

School Accountability Report Card

School Year 2001-2002

SFUSD #449

CA ID #6040752

Bessie Carmichael Elementary School

55 Sherman Street, San Francisco, CA 94103

Dr. John Ignacio, Principal

Phone: 415-241-6294

FAX: 415-241-6563

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Phone: 415-241-6294

FAX: 415-241-6563

Enrollment: 352
Grades Served: K5

email: sch449@muse.sfusd.edu

Web Site:

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman

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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. 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. Our business partners, Morrison and Foerster Law Firm, send thirty volunteers weekly to tutor students in classrooms. Healthy Start provides health/mental health services. The S.F. AIM Symphony program sends musical ensembles to perform to first through fifth grade classes who then go to the Symphony to enjoy a concert. Our Arts Program pays for artists in residence. Poets in the Schools work with classes to teach poetry and art. Field trips are taken to science and arts locations in the Bay Area. PIP Early Intervention Program and social work services are available to students and families. The Embarcadero YMCA has an After School Tutorial Program serving 85 targeted students. Teachers tutor three days a week. Volunteers offer additional tutorial assistance. Our Sunrise Before School Program provides homework assistance for forty students. Tutors from Digital Think provide enrichment activities.

Vision Statement

We, the staff and community of Bessie Carmichael School, care about children and aspire to create a safe, peaceful, caring, and welcoming atmosphere that promotes, stimulates and enhances student learning. We strive to develop a community in which all students are well educated, learn to be critical thinkers, reach their fullest academic and human potential and are respectful of themselves and others.

We believe in multiculturalism and have created a safe multicultural environment that includes everyone's culture and language. Where all students and adults share, are sensitive and aware of each others' culture, language and feelings.

We are committed to the whole child. We believe that an educated person knows how to read and write well, deeply understands math, science and history and also is exposed to and participates in poetry, music, song, dance, movement and the visual arts. We are aware that an educated person needs to be computer literate and we provide computers and training in all classrooms. We are dedicated to teaching all of these domains to our students to give them the fullest educational experiences possible so as to achieve their fullest human potential.

We have zero tolerance for slurs of any nature, sexual harassment, drugs, alcohol or smoking.

We believe that every child can and will learn. We have clear and high expectations for everyone.

We welcome parents as our partners in teaching and in fostering responsibility in our students.

Opportunities for Parental Involvement

Contact Person Name: Bobbie Washington

Contact Person Phone Number: 415-241-6294

Organized opportunities for parental involvement:

Parents are encouraged to become active participants in the Parent Teacher Association School Site Council, or Advisory Councils. In addition, parents can volunteer in the classrooms, assist on field trips, plan enrichment activities, or supervise playground activities. Parents contribute to our career awareness program by sharing their work expertise and personal talents and increasing student appreciation of many diverse cultures. Parents are deeply involved with our Before and After School Programs and yearly raise funds to support a Librarian, a Volunteer Coordinator, K-1 snacks and other programs.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	16	4.5
American Indian or Alaska Native	2	0.6
Asian-American	48	13.6
Filipino-American	146	41.5
Hispanic or Latino	118	33.5
Pacific Islander	3	0.9
White (Not Hispanic)	15	4.3
Other	4	1.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/15/2001

Date Last Reviewed with Staff: 10/15/2001

Key elements of School Safety Plan:

The key elements in the School Safety Plan at Bessie Carmichael are pro-social and positive behavioral expectations for students and staff. Red Ribbon Week is one focus we use to provide information to students and families about prevention of substance abuse. Our School Resource Police Officer has a regular presence here as a peace officer and classroom instructor on safe behaviors. Our Elementary Advisor, School Nurse and Health Advocate provide leadership in the implementation of the School Safety Plan. Disaster procedures are practiced and refined. There is a sexual harassment policy for staff and students. An anti-slur policy is posted and enforced. Procedures are in place for safe entry and exit of students, parents and school employees to and from school. A safe and orderly environment conducive to learning at the school is maintained.

