

School Accountability Report Card

School Year 2001-2002

SFUSD #449

CA ID # 6040752

Bessie Carmichael Elementary School

55 Sherman Street, San Francisco, CA 94103

Phone: 415-241-6294

FAX: 415-241-6563

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Bessie Carmichael Elementary School

55 Sherman Street, San Francisco, CA 94103

Dr. John Ignacio, Principal

Phone: 415-241-6294

FAX: 415-241-6563

Enrollment: 399
Grades Served: K-5
email:
sch449@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

Bessie Carmichael Elementary School/Filipino Education Center, 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. Edgewood Social Services provides the Primary Intervention Program and Play Therapy. 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 Program. The Embarcadero YMCA has an After School Tutorial Program serving 85 targeted students and the Galing Bata Quality Children serves another 70 students After School at the 824 Harrison Street Site. Teachers tutor three days a week. Volunteers offer additional tutorial assistance. Our Sunrise Before School Program provides homework assistance for forty students.

Vision Statement

We at the Bessie Carmichael School/Filipino Education Center are committed to the creation of a caring atmosphere that stimulates learning. We strive to have all students reach their fullest potential and be respectful of themselves and others.

Opportunities for Parental Involvement

Contact Person Name: Bobbie Washington, Rhodora Hicks

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. For direct support, call Parent Liaison, Francisco Ferrer.

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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	64	9	0
1	65	10	0
2	85	11	0
3	62	12	0
4	58	Ungraded Secondary	0
5	65		
6	0		
7	0		
8	0	Total Enrollment	399
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	16	4.0
American Indian or Alaska Native	3	0.8
Asian-American	53	13.3
Filipino-American	199	49.9
Hispanic or Latino	104	26.1
Pacific Islander	4	1.0
White (Not Hispanic)	14	3.5
Other	6	1.5
Total	399	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/25/2002

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. We use "PEACE Signs" and "Tribes" activities with students to help them learn peaceful ways of dealing with their feelings. In addition, the Primary Intervention Program, Reading Recovery, Psychologist, Elementary Advisor, Social Worker and an active Student Success 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	2000/01	2001/02	2000	2001	2002
Suspensions (number)	1		3	1,935	1,791	1,722
Suspensions (rate)	0.3%	0.0%	0.8%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs 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, and PEACE Signs. Principal, Elementary Advisor and faculty work with students and parents to improve behavior. The Positive Behavior Program awards classrooms each day who follow the rules of behavior on the playgrounds during the recesses. The classes receive a "boleto" of a historically famous person. At the end of the quarter, the classes with the most boletos receive special recognition.

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 fair condition and are functional. The walls and roof often spring leaks but we usually are able to get them repaired in short order. Plumbing and electrical systems are functional. The electrical system is at maximum capacity.

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. The fire alarm system is very old.

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. The SOMA Community came to the campus in April, 2002 and did a major paint job and much cleaning of the grounds.

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. Team maintenance came last year and make major repairs.

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 completed and all classrooms have Internet access.

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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	32	17	n/a	37	33	n/a	32	32
3	n/a	8	20	n/a	31	37	n/a	30	34
4	n/a	18	30	n/a	34	39	n/a	33	36
5	n/a	21	29	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	33	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	23	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	21	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	15	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	9	25	7	25	23	13	
3	8	30	18	25	23	15	
4	16	41	21	42	28	36	
5	16	42	33	21	28	33	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	22	46	22	43	33	33	
3	25	22	24	21	21	29	
4	15	25	21	21	21	18	
5	13	16	16	11	15	13	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	42	50	36	58	54	55	49	51	53
3	22	26	25	45	46	50	44	46	47
4	51	45	52	50	51	53	45	47	49
5	43	52	46	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	46	60	48	64	60	64	57	58	62
3	40	63	36	61	61	61	56	59	62
4	49	61	55	56	58	61	51	54	58
5	61	48	49	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	24	47	25	46	31	39	
3	17	32	23	30	24	26	
4	31	69	38	71	53	46	
5	32	61	43	56	41	59	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2				49	39			
3				38	13			
4				61	33			
5				58				
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							98.3%	81.3%	93.7%
4				80.8%	62.0%	63.6%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	22.6	21.9	23.3	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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	75	97	75	Percentage Tested	97	99	573
Base API Score	639	660	639	Growth API Score	668	637	11
Growth Target	8	7	66	Actual Growth	29	-23	4
Statewide Rank	5	5	No	Eligible for Awards	No		4
Similar Schools Rank	7	6		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups 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
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	747	Growth API Score	711	769	666
Growth Target	9	6	6	Actual Growth	105	58	-81
Hispanic or Latino				Hispanic or Latino			
Base API Score	465	525	490	Growth API Score	525	482	510
Growth Target	9	6	6	Actual Growth	60	-43	20
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	661	Growth API Score	628	669	639
Growth Target	9	6	6	Actual Growth	74	41	-22

