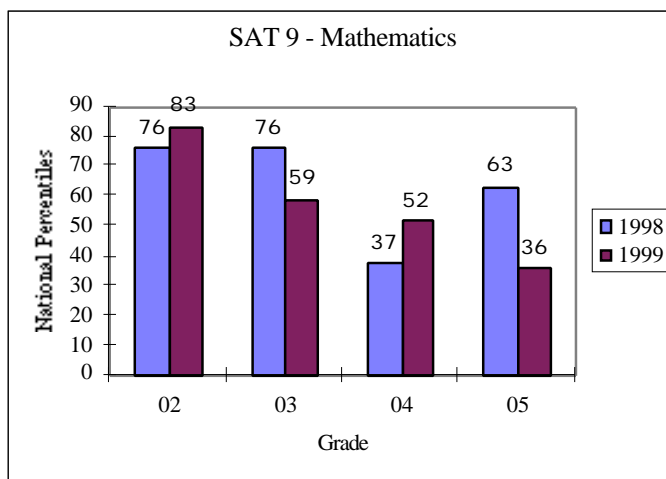
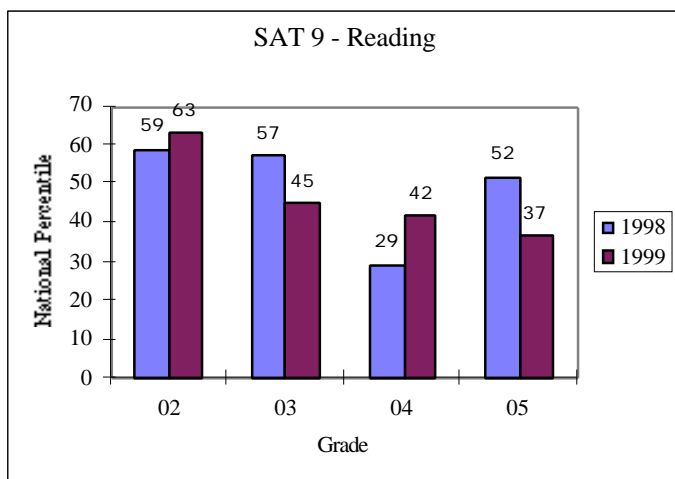
SAT9 (Spring 1998 & Spring 1999)

District K-5 Average National Percentiles

	1998	1999
Reading	43	44
Math	52	54

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

*Unmatched performance data



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
381 Students	56.4	7.1	0.3	4.5	0.3	0.0	10.5	19.4	1.6
19 Certificated	63.2	0.0	0.0	5.3	0.0	0.0	5.3	0.0	26.3
4 Classified	75.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0
13 Paraprofessional	61.5	0.0	0.0	15.4	0.0	0.0	0.0	15.4	7.7

Our school village takes pride in having a diverse student body and staff. We foster respect for self and others through daily affirmations, learning greetings in various languages, sharing cultural foods, researching our own families, within a multicultural curriculum.

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

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>
School Suspension rates:	0%	.5%	0.0 %
District Expulsion rates:	.14%	.09%	.11%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Carver ES, 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: At Carver we articulate behavioral expectations to students, parents and staff. All learn to use a code of conduct that helps us make personal decisions and realize our roles and responsibilities within the school community.

Teacher Assignment

Out of 3,984 teachers in the District, 388 are teaching with emergency credentials and 53 with program waivers.

Carver teachers are assigned according to programmatic need, and teacher training and expertise. Specific assignments are made for each grade level, English Language Development classes, literacy development, IRISE classrooms, and the Leadership Team. Grade level teams collaborate regularly to plan, to advise, and to implement curriculum. Skilled paraprofessionals provide excellent support.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1997	1998	1999	
K	**	20	19.1	20.0	20.0	20.0	43,200
01	**	20	18.8	20.0	20.0	19.7	50,400
02	**	20	19.0	19.8	20.0	19.3	50,400
03	**	20	18.7	19.5	20.0	18.7	50,400
04	32.2	30	25.7	22.7	27.5	23.8	54,000
05	32.2	30	26.8	22.0	28.0	26.5	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1997-98 = 8 1998-99 = 8 1999-2000 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

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: Science, Math, Cooperative Learning, Effective Teaching Strategies, Tribes, Technology, Writing Strategies, Literacy, Cultural Diversity/Learning Styles, I.R.I.S.E., Reading Recovery, SDAIE, and Physical Education.

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.

Substitute Teachers

During the 1998-99 school year, the Carver ES teacher attendance rate was 98%. At Carver, teacher attendance rate was 98%. Regular teachers are expected by the principal to plan for the possibility of a substitute to enable subs to carry out an appropriate day of learning. The principal monitors the experiences that achievers have with their substitutes.

Average Salaries, Budget Percentages & Expenditure per Student

1997-98 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$30,521	\$29,729
Mid-Range Teacher's Salary	\$47,729	\$46,982
Highest Teacher's Salary	\$57,429	\$53,643
Principal's Average Salary	\$75,942	\$66,605 **
Superintendent's Salary	\$129,993	\$175,000
Expenditure per Student		\$4,190 **
% of Budget for Teacher's Salaries	43.15%	42.08%
% of Budget for Administrators	4.79%	4.80%
* Districts over 19,999 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 and District priorities. In 1997-98, 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 and in 1999-2000 there will be K-8 History/Social Science adoption. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

At 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. Audio-visual equipment and computer technology aid learning. The school is equipped with a Mac lab and multimedia library center, and there are 3-8 computers in each classroom. English Language Development classes use District adopted materials.

School Facilities and Safety

Current Conditions

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

Planned Improvements

Some windows need replacing. Benches need refinishing. Ventilation will be improved.

Needed Improvements

Ventilation needs to be improved. Playground surface needs improving. Play structures are needed for Kindergarten, and grades 2nd through 5th.

Parent Involvement

School support groups (PAC,SSC,SAC,BAC) meet monthly to encourage involvement and give input on educational issues. Financial support for various educational activities is raised by the PAC. Letters to the home inform families of student learning. Parents/guardians attend conferences and workshops like Parenting Workshops, and Family/Math Reading. Meetings for limited English-speaking parents are held with translators. Children and Parents Succeeding program involves parents in the classroom. Parents borrow materials from the Parent Resource Collection to aid their children's learning at home. All are honored at our Annual Parent Recognition Night.

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 телефон.

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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