School Programs and Practices that Promote a Positive Learning Environment

We the staff at Bessie Carmichael Elementary School FEC care about children and aspire to create a safe, peaceful, caring and welcoming community atmosphere that promotes, stimulates and enhances student learning. Students and staff focus on ways to bring this vision to reality through class lessons and discussions, bulletin boards, assemblies and daily interactions. The principal greets the student body each morning and discusses practices that create a safe environment. In addition, the Primary Intervention Program, Reading Recovery, Psychologist, Elementary Advisor, Social Worker and an active Student Study Team meet weekly to discuss strategies and interventions to assist students referred for behavioral, social, medical, or academic concerns. Students are frequently recognized for achievements and the entire community contributes to the many field trips, performances and benefits received by our students.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)		1		1,712	1,935	1,791
Suspensions (rate)	0.0%	0.3%	0.0%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Carmichael 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: Good behavior is taught using Tribes, Assertive Discipline, class and schoolwide expectations. Principal, Elementary Advisor and faculty work with students and parents to improve behavior. Student Conflict Managers help to resolve conflicts.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Bessie Carmichael is one of the oldest schools in San Francisco. Located in the South of Market district, it is next to the freeway. It is made up of old wooden buildings and bungalows which were all originally planned as temporary and are now dilapidated. Playgrounds are concrete with few play structures.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

There is marginally adequate space for classrooms, a library, auditorium and cafeteria. Yard space is adequate for an urban school. Space for office personnel and other staff is inadequate.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

Restrooms are in poor condition. They are functional by reek of odors from wear and inadequate upkeep.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

The Bessie Carmichael facility is dilapidated. Although it is functional, the condition of the walls, floors, roofs/ceilings, "black top" playground, walkways, gutters, drains and bathrooms is depressing.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Cleaning by the custodians and awareness programs for the students to help to maintain a clean environment.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Daily inspection by the custodian and annual district team maintenance help to ensure the facility can be used by the community.

Success of these efforts.

On site inspections are successful. The District meets emergency requests for repair. Routine repair requests are often backlogged. Electrical and data wiring for technology upgrade has been delayed indefinitely.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			32			37			32
3			8			31			30
4			18			34			33
5			21			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	35	30	20	50	22	53	
3	4	12	4	14	6	15	
4	20	16	17	20	19	15	
5	15	27	9	39	24	13	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	41	42	50	55	58	54	44	49	51
3	33	22	26	42	45	46	41	44	46
4	18	51	45	43	50	51	41	45	47
5	31	43	52	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	41	46	60	60	64	60	49	57	58
3	37	40	63	55	61	61	48	56	59
4	50	49	61	51	56	58	44	51	54
5	20	61	48	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	48	52	40	67	42	67	
3	14	38	12	43	24	31	
4	36	54	47	42	47	38	
5	42	59	45	61	59	33	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	59	61	45	84	59	63	
3	36	88	52	76	64	62	
4	52	71	73	42	64	54	
5	33	59	45	52	51	40	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	48.1	48.3	48.0	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	73	75		Percentage Tested	75	97	
Base API Score	573	639		Growth API Score	639	668	
Growth Target	11	8		Actual Growth	66	29	
Statewide Rank	4	5		Eligible for Awards	No	No	
Similar Schools Rank	4	7		Eligible for II/USP		Yes	

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score	606	711		Growth API Score	711	769	
Growth Target	9	6		Actual Growth	105	58	
Hispanic or Latino				Hispanic or Latino			
Base API Score	465	525		Growth API Score	525	482	
Growth Target	9	6		Actual Growth	60	-43	
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	554	628		Growth API Score	628	669	
Growth Target	9	6		Actual Growth	74	41	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	13.0	1			18.3	3			15.7	3		
1					19.0	3			17.5	4		
2	15.0	1			17.5	4			15.7	3		
3	15.0	1			17.7	3			20.0	3		
4	33.0			1	28.0		1		27.0		1	
5					30.0		1		28.5		2	
6												
K-3	16.0	2			19.5	2						
3-4	19.5	2			20.0	1						
4-8	34.0			1	28.0		2					
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

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.

	1999	2000	2001
Total Number of Teachers	20	20	20
Full Credential (fully credentialed and teaching in subject area)	17	19	20
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	1	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Carmichael ES teacher attendance rate was 89%. We have always had excellent substitutes who regularly substitute for us and know our students. Uncovered classes are divided among other classes.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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. We have the PIP Early Intervention Program. We have a part time Clinical Social Worker. Healthy Start provides a nurse 2 days 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 thirty corporate volunteers tutor students in the classrooms. The Embarcadero YMCA has an afterschool tutorial program for targeted students. We have a Before School Program offering homework assistance.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The School Improvement Program, English Language Learner Advisory council, and Site Advisory Council as well as the PTA, and Union Building Committees are forums for curriculum improvement. The Urban System Program (USP) provides a resource teacher who works regularly with each grade level to analyze student data and apply best practices to student learning needs identified from these data.

School and district efforts to align the instructional program with the state frameworks and content standards.