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	YES	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	18.33	3			15.67	3			17.50	2		
1	19.00	3			17.50	4			18.67	3		
2	17.50	4			15.67	3			17.80	5		
3	17.67	3			20.00	3			19.25	4		
4	28.00		1		27.00		1		25.00		1	
5	30.00		1		28.50		2		27.67		3	
6												
K-3	18.33	3			15.67	3			17.50	2		
3-4	19.00	3			17.50	4			18.67	3		
4-8	17.50	4			15.67	3			17.80	5		
Other	17.67	3			20.00	3			19.25	4		

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	2000				2001				2002			
	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		
	2000	2001	2002
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.

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.

	2000	2001	2002
Total Number of Teachers	20	20	22
Full Credential (fully credentialed and teaching in subject area)	19	20	22
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)			1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1		

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 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:

We have always had excellent substitutes who regularly substitute for us and know our students. Uncovered classes rarely occur. When they do occur the students 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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

Our collaborative Student Success Team refers students to individual counseling. We have the PIP Early Intervention Program. We have a part time Learning Support Coordinator. School Health Programs provides a nurse 2 days per week. Through the SST, over 60 students are served by a licensed play therapist. 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 two Elementary Advisors work with families on tardiness, poor attendance, behavior expectations and study habits. Thirty corporate volunteers tutor students in the classrooms. The YMCA and West Bay Social Services, sponsored by SFUSD funds, each have 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	

(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. The staff also receives training for the Yerba Buena Center for the Arts, Arts Funders, and from the SFUSD Staff Development Days.

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 are given copies of the standards and meet in grade level and cross grade level teams to plan implementation of the standards in their classrooms. 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 instructional standards. Student writing samples are collected schoolwide 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 Success Team. Students so identified are referred to the After School Learning Program which uses our credentialed staff to provide additional targeted instructional support. The Latino Parent Liaison meets weekly with these families to help bridge the language gap for many Latino families.

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

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.

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 (Grade 1), 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. Parent Conferences focus on student achievement.

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.

Referrals to the Student Success 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. Foster Grandparents and Volunteers join the paraprofessionals in supporting classroom instruction for special needs students.

Summary of overall achievement by subgroups.

The two "Linked" schools were tested together as one "Bessie Carmichael" so it is difficult to compare results to 2000-2001. Latino students were not involved in the change and their scores improved 20 points exceeding their API growth target by 14. Filipino students were directly involved in the change and their combined scores were much lower than "Bessie" alone the year before. The other significant subgroup is "Socioeconomically Disadvantaged." That group was also affected by the Link-Up of the two schools and its API scores also dropped significantly.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

We were trained in Assertive Discipline, Tribes, Whole Language, Math, Science and computers. A core of teachers/Principal are trained in "Just Think" media literacy. Our K-fifth grade teachers are trained in Developmentally Appropriate Practices (DAP) and Early and Extended Literacy Collaboratives. 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. Still other teachers received training in Arts Education from Yerba Buena Center for the Arts and from the San Francisco Symphony. Several teachers improved their Language Arts skills with trainings from the California Association of Bilingual Educators (CABE).

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 fair 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. A paraprofessional has been hired to help maintain the equipment, accessories and software.

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 1 through 8	State Requirement	Instructional Minutes Offered by Carmichael ES	
K	36,000	51,550	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	51,550	
2	50,400	51,550	
3	50,400	51,550	
4	54,000	54,120	
5	54,000	54,120	
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

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. An extensive program with Junior Achievement brings volunteers to the classrooms to complete projects geared to the workforce.

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 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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

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