All staff participated in District inservice in the alignment of standards with curriculum. In addition, the staff is given copies of the standards and meet in grade level and cross grade level teams to plan implementation of the standards in their classroom. Ongoing teacher evaluation focuses on standards based instruction. Teachers have identified benchmarks for meeting standards throughout the year. Teachers include the standards as a regular part of their lesson plans.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

All teachers are members of the school leadership team and meet regularly to plan strategies for implementing a quality instructional program based on the state insurrectional standards. Student writing samples are collected school wide three times a year and maintained K-5 for evaluation over the years. The team uses the Site Plan to monitor the instructional program.

How the school staff monitors the progress of underperforming students/student groups.

Underperforming students and groups are identified by test data analysis and individual teacher referrals. Student progress is monitored by classroom teacher, and the Student Study Team. Students so identified are referred to the After School Learning Program which uses our credentialed staff to provide additional targeted instructional support.

Supports and interventions that are available to assist special needs students.

Referrals to the Student Study team, Primary Intervention Program, Reading Recovery, adaptations in classrooms, after school tutorial programs and support by paraprofessionals assist special needs students. The Resource Specialist, assisted by a paraprofessional, provides support for identified special needs students. The Filipino Bilingual and Spanish Bilingual Programs provide many tutorial and social supports for the students in these programs. There is a psychotherapist and a social worker who regularly see individuals and small groups of students.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

School site assessment data analysis is based on review of subgroup reports of the Brigance (K-1), Assessment of Basic Comprehension (Grade1), Stanford 9 Achievement Test, Integrated Writing Assessment, Mathematics Performance Assessment, and California English Language Arts Standards and Writing Standards. In addition, student work is closely monitored and shared with families.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Classroom teachers ensure that all students have access to the core curriculum. English Learners are placed in classes with certificated ELD or bilingual teachers. Special education students are provided with support to be mainstreamed when appropriate for their development.

Summary of overall achievement by subgroups.

Bessie Carmichael exceeded its API growth target by 27 points for the 2000-2001 school year. Latino students dropped slightly on the SAT9 in reading and math. English Language Learners made significant gains in math and reading. Filipino students made substantial gains in reading and math. Socioeconomically disadvantaged students also made substantial growth in reading and math as measured by SAT9.

Professional Development

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 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 for educators and parents each school has three days for site-determined professional development.

We were trained in Assertive Discipline, Tribes, Whole Language, Math, Science and computers and the use of Mac programs. A core of teachers/ Principal are trained in City Science and Math Leadership. Our K-fifth grade teachers/ Principal are trained in Developmentally Appropriate Practices (DAP) and Early and Extended Literacy Collaboratives. Nine teachers/ Principal have been trained in Sand Trays. New teachers are receiving site and District training. We have a science collaborative of teacher leaders. A large group of teachers are participating in Reading Results. Another group of teachers make up the Urban Systemic Program, a leadership program that brings professional development to the school site.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

District textbooks adoptions meet basic needs, staff and parents supplement for spellers, other workbooks and weekly readers. Instructional materials are in good supply.

School educational technology program.

Each class is set up for Internet access and has an average of three functional computer work stations. Digital cameras are used by staff and technology in general is a regular tool for learning.

Additional technology resources.

We need a technical resource person to help manage and maintain all of the hardware and software.

1. Number of Computers Used for Instructionally Related Purposes	60
2. Number of Computers with CD-ROM (must be less than or equal to 1)	40
3. Number of Classrooms with Internet Access	20
4. Number of Classrooms with Wide Area Network (WAN) Access	20

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

District complies with state adoptions regarding textbooks and supplies basic textbooks for school.

Report the ratio of textbooks to pupils.

4 to 1

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	51,700
1	50,400	51,700
2	50,400	51,700
3	50,400	51,700
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Bessie Carmichael fosters the development of positive interpersonal skills as well as proficiency in reading, mathematics, and writing skills which are essential to the acquisition of work readiness skills.

How the school measures the success of its efforts to prepare students for the work force.

Bessie Carmichael is a closely knit community that takes pride in its educational program. Parents and community in SOMA expect and report back that their students are well prepared and ready for middle school.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

The special student populations are routinely included to the limit possible in all curriculum activities.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

After School Learning
Bay Area Writing Project (BAWP)
California Reading & Literacy Project--RESULTS
Healthy Start
Junior Achievement
Linking San Francisco
MathLand & Beyond
NSF--Urban Systemic Program (Priority 6)
Primary Prevention Program (PIP)
Reading Recovery
Safe School Healthy Student Initiative (SS/HIS)
21st Century Learning Centers